2018-19

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
Beds Code: 33170010249
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: hbochbo@schools.nyc.gov
Principal: Elisa Brown
UFT Chapter Leader: Lara Terry
Parents’ Association President: Taisha Francisquini
SLT Chairperson: Nancy Bochbot
Title I Parent Representative (or Parent Advisory Council Chairperson): Taisha Francisquini
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical 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

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Brooklyn South</th>
<th>MauriciereDe Govia</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>415 89th Street, Brooklyn, NY 11209</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:mdegovi@schools.nyc.gov">mdegovi@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>718-759-4862</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>N/A</td>
</tr>
<tr>
<td>Fax:</td>
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</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisa Brown</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Lara Terry</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Taisha Francisqui</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Taisha Francisqui</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Nancy Bochbot</td>
<td>SLT Chairperson/Teacher</td>
<td></td>
</tr>
<tr>
<td>Diane Coffey</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Gillian Shotwell</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Theresa Sanchez</td>
<td>Co-President PTA/Parent</td>
<td></td>
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<tr>
<td>Marilu Compos</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Francelia Lewis</td>
<td>Secretary/Parent</td>
<td></td>
</tr>
<tr>
<td>Alexandra Roman</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The mission of our school is to promote the Six Exceptional Systems:</td>
</tr>
<tr>
<td>- Culture of Universal Achievement</td>
</tr>
<tr>
<td>- Collaboration</td>
</tr>
<tr>
<td>- Standards Alignment</td>
</tr>
<tr>
<td>- Assessment</td>
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<tr>
<td>- Data Analysis</td>
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</tbody>
</table>
P.S. 249 creates a college readiness culture, focuses on the growth of each student, sets high expectations, involves parents and community and always seeks to improve.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 249, The Caton School, which services grades Pre K-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, therefore English is a new language for many of our students and their parents. 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. As of the 2018-19 school year we will have two full day Pre-Kindergarten classes, 20 general education classes, 5 Spec. Education classes, 6 Spanish dual language classes and 6 English as a New Language (ENL) classes.

PS 249 has developed a partnership with Teachers College, Fordham University and Medgar Evers College. 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. Teachers College, provides consultants in the area of English Language Arts, Fordham extends their expertise and their consultants in the area of Science, ranging from queries to professional development. Grades 2-5 teachers work with the National Training Network (NTN) due to our partnership with Medgar Evers College Pipeline. As a result, NTN consultants work closely with the teachers building on the Mathematics Common Core Standards.

PS 249 is the Recipient of the National Title 1 Recognition Award For 2017-18. PS 249, The Caton School is one of up to 100 schools throughout the country that is being nationally recognized for exceptional student achievement in 2017. A project of the National Title I Association, the National Title I Distinguished Schools Program publicly recognizes qualifying Title I schools for the outstanding academic achievements of their students. It highlights the efforts of schools across the country making significant improvements for their students. The program has been in place since 1996, highlighting the success of hundreds of schools in one of three categories:

- Category 1: Exceptional student performance for two consecutive years
- Category 2: Closing the achievement gap between student groups
- Category 3: Excellence in serving special populations of students Title I is the cornerstone of the Elementary and Secondary Education Act. It is the largest federally funded pre-college education program in the United States and provides funding to school districts across the country to aid in the education of economically disadvantaged students.

PS 249 is also a part of the PROSE community. The Progressive Redesign Opportunity for Schools of Excellence (PROSE) program enables schools who have a demonstrated record of effective school leadership, collaboration, and trust to implement innovative practices outside of existing rules. Administrators and teachers collaboratively engage in school improvement efforts guided by the Framework for Great Schools and leverage granted flexibilities in the UFT and/or CSA contracts, as well as Chancellor’s and/or state regulations in order to increase student achievement. The PROSE program is designed to:
1. Foster continuous innovation to challenge some of the basic rules and regulation under which they have historically operated in service of improved student outcomes.

2. Foster collaboration within and across school communities.

PS 249 is also a part of The Learning Partners Program (LLP) for the past 4 years. PS 249 has served as a model school for several schools across NYC sharing best practices in ELA and Mathematics. The LLP is designed to promote inter school collaborative learning and leverage the rich reservoir of expertise that already resides within our school communities to improve the educational experience for all New York City students.

