

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K249**

School Name: **P.S. 249 THE CATON**

Principal: **ELISA BROWN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 249 The Caton School School Number (DBN): 17K249
Grades Served: Pre 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: Lara Terry
Parents' Association President: Dawn Torres
SLT Chairperson: Nancy Bochbot
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Theresa Sanchez
Student Representative(s): 0
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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: 718-759-4862 Fax: N/A

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Lara Terry	*UFT Chapter Leader or Designee	
Dawn Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	SLT Chairperson/Teacher	
Diane Coffey	Member/Teacher	
Gillian Shotwell	Member/Teacher	
Taisha Francisquini	Member/Parent	
Theresa Sanchez	Secretary/Parent	
Alexandra Roman	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marva Allard	Member/Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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. 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 African, Caribbean, 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 2015-16 school year PS 249 had two half day Pre-kindergarten's. As of the 2015-16 school year we will have two full day Pre-Kindergarten classes, 20 general education classes, 3 Spec. Education classes, 8 Spanish dual language classes and 6 English Language Learners (ELL) 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 ELL classes and 35 ELL students have Individualized Education Plan (IEP's). It is the school's philosophy that instituting a comprehensive program in literacy and mathematics will allow all students, including Students With Disabilities (SWD) 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 Annual Yearly Progress (AYP), as per No Child Left Behind (NCLB) 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 Standards. Fordham also extends their expertise and their consultants in the areas of English Language Arts (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. Grades 3- 5 Teachers work with National Training Network (NTN) as a result of our partnership with Medgar Evers College Pipeline.

During our 2014-2015 Quality Review, we received a **well-developed** in all categories, indicating that effective pedagogical practices are creating an environment in which each student is expected to learn at high levels and is supported with appropriate scaffolds and extensions to the curriculum. Our teaching community connects with our students and their parents, ensuring a nurturing atmosphere that prepares our student population to successfully achieve college and career readiness in order to compete in global world.

During the 2014-15 school year, pedagogical practices strengthened as evidenced by: Lesson plans designed to reflect teacher knowledge of students with lessons designed with multiple entry points so that all students have access to the same rigorous instruction, Small group instruction based on data from formative and summative assessments addressed the needs for all students to maximize student learning. According to the 2014-15 NYC School Survey 98 percent of all

parents are satisfied with their children's education, 99 percent of all teachers agree that school leaders place a high standard on student learning, 98 percent of all teachers would recommend our school to parents.

Parent workshops are provided on an ongoing basis by our Teachers and full time Parent Coordinator. Topics of Parent Workshops include Immigration, Common Core Learning 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 after school programs which include the following: English Language Learners Academy (ELLA) an after school program for grades 1&2 students in the ELL program, as well as After school 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. Due to our NYS ELA test data from the 2014-15 school year showing a decline in our Levels 3 and 4's by 4%, we see a need to provide timely, specific and actionable feedback so that students can continue to 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.

17K249 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	902	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.8%	% Attendance Rate	94.5%
% Free Lunch		71.4%	% Reduced Lunch	1.0%
% Limited English Proficient		25.7%	% Students with Disabilities	15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	39.6%
% Hispanic or Latino		50.6%	% Asian or Native Hawaiian/Pacific Islander	5.6%
% White		3.6%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		14.33	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	7.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		42.9%	Mathematics Performance at levels 3 & 4	61.6%
Science Performance at levels 3 & 4 (4th Grade)		96.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on prior ELA Exams, 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 prior year 2014 to 2015 NYS ELA scores, we found that all our students, including ELL's and SWD students scoring at Level 1 increased by 4%, we also found that our Level 2's decreased by 6% and our Level 3's increased by 3%. We also found that our Level 4's have decreased by 1%, thus leading to an overall increase change of 4%, thereby making small flexible grouping in all curriculum areas our focus this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our instructional staff will use a data-driven approach to plan small flexible groups in all curriculum areas in order to monitor progress toward individual/group learning goals based on teaching points in our conference notes thereby having a 95% increase in student learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>General Ed, ELL’s and SWD students Pre K-5</p>	<p>Starting Sept. 2015 through June 2016</p>	<p>Classroom teachers, RTI Providers, Ell Coordinator, Paraprofessionals Instructional Leaders, and Administrators</p>
<p>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).</p>	<p>All the instructional staff</p>	<p>Starting Sept. 2015 ending June 2016</p>	<p>Instructional Leaders, Classroom teachers, RTI Providers, ELL Coordinator, Paraprofessionals and Administrators</p>
<p>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.</p>	<p>Parents, All Instructional Staff</p>	<p>Starting Sept. 2015 through June 2016</p>	<p>Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators</p>
<p>Through Professional Development and Parent Workshops, teachers will address the needs of the students ensuring student growth and success.</p>	<p>Parents, All Instructional Staff</p>	<p>Starting Sept. 2015 through June 2016</p>	<p>Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The Instructional Leaders, the Response To Intervention (RTI) providers, Classroom teachers, Data Specialist, Paraprofessionals and Administrators, will be using, but not limited to Teachers College Running Records, I-Ready, Professional Development by Teachers College Providers and external consultants, Professional and Consumable instructional materials for the regular school day, as well as for our after school. Classroom teachers will receive an</p>