Using the Framework for Great Schools as a focal lens, the Learning Partners Program matches a host school that exhibits strong practices in a specific learning focus area with two or more partner schools that are interested in strengthening their own practices in that area.

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, and Technology. 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 and morning school programs. Some of which include the following: English Language Learners Academy (ELLA) and after school programs for grades 1 and 2 students in the ENL program, After school for all students in grades 3 through 5. Morning Reading and Math programs for all grade 3 through 5 students. We also offer weekly Monday Clubs that include Science, Art, Dance, Music, Reading, Mathematics, and Gym.

3. Describe any special student populations and what their specific needs are.

The student population is comprised of 874 students, of which 216 students or roughly 24% are ENL’s. 194 ENL’s are in dual language classes, 119 are in ENL classes and 20 ENL 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’s) and English as a New Language (ENL’s) to develop high levels of proficiency in order to meet the Common Core Learning Standards in English Language Arts, Mathematics, Social Studies and Science, Accordingly, our ENL’s, as well as our SWD’s need to focus on Listening, Speaking, and Writing, Part 154 requirements, as well as a statistically significant Annual Yearly Progress (AYP).

4. Identify 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.
P.S. 249 insures 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 a global world.

During the 2017-18 school year, our pedagogical practices strengthened as evidenced in Framework for Great Schools: 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 2017-18 NYC School Survey 95 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.

PS 249’s challenges are understood by the staff. While our 2017-18 NYS Math test date shows a 1% increase from the 2016-17 school year, it is a minimal increase. Our NYS ELA test data from the 2017-18 school year shows an overall increase by 7%. Although we have shown an increase in our bottom third population, we still see a need to promote student independence so that students are able to self and peer assess in order 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 to improve our teacher teams in order to align and analyze student work with assessment checklists and feedback so that students can be grouped and prepare tasks that are at multiple entry points.
**School Demographics and Accountability Snapshot for 17K249**

<table>
<thead>
<tr>
<th>Grade Configuration PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18) 873</th>
<th>SIG Recipient (Y/N) No</th>
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</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
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<tr>
<td>Transitional Bilingual N/A</td>
<td>Dual Language YES</td>
<td>Self-Contained English as a Second Language N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
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<tr>
<td># Special Classes (ELA) 35</td>
<td># SETSS (ELA) 70</td>
<td># Integrated Collaborative Teaching (ELA) 43</td>
</tr>
<tr>
<td># Special Classes (Math) 33</td>
<td># SETSS (Math) 4</td>
<td># Integrated Collaborative Teaching (Math) 43</td>
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<tr>
<td># Visual Arts</td>
<td># Music</td>
<td># Drama</td>
</tr>
<tr>
<td># Foreign Language 1</td>
<td># Dance 1</td>
<td># CTE</td>
</tr>
</tbody>
</table>

**School Composition (2017-18)**

- % Title I Population 77.0%: % Attendance Rate 94.4%
- % Free Lunch 75.9%: % Reduced Lunch 0.6%
- % Limited English Proficient 23.5%: % Students with Disabilities 16.8%

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native 0.8%: % Black or African American 41.1%
- % Hispanic or Latino 47.5%: % Asian or Native Hawaiian/Pacific Islander 4.4%
- % White 4.0%: % Multi-Racial 0.9%

**Personnel (2015-16)**

- Years Principal Assigned to School (2018-19) 18.25
- # of Assistant Principals (2016-17) 4
- % of Teachers with No Valid Teaching Certificate 0%
- % Teaching Out of Certification 13%
- % Teaching with Fewer Than 3 Years of Experience 20%
- Average Teacher Absences (2014-15) 5.2

**Student Performance for Elementary and Middle Schools (2017-18)**

| ELA Performance at levels 3 & 4 | 66.9% | Mathematics Performance at levels 3 & 4 | 71.7% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 98% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

**Student Performance for High Schools (2017-18)**

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

**Overall NYSED Accountability Status (2018-19)**

- Reward Yes: Recognition N/A
- In Good Standing Yes: Local Assistance Plan No
- Focus District Yes: Focus School Identified by a Focus District No
- Priority School No: Focus Subgroups N/A

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

- 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 YES: Limited English Proficient YES
- Economically Disadvantaged YES: ALL STUDENTS YES