additional preparation period per week for common planning, 30 Per Diem days will be used to hire substitute teachers for classroom inter visitations, while our instructional leaders will continue to support best teacher practices.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmarks will be monitored continually, comparing student achievement to beginning of the school year results thus indicating school progress toward meeting the student goals, benchmark results will 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. Teacher teams will monitor student progression thus determining how many of their students have shown progress and work collaboratively to plan for next steps. Furthermore, we will monitor our teacher progressions through the consistent analysis of Danielson’s Framework for Teaching component 1E - Designing Coherent Instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a result of an analysis of the NYS ELA Exam, and the NYS Maths Exam over the past two years, we found that our students scoring at Level 1 increased by 4%, our Level 2’s decreased by 6% and our Level 3’s and 4’s decreased by 1%, thus leading to an overall change of 4% on the NYS ELA Exam. The NYS Math Exam showed our students scoring at Level 1 increased by 5%, level 2's showed no change, and or Level 3's and 4's increased by 2%, thus showing an overall change of 1%. 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 non fiction reading, as well as problem solving strategies using mathematical language when explaining and justifying the answer to a given problem. In order for students to strengthen their abilities, students must be taught to persevere in the face of setbacks. Henceforth, we have made instilling a growth mindset a priority this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will provide all of our Pre K-5 students, including ELL’s and SWD students a strong sense of self-efficacy so that 100% of all students are willing to attempt challenging learning activities and demonstrate persistence in the face of setbacks by instilling a growth mindset.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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, 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.</p>	<p>All Pre K-5 students, including ELL’s and SWD students</p>	<p>Beginning Sept 2015- ending June 2016</p>	<p>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</p>
<p>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).</p>	<p>All Pre K-5 students, including ELL’s and SWD students</p>	<p>Beginning Sept 2015- ending June 2016</p>	<p>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</p>
<p>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.</p>	<p>All Pre K-5 students, including ELL’s and SWD students</p>	<p>Beginning Sept 2015- ending June 2016</p>	<p>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</p>
<p>Through Professional Development and Parent Workshops, teachers will address the needs of the students ensuring student growth and success.</p>	<p>All Pre K-5 students, including ELL’s</p>	<p>Beginning Sept 2015-</p>	<p>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator</p>

	and SWD students	ending June 2016	Paraprofessionals and Administrators
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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, Conferencing Notes, Professional and Consumable instructional materials for the regular day and after school program. Classroom teachers will receive an additional preparation period per week for common planning, 30 Per Diem days will be used to hire substitute teachers for classroom inter visitations, while our instructional leaders will continue to support best teacher practices.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 through the consistent analysis of Danielson’s Framework for Teaching component 3C - Engaging Students in Learning.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Research continues to show that in order for students to achieve their maximum potential, teachers must continually improve their pedagogy. By continuing to develop a shared understanding of instructional excellence all of the instructional staff will have clear expectations and strengthen their teaching in order to support the expectations of Common Core Learning Standards. Analysis of our instructional data indicates that we must continue monitoring our teaching and sharing 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 continue to address all Pre K -5 student work, including ELL'S and SWD students data carefully in order to adjust lesson plans and curriculum maps that will ensure that all student needs are met via multiple entry points. Consequently, we have made improving teacher teams with Common Core aligned instruction in all subject areas a priority for the 2015-2016 school year. Furthermore, we will monitor our teacher progressions through the consistent analysis of Danielson’s Framework for Teaching component 1E – Designing Coherent Instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve teacher teams so that the quality of instruction (multiple entry points) in all subject areas is improved and 100% of the instructional staff will effectively continue to implement systems to monitor student data and classroom practices that inform instruction leading to the achievement of goals for individuals, as well as groups of students , including ELL's and SWD students, Bottom Third and Enrichment students .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers College Reading and Writing Project , Teacher Teams will be given PD's on: how to achieve student growth, small group instruction, independent reading, one to one conferring, how to read, understand, and utilize rubrics in all instruction.	All Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
Teachers College Reading and Writing Project rubrics that are aligned with the Common Core Standards will provide for specific feedback for all students and student subgroups during one on one conferencing, as well as small group instruction and visual support. Students will self assess, as well as peer assess.	All Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	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 Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
Through Professional Development and Parent Workshops, teachers will address the needs of the students ensuring student growth and success.	All Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 day and, after school program. Classroom teachers will receive an additional preparation period per week for common planning, 30 Per Diem days will be used to hire substitute teachers for classroom inter visitations, while our instructional leaders will continue to support best teacher practices.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>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, with 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</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Administrative observations showed that 98% of our teachers for the 2014-15 school year were rated effective. 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. During the 2015-16 school year, administration will continue to create a supportive and comfortable environment in order to increase the number of highly effective teachers. Consequently throughout the year, administrators will support teachers by offering meaningful and significant feedback to move them towards highly effective. Accordingly, we have made building leadership so that pedagogues can independently coach one another and use their expertise to provide student support a priority this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will build leadership capacity of 100% of the staff so that they can independently coach one another and use their expertise to provide student support and professional development for school community members.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Development provided by Teachers College in their Reading and Writing Project, specifically in how to independently coach one another and using their expertise to provide student support.	All Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
The instructional staff will demonstrate and execute lessons for Teachers College Staff Developers.	All Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	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 Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
With monthly 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 Pre K-5 classroom teachers, including SWD and ELL teachers	Starting Sept 2015 ending June 2016	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development will be provided to all Pre K-5 teachers, including SWD and ELL teachers, resources include consumable and non-consumable instructional materials for the regular school day, as well as for for the after school and ELLA programs. Classroom teachers will receive additional preparation period per week for common planning, 30 Per Diem days will be used to hire substitute teachers for classroom inter visitations, while our instructional leaders will continue to support best teacher practices.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmarks that will indicate school progress toward meeting 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, next steps for improvement, and if needed a plan of support.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In comparing our attendance of parent workshops for the last two years, we have noticed a slight decline in parental support. According to our 2014-15 NYC School Survey 87% of parents feel that we prepare students for college and career readiness. In order to achieve higher parental support for student learning the school community has made available morning, afternoon and evening workshop sessions in an effort to accommodate all parents and guardians. Therefore, we have made increasing parental support a priority for creating family and community ties this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase parental support by 2% for student learning through varied and frequent opportunities to interact with staff and assist parents with creating a home environment that reinforces learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Parents</p>	<p>Beginning in Sept 2015 ending in June 2016</p>	<p>Parent Coordinator, Instructional Leaders</p>

Parents will engage in workshops with the School Based Support Team in order to understand the IEP process, speakers will include the school psychologist, guidance counselor and social worker.	Parents	Beginning in Sept 2015 ending in June 2016	Parent Coordinator, SBST Team
With the collaboration of a teacher parent team, parents will be able to attend monthly parent meetings in order to foster an understanding of grade level curriculum and expected student outcomes.	Parents	Beginning in Sept 2015 ending in June 2016	Parent Coordinator, Teacher Parent Team
Parents will be invited to participate in the community read aloud, writing celebrations, career day, weekly arts (dance, art,) workshops, POSITIVE Behavioral and Intervention Support (PBIS) assembly's, student of the month and Bee Award Parent Teacher Association (PTA) meetings ,Cinco de Mayo, Spring Concert just to name a few of PS 249's highlights	Parents	Beginning in Sept 2015 ending in June 2016	Teachers of all K-5 students, including Cluster teachers, and the PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 and attendance policies during the allotted workshop time. Classroom teachers will receive an additional preparation period per week for planning and creating. While our instructional leaders will continue to support best teacher practices in order to help prepare for parental workshops.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor parent workshops monthly using surveys and attendance to see whether we make the necessary improvements that will assist us with parental support for student learning. The instructional staff, as well as the instructional leaders will provide the necessary input for academic workshops.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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, after school programs and Saturday school.
Mathematics	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, morning school, after school and Saturday school.
Science	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.
Social Studies	The criteria used for determining student needs for RTI Services are teacher recommendations based on in house assessments, as well as parent input.	Social Studies is integrated during the Literacy Block.	Students are supported with small group instruction, and one to one tutorials by teachers with feedback.	Programs are provided for during the school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided by the Guidance Counselor, Speech Therapist, Physical and/or	At risk services include reading and writing.	These services are provided in small group settings or individually at pe-arranged times or as	At risk services are provided during the school.

	Occupational Therapists. These services are mandated by student IEP's.		needed by the specific providers.	
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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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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, inter visitations 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 activities and strategies for high quality professional development for teachers, principals, 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 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).
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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 Professional Development (PD) 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 ¹ . To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	762,239.00	X	Section 5
Title II, Part A	Federal	212,456.00	X	Section 5

Title III, Part A	Federal	24,308.00	X	Section 5
Title III, Immigrant	Federal	0	X	Section 5
Tax Levy (FSF)	Local	4,317,446.00	X	Section 5

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

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 Siolen Kelly Ho, Assistant Principal Brooklyn, New York 11226
 Ana De Jesus, Assistant Principal Phone: 718-282-8828
 Fax: 718-284-5146 www.caton.org

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 to 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 the 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 st 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.

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School-Parent Compact

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 st 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 will 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.

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>The Caton School</u>	DBN: <u>17K249</u>
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
Total # of ELLs to be served: <u>105</u>
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: <u>7</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>2</u>

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.

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

Part B: Direct Instruction Supplemental Program Information

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 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 website and available on monthly newsletters.)

September 2014 Meet the Teacher and Curriculum Night

(Presenters: Classroom Teachers)

Part D: Parental Engagement Activities

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 & Indendent)

Reading with a Lens (informational, literary & argumentative)

Spelling, Punctuation & Language Structures

Vocabulary

Math - Using Manipulatives, Number Sense, Geometry, Measurement & 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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 249
School Name P.S. 249		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Elisa Brown	Assistant Principal Ana DeJesus
Coach Diane Coffey	Coach Gillian Shotwell
ENL (English as a New Language)/Bilingual Teacher	School Counselor Kathleen Amsterdam
Teacher/Subject Area Ines Martin/Math	Parent Dawn Torres
Teacher/Subject Area type here	Parent Coordinator Nyoca Mackey
Related-Service Provider Joseph DiSilvio	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Lara Terry, Data Specialis

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	895	Total number of ELLs	240	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	2	2	1	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	240	Newcomers (ELLs receiving service 0-3 years)	224	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	120			8						0
ENL	104			8		5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	36	56	37	56	27	57	13	37	13	46	3	24							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
25

Number of students who speak three or more languages: 0

Freestanding English as a New 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	19	8	3	4								0
Chinese														0
Russian														0
Bengali	4	6	2	1										0
Urdu														0
Arabic	5	2	2	1										0
Haitian	6	2	2	5	2									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	4	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	13	2	1	1	1	2								0
Emerging (Low Intermediate)	14	7	2	1	1									0
Transitioning (High Intermediate)	18	15	7	1	1									0
Expanding (Advanced)	16	23	42	27	18	7								0
Commanding (Proficient)	0	2	6	7	4	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				9	3									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				23	7	19								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	1	6	2		3	2	7	0
4	1		3	1		1		1	0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					3		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	1	6	7			7	9	
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Using the NYSESLAT & NYSITELL data, in grades K-1, there are 15 Entering, 21 Emerging, 33 Transitioning, & 39 Expanding and 2 Commanding. In grades 2-5, there are only 5 Entering, 4 Emerging, 9 Transitioning, 53 Expanding & 12 Commanding. So as ELLs move from Kindergarten to Grade 5, there are more students in the Expanding and Commanding level. Also there are less number of ELLs by the time they reach grades 3, 4 & 5 (71 ELLs) than in grades Kindergarten, Grade 1 & 2 (167 ELLs)
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the AMAO tool to determine if my school met AMAO 1 and AMAO 2. 2015 results showed that only 22 ELLs scored Commanding. 90 ELLs has moved from one proficiency level to the next. 90 ELLs remained at the same level. Our ELLs in Grades 3 - 5 are faring Level 3s & 4s on the NYS ELA & Math Test. However, SWD ELLs are scoring level 1s & 2s on the NYS ELA and Math test.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. As the ELLs move from grade to the next grade, the number of ELLs in Entering, Emerging and Transitioning steadily declines as the number of ELLs in Expanding and Commanding steadily increase on NYSESLAT.

b. Using the results from NYSESLAT, teachers are using the ELLs proficiency level to guide instruction for the ELLs (e.g., minutes per week and areas of weaknesses within the four modalities - Listening, Speaking, Reading and Writing). The school leadership and teachers are looking closely at the periodic assessments. ELLs in Kindergarten through grade 5 that are performing in Entering and Emerging levels as well as reading below grade level will be given intervention.

c. From the NYSESLAT, our school learned that half of the ELLs taking the NYSESLAT has remained at the same level of proficiency. Also writing and listening modality of the NYSESLAT were areas the students need to improve.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 during the day. 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. ELLs who scored Entering, Emerging and/or Transitional in Grades 1 & 2 will attend ELLA (English Language Learner Afterschool) on Wednesdays & Thursdays but not limiting to Expanding and Commanding students. The teachers will provide additional interventions using 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 student's new language development is considered in instructional decisions?