**High School**

- 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: ALL STUDENTS N/A

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- 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 YES: Limited English Proficient YES
- Economically Disadvantaged YES: ALL STUDENTS YES

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- 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 YES: Limited English Proficient YES
- Economically Disadvantaged YES: ALL STUDENTS YES

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

- 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 YES: Limited English Proficient YES
- Economically Disadvantaged YES: ALL STUDENTS YES

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- 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: ALL STUDENTS N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- 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: ALL STUDENTS N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

- 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: ALL STUDENTS 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on prior ELA Exams, in-house assessments, and MOSL results 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 to 2016-17 to 2017 to 2018 NYSELA scores, we found that all our students, including ENL’s and SWD, had an overall increase of 7%, thereby making student independence, using clear feedback, and setting concise goals in all curriculum areas a continuing focus this year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of the instructional staff will promote 100% student independence in order to increase ELA and Math test scores of our students. Students will create goals using their data, checklists and analysis of their errors and success criteria. Teachers will reflect on their progress over time, create an action plan and incorporate data analysis into student led conferences.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
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| - Evidence-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). | General Ed, ENL’s and SWD students PreK-5 | Starting Sept. 2018 through June 2019 | Classroom teachers, RTI Providers, ENL Coordinator, Paraprofessionals and Administrators |
| Research based instructional programs include but not limited to: Marzano’s Nine Instructional Strategies for Effective Teaching, Teachers College Reading and Writing Project, Fordham as well as NTN. The instructional staff will have professional development with NTN, Fordham and Teachers College Staff Developers. Classroom teachers will demonstrate and execute lessons for NTN Staff Developers, Teachers College Staff Developers, the Instructional Staff, Administrators as well as their peers in classroom lab sites. Instructional staff will use strategies that include, but are no limited to student led small groups, conferring notes, feedback, and project based learning. | All the instructional staff | Starting Sept. 2018 ending June 2019 | Instructional Leaders, Classroom teachers, RTI Providers, ENL Coordinator, Paraprofessionals and Administrators |
| Strategies that address the needs of students with disabilities and ENL’s include but are not limited to small group instruction, testing modifications, visual support, scaffolding, differentiated instruction, hands on, and RTI (Response to Intervention). | Parents, All Instructional Staff | Starting Sept. 2018 through June 2019 | Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators |
| Family literacy training including the Teachers College model of Reading and Writing and the Common Core State Standards, will be made available through ongoing parent workshops, with translators as needed. Parents will be invited to participate in two-way communication workshops, involving student academic learning and the arts. | Parents, All Instructional Staff | Starting Sept. 2018 through June 2019 | Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators |
| Through weekly Professional Development i.e. NTN, and Teachers College Reading and Writing and Parent Workshops, teachers will address the needs of the students ensuring student growth and success. | Parents, All Instructional Staff | Starting Sept. 2018 through June 2019 | Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through Parent Workshops families will be supported in understanding and addressing the Common Core Curriculum, as well as, the understanding that Rigorous Instruction is customized and motivating, students are engaged in.
intellectual activities in order to develop critical thinking skills leading to Career and College Readiness. Parent workshops will be held from Sept. 2018 monthly through June 2019. Teachers will also provide information and instruction at these monthly meetings, as well as at monthly PTA meetings. Key personnel responsible will be the Parent Coordinator, Instructional Team Leaders, Classroom teachers, RTI Providers, Math Coordinator, Data Specialist, and the ENL Coordinator.

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. |
| 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 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 | | X Title I TA | | | X Title II, Part A | | | X Title III, Part A | | | X Title III, Immigrant |
| | | C4E | | 21st Century Grant | | | SIG | | | 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. |
| By the end of February 2019, monthly reading assessments will compare student achievement from the beginning of the school year, 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. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.) |
| Instruments of measure include but are not limited to Teachers College Reading Leveling System, Fountas/Pinnell, mid - point leveling assessments, exit slips, and in - house reading tests that are aligned with Common Core. |

| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

As a result of an analysis of in house assessments, benchmarks, MOSL, as well as the NYS ELA Exam, and the NYS Maths Exam over the past two years, we found that our students scoring at Level 1 decreased by 3%, our Level 2’s remained the same at 32% and our Level 3’s and 4’s increased by 2%, thus leading to an overall change of 7% on the NYS ELA Exam. Reading Level Benchmarks indicate that as of June 2018, 55% of all students are at or above benchmark levels, 49% of the Hispanic/Latino Population are at or above IRL benchmark level, 61% of the Black/African Population are at or above IRL benchmark level, ENL population benchmark level is 41% at or above and our SWD student population is 29% at or above benchmark. The NYS Math Exam showed our students scoring at Level 1 stayed constant at 7%, our level 2’s increased by 2%, and our Level 3’s and 4’s also had no change, thus showing that this past school year there was a 1% change. Based on this data and our school needs we have determined that our students need to understand what they are learning, how they will know that they have learned it, and why they are learning this. We will do this by improving teacher clarity - clear kid- friendly teaching points and/or goal - setting, establishing assessment criteria and constructing knowledge during cycles of feedback so that students take ownership of their learning and continue to strengthen their abilities. Henceforth, we have made providing feedback in order for our students to take ownership of their learning a priority this year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of the instructional staff will engage our students in accurately tracking their progress toward achieving success criteria. The students will make decisions alongside their teachers about their next steps, so that they own their learning and understand the assessment process.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Pre K-5 students, including ENL’s and SWD students</td>
<td>Beginning Sept 2018 - ending June 2019</td>
<td>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</td>
</tr>
<tr>
<td>All Pre K-5 students, including ENL’s and SWD students</td>
<td>Beginning Sept 2018 - ending June 2019</td>
<td>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</td>
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<td>Beginning Sept 2018 - ending June 2019</td>
<td>Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators</td>
</tr>
</tbody>
</table>

Teachers will use student work, periodic assessments 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 ENL students and students with disabilities include visual support, differentiated instruction. Professional Development includes, weekly teacher team meetings, learning walks, inter visitations, cycles of observations, assessing student data, targeted interventions, and differentiated instruction which leads to meeting the needs of all student groups and subgroups effectively.

Strategies that address the needs of students with disabilities and ENL’s include but are not limited to small group instruction, testing modifications, visual support, scaffolding, differentiated instruction, hands on and RTI (Response to Intervention).

Parents will be invited to attend 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.

Through weekly Professional Development and bi-monthly Parent Workshops, teachers will address the needs of the students ensuring student growth and success.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Through Parent Workshops families will be supported in understanding of how a Supportive Environment helps to address the needs of their children. 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. During these visits, parents will see how students are supported and challenged by their teachers and peers. Parent workshops will be held from Sept. 2018 monthly through June 2019. Key personnel responsible will be the Parent Coordinator, Instructional Team Leaders, Classroom teachers, RTI Providers, Math Coordinator, Data Specialist, and the ENL Coordinator.

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, ENL Coordinator, Paraprofessionals, and Administrators, will be using, but not limited to Running Records, IXL, i-Ready, Conferring Notes, Professional and Consumable instructional materials for the regular 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.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<th>Title II, Part A</th>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019, mid-point benchmarks will indicate school progress toward meeting student goals using the Teachers College Reading Leveling System, as well as monthly in - house assessment data indicating students reading levels (below level, on level, and approaching level) and student growth, as well as math assessments, mid - point assessments are given every 6 to 8 weeks.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Instruments of measure include but not limited to Teachers College Reading Leveling System, Conferring Notes, math exit slips, as well as in house assessments.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

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, we will continue to improve our teacher teams so that we can practice strategies learned in professional development. Labsites should involve teachers using research-based protocols, analyzing and aligning student work with assessment checklists and feedback so that we can group students and prepare tasks that are at multiple entry points for our SWDs, ENLs, Bottom Third and Enrichment students.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of our teachers will build collective efficacy in Achievement Teams as they work together to increase student proficiency in all subject areas.
### 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:

- Evidence-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).

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<td>All Pre K-5 classroom teachers, including SWD and ENL teachers</td>
<td>Starting Sept 2018 ending June 2019</td>
<td>Instructional Leaders, Data Specialist, Teachers College Developers and Administrators</td>
</tr>
</tbody>
</table>

**Teacher Teams will be given weekly PD’s on:**

- how to achieve student growth, small group instruction, differentiated instruction, independent reading, one to one conferencing, how to read, understand, and utilize rubrics in all instruction in order to group students effectively and prepare tasks accordingly, leading to the achievement of goals for individual, as well as groups of students, including ENL’s, SWD’s, Bottom Third and Enrichment students. Learning walks, inter visitations, and weekly teacher team meetings will help ensure student achievement.