For grades kindergarten through 5, free-standing English as a second language program shall mean a program of instruction composed of two components: a language arts instructional component and a content area instructional component. Such instruction shall take into account the first language and culture of such students. English as a new language instruction will be designed to develop skills in understanding speaking, reading, writing and communicating in English through the integration of academic content appropriate for the pupil's age, grade level and English language skills. ELLs that are Entering and Emerging will have a minimum of 2 units of study per week (360 minutes) and ELLs that are Transitioning, Expanding and Commanding will receive 1 unit of study per week (180 minutes). Teachers provide progress reports and report cards to inform parents or guardians about their students' language development progress. Teachers and other staff members (guidance counselors, speech teachers, SETSS & etc) meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, and quarterly progress meetings or other scheduled meetings provided for parents or guardians in their preferred language. Translators are available if needed or over-the-phone translation services.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other 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 26% - 75%.

7c. Our EPs are performing between the ranges of Levels 2-3 on NYS ELA, between Levels 2-4 on NYS Math and Level 3-4's on Science assessment.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Enrolling as a new student to NYC and was never in a NYC or NYS public must complete the entire ELL Identification Process by beginning with the determination of the home language. The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

Enrolling as a new student to NYC and is coming from a NYS public school, the school will obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status. Students who reenter NYS public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL identification process; these students should continue in the ELL status in effect at the time of discharge from the NYC and/or NYS public school.

Enrolling as a former NYC or NYS public school student, that are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL identification process by beginning with the determination of the home language.

The school will administer the Home Language Identification Survey (HLIS) by a licensed pedagogy to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

A licensed pedagogue (e.g., the school’s ELL coordinator) must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (e.g., QADM). As per CR Part 154, the licensed pedagogue must be • Trained in cultural competency, language development, and the needs of English language learners • Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The completed HLIS forms must be placed in the student’s cumulative file and remain a part of the student’s permanent record and if the student’s home language is English, the ELL Identification Process terminates at this step; if the student’s home language is not English, the ELL Identification Process continues to determination of NYSITELL eligibility.

A trained pedagogue will interview the student in both English and the home language and then review student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL identification process terminates at this time. School will print out NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language).

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish Lab at the time of initial enrollment (or reenrollment) during the same 10-day window. School will print out Spanish LAB answer documents and scan.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Currently we do not have SIFE. If we do, our school has 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs, and in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. SIFE Identification Process

include administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs must complete the ELL identification process. The Language Proficiency Team (comprised of assistant principal, certified bilingual and/or ENL teacher, director of special education and parent/guardian of student) will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL and if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal. The principal must accept or reject the recommendation. The parents must be notified within 3 school days of the decision in the parent's / guardians preferred language. The final decision is made by the superintendent or superintendent's designee and they have 10 days to accept or reject the LPT's recommendation. The school has 5 additional days to administer the NYSITELL if the superintendent determines that the student must take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are distributed within 5 days after the NYSITELL is scanned and score is determined in the language the parents preferred stated on the HLIS and Home Emergency Contact Card.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The HLIS is administered one time during the enrollment process. In the event that a clerical error is made, we will set up a meeting with the parent. Afterwards, the principal or assistant principal with a cc to the principal will send the following documentation to the senior ELL CPS for review: A copy of the original completed and signed HLIS and a request to change the home language code.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a new ELL enrolls, schools must inform parents of the three instructional models (Dual Language, Transitional Bilingual Education and Freestanding English as a New Language) available in New York City, regardless of whether the preferred model is currently offered in the school. Parents can view the Parent Orientation video in 1 of the 13 available language. During the orientation provided by a licensed pedagogue parents are informed of all three program models and given a Parent Survey & Program Selection Form (in parent's preferred language) where parents can indicate their program choice. The parents must return completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise the student is placed in ENL. The school will indicated in the designated screen in ATS (ELPC) the parent's choice as indicated on the Parent Survey & Program Selection Form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

If Parent Surveys and Program Selection forms are not returned, another meeting will be held. Also, individual meetings will be set up to accommodate parents if they are unable to attend the meetings in order to complete the Parent Surveys and Program Selection forms. If it is not completed, the default is bilingual transitional program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

During registration upon completion of HLIS, parents will be shown the video of the 3 instructional models available in parents' preferred language. Then they are given Parent Survey & Programs selection form to complete and return within 5 days. If not completed, the default is bilingual transitional program. The ELL / Dual Language Coordinator will collect and store the Parent Survey and Program Selections Forms and upload parent choices on ELPC using ATS.

9. Describe how your school ensures that placement parent notification letters are distributed.

After NYSITELL is administered to determine if the student is an ELL, placement parent notification letters are sent out in parents' preferred language.. ELLs will interclassd according to parents' selection in parents' preferred language. If no parent selection form in parents' preferred language is not completed, the default is bilingual transitional program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentations (HLIS, non-entitlement and entitlement letters) for each child is retained in the office and filed by the ELL / Dual Language Coordinator. HLIS are in each student's cumulative record card.

11. 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. Teachers cannot administer the speaking component to the ELLs within their class or ELLs that they work with. 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 Day 1, Day 2 and Day 3. The teachers will record absentees each day on the testing envelope 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Using the data from NYSESLAT the school will distribute continued entitlement and transitional support parent notification letters in the language preferred in written form for students who are still identified as ELLs.

13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (70%) request dual language and/or bilingual for their children. Other Spanish speaking parents (30%) request ESL. The majority of the native Haitian Creole, Arabic, Bengali & Fulani speaking parents request the ENL program. Parents who are native speakers of other languages predominantly select ENL. 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 ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Freestanding ENL program is self-contained as well as heterogeneous. ELLs are performing in different proficiency levels. A certified ENL teacher provides the instruction to develop English language skills so that students can succeed in core content courses.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Our DL program is heterogeneous. Students are performing in different proficiency levels in HLA (math, SS & Science) as well as in ENL. ELLs continue to develop their home language as well as English language skills throughout schooling. In addition, English proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and monolingual English proficient students who are interested in learning a second language. Students in a dual language remain in the program even after the student reaches the proficient/commanding level on the NYSESLAT (former ELL status).
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - 2a. 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 incorporates the components of the balance literacy program, including read aloud, shared reading, guided reading, partner reading and the writing workshop in ENL and/or NLA. NLA and ENL (2 units of study per week) instruction are embedded into the literacy block for all ELLs in Entering, Emerging, Transitioning, Expanding and Commanding level.
3. Describe how core content is delivered in each program model. 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 free standing ENL stand-alone 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 ENL instruction are determined by NYSITELL and/or NYESLAT results. Students receive the workshop model which consists of mini-lessons, word work (Reading Reform), guided, and shared & independent reading (TCRWP) while using ENL methodologies. ENL methodologies and scaffolding are also used in other content areas such as mathematics (Engageny, Math in Focus, NTN), science (FOSS) 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 English to support English language development in ELA through the ELA workshop model which consists of mini-lessons, word work (Reading Reform), guided, and shared & independent reading (TCRWP). In the content areas of math, science and SS, students continue to develop their home languages which the teachers use Native Language acquisition strategies. The teachers provide scaffolding strategies such as modeling, bridging and contextualization in the content areas. 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 home languages throughout the year?

ELLs in Dual Language program the Math & Science Unit Assessments as well as NYS Math and Science tests are given in Spanish alongside with English as a support. In grades 3 and higher - ELLs continue to take the ELE exam to determine their proficiency in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school uses Teacher's College Reading and Writing Project. On demand reading and writing assessments are given before each unit of study. The teachers use rubrics to evaluate the students' reading and writing. Also, the teachers use TCRWP running records that evaluate the students speaking, listening, reading and writing skills to determine English acquisition throughout the year. Pre and Post-Assessments are administered before each unit in the content areas, therefore, that is another way teachers evaluate the students reading and writing skills in English acquisition. Individual and group projects are another way teachers appropriately evaluate students in all four modalities - listening, speaking, reading and writing. Teachers use rubrics to evaluate the students.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ENL instruction per week. ELLs that are in US schools for less than three years and are entering, emerging and transitional students will receive 360 minutes of ENL instruction per week, in compliance with CR Part 154-2 instructional requirements. All expanding students will receive 180 minutes of ENL instruction per week, in compliance with CR Part 154-2 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, ELLA 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. SIFE students will receive researched based programs such as Reading Reform and Leveled Literacy Intervention to promote new language acquisition in English. On-line programs such as iXL, Max Scholar, iReady and etc. will be another source of intervention.

6B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, NYSITELL & NYSESLAT data, newcomers are placed in their appropriate setting (ENL self-contained, Dual Language [Spanish & English] or TBE) by parental options. Once placed in an organizational model (ENL or Dual Language) the ELLs are given mandated instruction in ENL and/or NLA per week as per CR Part 154-2 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, and Saturday Common Core Academy. ELL testing accommodations for ELLs will be provided during all assessments. The newcomers will receive researched-based programs such as Reading Reform and Leveled Literacy Intervention to promote English language acquisition.

6C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT 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, (ENL or Dual Language), the students will remain in their program and are given the mandated instruction in ENL 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, and Saturday Common Core Academy. 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. Research-based programs such as Reading Reform and Leveled Literacy Intervention to promote English language acquisition if ELL students are below standards.

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. We will offer intervention programs such as Reading Reform & Leveled Literacy Intervention as well as on-line programs.

6E. Our Former ELLs who tested Proficient/Commanding on the NYSESLAT will continue to receive the recommended ENL 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, and Saturday Common Core School. ELL testing accommodations for Former ELLs will be provided for the next two years during all assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students may be misidentified as an ELL or non-ELL by a student's teacher in which the teacher may request with a written consent from the parent or guardian in order for the school to initiate the review of the ELL status. If the student is determined to be a non-ELL as a result fo the reidentification process, the student will not be counted as an ELL and won't take the NYSESLAT. However, if the student is determined to be an ELL, then administration of NYSITELL will be administered as well as NYSESLAT. The re-identification process must be completed by the licensed pedagogue or ELL / Dual Language Coordinator

Chart within 10 school calendar days of receipt of written notice, however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

8. 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?

ELL-SWDs whose IEP mandates ESL instruction receive integrated ENL to build English language skills through content area instruction. It is delivered by a certified ENL teacher. 2 units of study per week (360 minutes) will be delivered to ELL-SWDs who are entering or emerging. 1 unit of study per week (180 minutes) will be delivered to ELLs-SWDs who are transitioning, expanding and commanding.