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**Weekly teacher team meetings along with Teachers College Reading and Writing Project rubrics that are aligned with the Common Core Standards will help teachers in providing specific feedback for all students as well as SWD, and ENL’s, during one on one conferencing, small group instruction, independent reading, and visual support.**

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</table>

**Parents will be invited to bi - monthly workshops that include the Common Core Standards with translators, thus being able to have two - way communication involving student academic learning.**

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</table>

**Through weekly Professional Development and bi - monthly Parent Workshops on Common Core, teachers will address the needs of the students ensuring student growth and success leading to the achievement of individual, as well as groups of students, including ENL’s, SWD’s, Bottom Third and Enrichment students.**

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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Through Parent Workshops families will be supported in understanding of how Collaborative Teaching and sharing Strategies helps to promote teacher - parent collaboration in addressing the needs of their children. Parent workshops will be held from Sept. 2018 monthly through June 2019. Key personnel responsible will be the Parent**
Coordinator, Instructional Team Leaders, Classroom teachers, RTI Providers, Math Coordinator, Data Specialist, and the ENL Coordinator.

**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, ENL Coordinator, Paraprofessionals, and Administrators, will be using, but not limited to Running Records, Conferring 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.

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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.

By February 2019, Mid-point benchmarks will indicate school progress toward meeting student goals including 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.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Instruments of Measure include Face to Face written feedback that will include next steps, best practices, improvement and enrichment and if necessary a plan to develop effective teaching practices.

**Part 5c.** In February 2019, 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 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

<table>
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<tr>
<th>Question</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
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</table>

Administrative observations showed that 95% of our teachers for the 2017-18 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.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
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<tr>
<td>By June 2019, 100% of our teachers will make data visible in their classrooms as a goal - setting tool, so that all students can work toward proficiency in all curriculum areas.</td>
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By June 2019, 100% of our teachers will make data visible in their classrooms as a goal - setting tool, so that all students can work toward proficiency in all curriculum areas.
# Part 3a – 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:

- Evidence-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).

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<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>Professional Development provided by Teachers College in their Reading and Writing Project, specifically in how to provide feedback. We will do this by improving teacher clarity - clear kid-friendly teaching points and/or goal-setting, establishing assessment criteria and constructing knowledge during cycles of feedback so that students are able to take ownership of their learning. Professional development includes teach team meetings, learning walks, inter visitations, cycles of observations, one on one feedback.</td>
<td>All Pre K-5 classroom teachers, including SWD and ENL teachers</td>
<td>Starting Sept 2018 ending June 2019</td>
</tr>
<tr>
<td>The instructional staff will demonstrate and execute lessons for Teachers College Staff Developers which will include providing clear and precise feedback, peer intervention, small group instruction, and student support strategies.</td>
<td>All Pre K-5 classroom teachers, including SWD and ENL teachers</td>
<td>Starting Sept 2018 ending June 2019</td>
</tr>
<tr>
<td>Parents will be invited to attend workshops that will provide them with the essentials of common core and how to help ensure that they play an integral role assisting in their child’s learning. Workshops will be planned about parent-teacher conferences and what are the right questions to ask about their child’s progress and placement.</td>
<td>All Pre K-5 classroom teachers, including SWD and ENL teachers</td>
<td>Starting Sept 2018 ending June 2019</td>
</tr>
<tr>
<td>With monthly Professional Development and bi-monthly Parent Workshops including two-way conversations parents and teachers will address the needs of the students ensuring student growth and success.</td>
<td>All Pre K-5 classroom teachers, including SWD and ENL teachers</td>
<td>Starting Sept 2018 ending June 2019</td>
</tr>
</tbody>
</table>

## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through Parent Workshops families will be supported in understanding of how Effective School Leadership helps to promote parent leadership and engagement in order to address the needs of their children. Parent workshops will be held from Sept. 2018 monthly through June 2019. Key personnel responsible will be the Parent Coordinator,
Instructional Team Leaders, Classroom teachers, RTI Providers, Math Coordinator, Data Specialist, and the ENL Coordinator.

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 ENL teachers, resources include consumable and non-consumable instructional materials i.e laptops, non-fiction literature, 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.

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
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</table>

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.

By February 2019, progress monitoring will include discussions with teachers 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. Indicate the specific instrument of measure that is used to assess progress.

Instruments of measure will include but not limited to face to face sessions, written feedback, next steps for improvement, and if needed a plan of support.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our NYC School Survey 92% 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 will engage parents in lab-sites at the end of each literary cycle so that they understand how to use goal-setting, tool kits and feedback to reinforce home learning. Therefore, we have made engaging parents watch instruction in the classrooms a priority for creating stronger family and community ties this year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase our parental involvement and understanding of Common Core Learning Standards by 60% by conducting quarterly parent opportunities to watch instruction in the classrooms by observing a variety of subject areas.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Parents  

Parents will be invited to watch instruction on but not limited to the Common Core Learning Standards, Math in Focus, How To Promote Literacy In The Home, with translators, NYC Accounts.

Parents will engage in lab - sites with the School Based Support Team in order to understand the IEP process, speakers will include the school psychologist, guidance counselor and social worker.

With the collaboration of a teacher parent team, parents will be able to attend bi-monthly parent meetings in order to foster an understanding of grade level curriculum and expected student outcomes.

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.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

P.S.249 partners with these Community Based Organizations: CAMBA, Brooklyn Public Library, Food Bank, Cornell University, NY University Dental, Cool Culture and the Flatbush Development Corp. These organizations support family and community engagement:

### 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 lab - site 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
</tbody>
</table>

### 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 involvement 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. Indicate the specific instrument of measure that is used to assess progress.

Instruments of measure will include attendance at PTA meetings sign in sheets, attendance at parent workshops, as well as attendance at Parent Teacher Conferences.

#### Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>The criteria used for determining student needs for RTI Services are teacher recommendations based on TCRWP/Running Records, NYS ELA exams, as well as parent input.</td>
<td>RTI (Response to Intervention) Services include but are not limited to Literacy Workshops, LLI, MYON, Max Scholar, Great Leaps, SPIRE, Reading Reform and Starfall. These programs include repeated reading and interactive writing strategies, as well as math problem-solving using multiple strategies.</td>
<td>Our delivery methods include small group instruction within and outside the classroom, as well as one to one tutoring.</td>
<td>Our programs are provided during the school day, as well as during early morning, after school programs and Saturday school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The criteria used for determining student needs for RTI Services are teacher recommendations based on in house Math Review Quizzes, assessments, NYS Math exams, as well as parent input.</td>
<td>Mathematic interventions include IXL, Early Morning Math, Dreambox, NTNSmall groups, and the Math Lab for select students.</td>
<td>Our delivery methods include small group instruction within and outside the classroom as well as one to one instruction.</td>
<td>Our programs are during the school day, early morning school, after school and Saturday school.</td>
</tr>
<tr>
<td>Science</td>
<td>The criteria used for determining student needs for RTI Services are teacher recommendations based on in house Students have hands on learning on Super Science Fridays, which includes investigation.</td>
<td>Students at risk are supported with small group instruction during the school day with feedback provided by the teacher.</td>
<td>Programs are provided during the school day, and in after school clubs.</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>The criteria used for determining student needs for RTI Services are teacher recommendations based on in house assessments, as well as parent input.</td>
<td>Social Studies is integrated during the Literacy Block, as well as during S.S. centers on Fridays.</td>
<td>Students are supported with small group instruction, and one to one tutorials by teachers with feedback.</td>
<td>Programs are provided for during the schoolday.</td>
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<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>At risk services are provided by the Guidance Counselor, Speech Therapist, Physical and/or Occupational Therapists.</td>
<td>At risk services include speech support, counseling sessions as well as occupational therapy and physical therapy support.</td>
<td>These services are provided in small group settings or individually at pre-arranged times or as needed by the specific providers.</td>
<td>At risk services are provided during the school.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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, National Training Network, 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 ENL 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.

N/A

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).