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

Teachers of ELL-SWD and ENL teachers create a flexible schedule to meet the needs of ENL units of study per week for ELL-SWDs. In grades K - 2, the ELL-SWDs are in a 12-1-1. They receive OT, PT, Speech and ENL throughout the week. In grades 3-5, the ELL-SWDs are in ICT. ELL-SWDs push in/pull out to receive ENL units of study per week by the ENL teachers. Teachers of ELL-SWD, ENL teachers, RTI providers and out-of-the-classroom teachers have access to ELL-SWDs' IEP on SESIS. The entire school uses reading and writing program from TCRWP. Each grade level, consultants provide professional development on each unit of study. ENL teachers and SWDs teachers use a variety of strategies and ESL methodologies to support ELL-SWDs in reading and writing. ENL is embedded within the curriculum and ENL teachers plan out teaching points and language objectives using all 4 modalities - Speaking, Listening, Reading and Writing in all content areas.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

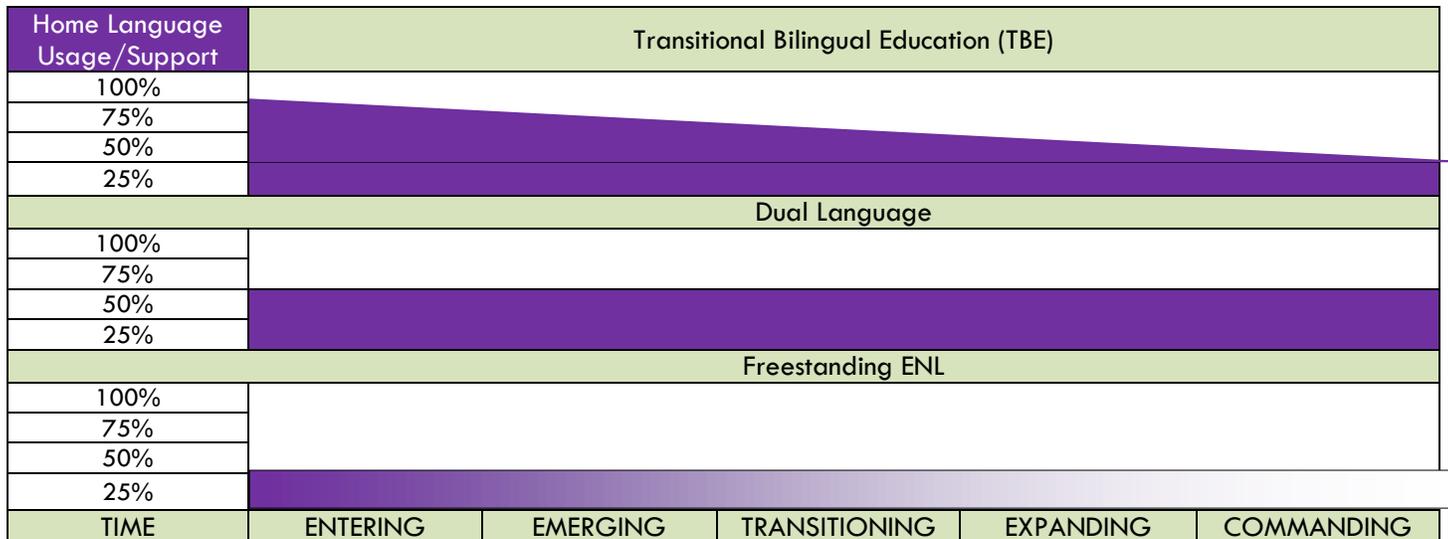


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In grades 3-5, RTI providers push into all the grade 3 - 5 classrooms and provide small group instruction for one hour. After administration of various assessments (on-demand, pre & post assessments in Reading, Writing, SS, Science and Math), the teachers group the students including ELLs for small group intervention with RTI. From Mondays through Wednesdays, RTI teachers provide instruction in English with home language support, emphasizing English language acquisition for Reading and Writing in all content areas (ELA, Science & SS)) and Thursdays and Fridays the targeted instruction is in math. Using the data from the assessments, the targeted instruction focuses on the areas of needs. In grade 2, a reading specialist provides instruction in English with home language support emphasizing English language acquisition as an additional support at least 1 unit per week. At risk students and/or ELLs - SWD will participate in LLI (Level Literacy Intervention) program provided by SETSS & licensed pedagogues. After administering Teacher's College running records, students including ELLs that are reading far below grade level are selected to participate in an intervention called Leveled Literacy Intervention for 6 weeks. These students do not exit the intervention until they read they appropriate reading level. LLI is a small-group, supplementary intervention program in English designed for young children and ELLs who struggle with reading and writing as they acquire the English language. In grades K-2, all the teachers are trained in Reading Reform. Students are taught the written form of the sounds of English, which they then put into works. As the students write the words, they learn rules that govern English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. As an elementary school, all students (ELLs, former ELLs, SWD, English Proficient) are acquiring the English language. As a result, teachers in all grades plan units of study in ELA, Science, SS and Math using the curriculum map. The teachers on the grade (general, bilingual, ENL, Special Education) collaborate and plan with each other ensuring that there is integrated ENL instruction across all content area to build English language skills for all students. ELLs that are reading below grade level after the administration of Teacher's College Running Records are selected to participate in LLI (Leveled Literacy Intervention) program. LLI is a short-term program designed to bring students up to grade-level performance in as little as 18-24 weeks. This program includes a combination of reading, writing, phonics and word study. This additional intervention promotes English language development using ENL strategies as well as language acquisition and vocabulary support. Once the students have increased their reading levels, they exit the intervention program and continue support in language acquisition and vocabulary support continues with their teacher. Teacher's College running records are administered quarterly, so students who remain at the same reading level or continue to read below grade level will be selected for LLI. Reading Reform is train the teachers to integrate a phonic-based method in order to improve their students' ability to read, write and spell. Students start with Reading Reform in Kindergarten and continues using the program in grade 1 and grade 2. It promotes language acquisition in English and vocabulary support.
12. What new programs or improvements will be considered for the upcoming school year? As a PROSE school, lab-sites will be conducted every Monday for teachers. Selected students will participate each Monday so teachers could practice their craft and strenghten the curriculum. After each lab-site cycle, parents are invited to observe and practice skills and strategies demonstrated by the teachers on each grade level. Teachers on each grade level will use data to determine their grades' weakness and create a plan to practice strategies during the lab-site with selected students.
13. What programs/services for ELLs will be discontinued and why? Our school is not discontinuing programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLA is an afterschool program for 30 grade 1 ELLs or ELL-SWD and 30 grade 2 ELLs or ELL-SWDs. It takes place on Wednesdays and Thursdays. Using the NYSESLAT data, 60 applications will be given to ELLs (priority for Entering, Emerging and Transitioning ELLs). The curriculum encompasses a continuation of TCRWP in reading and writing units however, lessons are planned around the four modalities - Speaking, Listening, Reading and Writing. ELLs who are entering, emerging and transitioning are offered to attend ELLA (English Language Learner Academy) afterschool program. If there are available seats, then it is offered to ELLs that are expanding and then commanding level. Gr 3 - 5 Literacy and Math Common Core Afterschool program is afforded to ELLs on Wednesdays and Thursdays. The teachers in Stand-alone ENL and Dual Language classes used data from assessments to select ELLs to participate in the afterschool program. The afterschool program target English language acquisition in Reading (all content area), Writing and Math. Gr 3 - 5 Saturday Common Core Academy program will be afforded to ELLs. The teachers from Stand-Alone ENL and Dual Language classes will use the data from assessments to select students for this porgram. The program emphasizes English language acquisition and vocabulary support in Reading, Writing and Math.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