N/A

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. 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 that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A Verify with an (X)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Column B Section Reference(s)</td>
</tr>
</tbody>
</table>
Title I Part A (Basic) | Federal | $669,950.00 | | Section 5
Title II, Part A | Federal | $107,99100 | | Section 5
Title III, Part A | Federal | $26,318.00 | | Section 5
Title III, Immigrant | Federal | 0 | | Section 5
Tax Levy (FSF) | Local | $4,789,607.00 | | Section 5

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisa Brown, Principal 18 Marlborough Road</td>
</tr>
<tr>
<td>Ana DeJesus, Assistant Principal Brooklyn, New York 11226</td>
</tr>
<tr>
<td>Ariana Bass, Assistant Principal Phone: 718-282-8828</td>
</tr>
<tr>
<td>Fax: 718-284-5146 <a href="http://www.caton.org">www.caton.org</a></td>
</tr>
</tbody>
</table>

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 249K**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

Support for Parents and Family Members of Title I Students

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.

**Parental Involvement and School Quality**

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., ESSA/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 1st 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 Every Student Succeeds Act (ESSA);
• 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;

**Encouraging School-Level Parental Involvement**

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

• Holding an annual Title I Parent Curriculum Conference;
• Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
• Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
• Supporting or hosting Family Day events;
• Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
• Encouraging more parents to become trained school volunteers;
• Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
• Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
• Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 249K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA).

I. School Responsibilities: Supporting Home-School Relationships

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 1st 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.

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

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

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 2018-19 SY

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

1. **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.

2. **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.

3. **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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
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</table>

This school is (check one): ☒ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

| ☐ Before school | ☒ After school | ☒ Saturday academy |

Total # of ELLs to be served:_____

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

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<td>☐ 7</td>
<td>☐ 8</td>
<td>☐ 9</td>
<td>☐ 10</td>
<td>☐ 11</td>
</tr>
</tbody>
</table>

105
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: ____
# of certified ESL/Bilingual teachers: ____
# of content area teachers: ____

7
5
2

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.
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 ENL/bilingual teacher and the Content Area/Common Core teacher will incorporate ENL co-teaching model using a side-by-side model. For one hour, the Content Area/Common Core teacher will teach the text bands from Teacher's College reading and writing units. The other hour, the ENL/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).
The technology to support both ENL/bilingual and Content Area/Common Core teacher includes: BrainPOP, ESL BrainPOP, Flocabulary, PebbleGo, & MyOn.
• Total of 60 ELLs will participate in an Extended Program (ELLA – English Language Learning Academy) and the duration of the program will be approximately 52 days from October 2018 through June 2019. 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 hour sessions on Wednesdays & Thursdays from 3:00 p.m. – 5:00 p.m.
Two certified teachers (ENL/Bilingual & Content Area teacher) for Grade 1 and two certified teachers (ENL/Bilingual & Content Area/Common Core teacher) for Grade 2 students will be hired for approximately 92 hours each at per session rate and the class size student: teacher ratio will be 15:1.
• Getting Ready for the NYSESLAT Grade 1 and Grade 2 will be purchased through other funds and used as an additional instructional tool within the program as well as in preparation for the NYSESLAT (Speaking, Listening, Reading & Writing).
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
Part B: Direct Instruction Supplemental Program Information

First hour and thirty minutes incorporating ESL strategies. Then the LEP/ELLs will focus on mathematic problem solving skills for the next hour and thirty minutes. Data from assessments will drive differentiated instruction in reading, writing and math. Grade 3, 4 & 5 ENL/Bilingual teachers will use focus on specific standards in ELA for the first hour and half. They will support the students with strategies in responding to literary and information texts by building their knowledge of literary language, text features, and text structures. They will also include strategies that build academic and domain-specific vocabulary to strengthen comprehension and content knowledge. The second hour and half, Grade 3, 4 & 5 ENL/Bilingual teachers will focus on the specific standards in Math. They will use S.O.L.V.E. and other math problem solving strategies to solve multi-step word problems. The technology to support both ENL/bilingual includes: Flocabulary, PebbleGo, MyOn, Discovery Education, DreamBox Learning – Online Math Learning.

- Grade 3, 4 & 5 ELLs will participate in Saturday Common Core Academy. Three certified ENL/bilingual teachers will be hired. The program will be approximately 12 days at per session rate. The class size student: teacher ratio will be 15:1.
- The program will run from January 2018 through April 2019 Saturday Common Core Academy will operate for three-hour sessions from 9:00 a.m. to 12:00 p.m.

- NY ELA Rehearsal Plus & NY Math Rehearsal Plus by Rally Education workbooks (Levels C, D, & E) will be purchased through other funds and used during Saturday Common Core Academy.