MyOn is a reading program online, which students login to interact with the text. MyOn provides more than 9,000 digital books with multimedia support, real-time reporting, assessments and embedded close reading tools. Students not only read, but to read closely, to engage with digital texts. It promotes English language acquisition and vocabulary support.

iXL is a math program online that assesses the students' understanding as they practice and master the skills. Teachers could track student performance and progress.

iReady is another instructional tool used that pinpoints students needs in reading and math and provides ongoing monitoring to show whether students are on track to achieve end-of-year goals. The program is in English and it builds English language development.

MaxScholar is an on-line reading program that is research-based highlighting strategy to improve reading comprehension skills in a multi-sensory approach. ELLs who are entering and emerging are selected to participate in this program during Morning School on Wednesdays and Thursdays as well as on Mondays from 2:40 - 3:40 p.m.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Stand alone ENL classroom, books from different countries that are written in the students' home language are available in the classroom library. ENL teachers uses visuals and TPR to provide language acquisition in English and illicit vocabulary in the students' home language to develop vocabulary. (e.g., Count 1 - 10 in English, Spanish, Bengali, Fulani & etc).

DL classroom, half of the library include English literature and the other half in Spanish. Cognates (English/Spanish) is one way to support home language as well as visuals and spanish dictionaries.

17. Explain how the school ensures all required services/resources support and 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 & Writing Assessments, Unit Assessments, NYSITELL, NYSESLAT and other grade-wide school made assessments are used to provide interventions and enrichment for the ELLs

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 (ENL, TBE or DL), assesments and expectations. Then in September and May, there will be Family Curriculum Night to explore and learn more about the grade's curriculum or next year's grade curriculum. 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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

- a. There are 2 Dual Language models used in our school: self-contained and side-by-side model.

The side-by-side model - the students receive their instruction in English and the other instruction in their target language (Spanish).

The language use for content area (Math, Science & SS) alternates from day to day. Students learn to read and write in and receive instruction in other disciplines in both languages. However, the emergent literacy is dedicated to the rules and concepts of each language (English & Spanish). The primary acquisition is the development of grade-level-bilingual and biliterate academic skills in both English and the target language (Spanish) for all students. 50% of ELLs and 50% of English proficient students are integrated.

The self-contained model continue to develop students' home languages as well as English language skills. The bilingual teacher teaches all content area courses in the home language and in English. The home language arts componenet is taught to develop skills in speaking, listening, reading and writing in the student's home languae which cultivating an appreciation of their history and culture. 50% of ELLs and 50% former ELLs/English proficient students.

Kindergarten, Grade 1 & 2: 30% integrated and Grade 3, 4, 5: 20% integrated

b. Math, Science and SS is taught in NLA. Unit assessments are used to determine the students' proficiency in the content areas as well as in reading and writing skills.

c. ELA is separated for instruction to support English language acquisition and vocabulary support. Running records are used to determine the students' level in reading for English and Spanish.

d. Emergent literacy is taught in the child's native language in kindergarten and grade 1. Grades 2-5 it is taught simultaneously.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 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 DELLSS, TCRWP 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. The members of Committee of Special Education attend workshops as well as turn-key Special Education information regarding IEPs, SESIS and referral process requested by administrators. Secretaries continue to attend training and workshops requested by administrators.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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." After each workshop, teachers turn-key the information to the staff (including guidance counselor, members of CSE & paraprofessionals during Lunch and Learns, Faculty Conferences, Grade Meeting as well as during Chancellor Days. The ELL/Dual Language Coordinator will provide ELL workshops (e.g., UDL, ESL strategies, Effective Instruction for ELLs using an RTI approach, New NYSESLAT proficiency levels & etc).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As ELLs transition from one school level to another, we provide a variety of support for the staff. The guidance counselor works side-by-side with grade 5 teachers to provide workshops for parents of Grade 5 that are applying for middle schools. The guidance counselor provides data from NYS ELA & Math Tests as well the data from NYSITELL and/or NYSESLAT to assist grade 5 teachers as they support the parents' selection of middle schools. If an ELL is in a stand-alone ENL program or dual language program, the guidance counselor and grade 5 teachers will provide parents with schools that have that either integrated ENL programs or dual language programs so they could continue to receive services
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. All teachers and paraprofessionals are given a minimum 15% of total hours of ELL training with the exception of 50% hours for bilingual education. The on-going training can include professional developments through attending workshops from OELL, TCRWP as well as in-house workshops from certified ESOL teachers using ESL methodologies. New teachers will retain copies of professional development workshops too. A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers set up meetings with parents on individual basis. The school sends out Progress Reports to parents discussing the needs of their child in all content areas. Teachers set up meetings with parents to find ways to assist and support them if a student is Promotion-in-Doubt. If translators are needed, on-site translators will be available. If not, over-the-phone translation services will be utilized.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records will be kept in the school including HLIS, Parent Survey & Selection Form, Program Placement letter, Entitlement letter and Continued entitlement letter, non-entitlement letters by licensed pedagogue (e.g., the school's ELL and/or Dual Language Coordinator)

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 liaison), volunteers and the foster grandparents program. Parents in need of translation services will be available upon request prior to the engagement of activities via notices or use over-the-phone translation service. Parents are invited to Winter and Spring Concerts, Ballroom Dancing, International Week (Cinco de Mayo, Dance Festivals) and Soccer tournaments. The parent coordinator is available during the school wide activities to assist parents as well as resolve matters. The parent coordinator also conducts parent workshops (e.g., Cookshop for Parents, Schoolnet & etc).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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. We have in-house translators available to translate for parents in their preferred language (e.g., Spanish, Creole, Urdu, Vietnamese, Chinese) and other languages - the parent coordinator will use over-the-phone translation services if necessary. 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.

5. How do you evaluate the needs of the parents?

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 in their preferred language. 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 DELLSS and SDE conferences too.

6. How do your parental involvement activities address the needs of the parents?

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. Translators are readily available to assist parents during the activities held at the school. Teachers send home Monthly Newsletters (English & Spanish) and include ways that parents could assist their child at home with their homework and communicate with parents what the students are studying in ELA, Math, Science, Social Studies and

Writing.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
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2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K249** School Name: **PS 249**
Superintendent: **C. Ellis**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Various sources provide our school with information about the different home languages of our students and our translation needs for conferences, parent orientation and school notices, they include: Home Language Identification Survey (HLIS); Emergency Blue Contact Cards; Home-School Student Information Sheet (teachers give out to the parents); ATS system provides information of the primary language of the student (RHLA); ATS system provides information of the Adult Preferred Language Report (RAPL); Parent Coordinator interviews; Informal oral communication with parents and teachers as well as Attendance in PTA meetings. The data collected from RHLA is compiled into a spreadsheet by class and grade level and it is quarterly updated when new enroll ELLs and/or transferred students are admitted to the school.

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 (teacher survey) which include address, telephone numbers, parent's preferred spoken and written language too.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parent's preferred languages for both written and oral communication include the following: English, Spanish, Creole, Arabic, Bengali, Chinese and Vietnamese. The parents' preferred languages are collected from the ATS (RHLA), teachers' surveys, and Blue Home Emergency Contact cards.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated every year:
Monthly calendars; Parent Teacher Conferences Parent Monthly Newsletters; Afterschool Applications
Notices of School Closing
School Trip Forms State Wide ELA & Math Test meetings; Home Language Identification Surveys;
Parent Selection & Parent Survey Forms
Entitlement Letters; & Continuing Letters; Parents Handbook
The three main languages that are used to communicate with parents are English, Spanish and Creole. Fliers and newsletters are translated prior to dissemination. Other languages may be requested for translation using the Translation and Interpretation units.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Curriculum Night & Parent Teacher Conferences during the Fall and Spring
Parents are invited to attend International Week, Cinco de Mayo, Ballroom Dancing, Winter & Spring Concerts
Attendance and guidance counselor set up meetings each month with parents dealing with students with excessive absences.
Teachers set up meetings with parents for promotion in doubt during first and second marking periods.
Parent coordinator sets up meetings with parents dealing with various reasons regarding their child's education.
Guidance counselors sets up meetings with Grade 5 parents dealing with Middle School applications.
ELL & Dual Language coordinators set up meetings with parents regarding newly enrolled ELLs to inform them about the three instructional models available in NYC.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Most of our parents indicate English as written and oral language. However, our school readily have staff members to translate in Spanish, French, Haitian Creole, Urdu or Vietnamese. The other languages such as Arabic, Fulani, Bengali or Khmer, the school staff may use the over-the-phone interpretation services (718-752-7373). The services are available between 8 a.m. and 5 p.m. Many limited-English-proficient parents usually bring along a translator during parent teacher conferences. Teachers collect Home Emergency Contact Cards but also collect Home-School Student information letters which parents' preferred written and oral language to determine if a translator is required for future meetings and translation of notices.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During Family Curriculum Night as well as Parent Teacher Conferences, the principal hired in-house school staff that speaks a second or third language to assist with on-site interpretations in Haitian Creole, Spanish, French, Vietnamese and Urdu. The classroom teachers may use the over-the-phone interpretation services since it is available in 150 languages. The principal will use outside vendors for parents who speak a language that is not available within our staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Each staff member (including CSE - e.g., speech teacher, OT & PT & etc.) will be given T & I Brochure so they could have access to over-the-phone interpretation services especially if the language is not spoken by one of our on-site translators. Also they will have "I speak .. " card to determine the parents' home language. The pupil accounting secretary, the guidance counselor, the parent coordinator & family worker could use the Language ID Guide to determine the language of the child and the parent if they are meeting them for the first time. If the language is not spoken by one of our on-site translators, then he/she will call 718-752-7373 to get over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome Poster will be posted in the front entrance of the school.
The Parents' Bill of Rights & Parents Guide to Language Access will be distributed to parents by the child's teacher in their preferred written language and/or during meetings and conferences.
Language ID Guide will be at the security desk and main office in the event over-the-phone translation services is necessary in a language other than our on-site translators speak..
All the notification documentations can be found at the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/schoolsupport/translation_and_interpretation unit](http://intranet.nycboe.net/schoolsupport/translation_and_interpretation_unit).

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

On ATS, the school will use the information from RAPL (Adult Preferred Language Report) to determine the languages preferred written as well as oral. We will use the data from the learning environment surveys that parents fill out in March to improve our communication with parents. During SLT (School Leadership Team) meetings, the committee (including parents, teachers and administrators) can discuss ways to gather feedback from parents and promote best practices to ensure that all cultures and languages are represented in our school.