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 funding sources. Professional Development topics will include:

- September 2018 - For Title III Teachers & All Staff
  Looking at Data among All Subgroups (Presenter: Data Coach)
- September 2018 – June 2019 - For Title III Teachers and All Staff
  Advanced and Collaborative Solutions (Presenter: Steve Ventura)
  (Learning Intentions and Success Criteria – how to bring clarity to student learning outcomes)
- September 2018 - June 2019 - For Title III Teachers & All Staff
  Teachers College Workshops (Presenters: TCRWP Consultants for K-2 & Gr 3-5)
Part C: Professional Development

(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.

September 2018 - June 2019 – For Title III & All Staff

National Training Network Math Workshops (Presenters: NTN Consultants for K-1 & Gr 2-5)

National Training Network (NTN) is a professional development company specializing in training, on-going coaching and support to mathematics teachers. NTN combines proven methodologies with “Seven Levels of Professional Development” designed to develop and deepen students’ understanding of essential mathematics concepts, as well as the understanding and infusion of the Common Core State Standards (CCSS).

March 2019 - For Title III Teachers

NYSESLAT Training for all 4 Modalities (Presenter: ENL Coach)

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 & Saturday School activities and make parents partners in the educational process. K – 5 Parental workshops will be offered throughout the year (see below)

September 2018
Meet the Teacher and Curriculum Night
(Presenters: ENL, Bilingual, Special Ed & Common Core Classroom Teachers)

October 2018
Literacy Night
(Presenters: ENL, Bilingual, Special Ed & Common Core Classroom Teachers & Instructional Coaches)

December 2018
Math Curriculum Night
(Presenters: ENL, Bilingual, Special Ed & Common Core Classroom Teachers & Math Teacher)

January 2019
Parent Saturday Workshop – How to Assist your Child in ELA
(Presenters: ENL/Bilingual Teacher & Instructional Coach)

February 2019
Science Night
Part D: Parental Engagement Activities

(Presenters: ENL, Bilingual, Special Ed & Common Core Classroom Teachers & Science Teacher)

March 2019
Parent Saturday Workshop – How to Assist your Child in Math
(Presenters: ENL/Bilingual Teacher & Instructional Coach)

April 2019
Social Studies Night
(Presenters: ENL, Bilingual, Special Ed & Common Core Classroom Teachers)

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
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<td>(schools must account for fringe benefits)</td>
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<tr>
<td>1. Per session</td>
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<td>2. Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>1. High quality staff</td>
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<tr>
<td>and curriculum development contracts.</td>
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<tr>
<td>2. Must be supplemental.</td>
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<tr>
<td>3. Additional curricula, instructional materials.</td>
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<td></td>
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<tr>
<td>4. Must be clearly listed.</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>2. Must be supplemental.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Brooklyn</td>
<td>P.S. 249</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisa Brown</td>
<td>Ana DeJesus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Coffey</td>
<td>Kathleen Amsterdam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Sung/Math</td>
<td>Theresa Sanchez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Bochbot/Science/SS</td>
<td>Nyoka Mackey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Martin</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarence Ellis</td>
<td>Lara Terry, Data Specialist</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>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]</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) 893  Total number of ELLs 218  ELLs as share of total student population (%) 24.41%

# Part II: ELL Demographics

## A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<th>6</th>
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Bilingual Program Breakdown

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# Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school uses TCRWP Assessment Pro for Independent Reading Levels as an assessment for early literacy skills. Many of our ENL’s independent reading levels are below grade level and/or approaching grade level in grades K-3. ENL’s may be struggling with monitoring their reading or using reading strategies while they read. Teachers will use the students’ reading levels for guided reading groups in order to support and guide the the students with text on their instructional level. Classroom teachers helps students develop an understanding of the text while prompting them to apply strategies they will need to become independent readers. ENL’s in the Spanish dual language classes are assessed for Independent Reading Levels in their native language as well.

   During reader’s workshop teachers teach mini lessons relating to specific skills or strategies that students can apply before,
during and after reading. As students read independently, teachers confer with students to record their progress on applying and transferring the new skill and/or strategy.

Grades K through 2 teachers are trained in Reading Reform. This program is designed to show teachers how to use phonics-based approaches, as well as how to employ the multisensory techniques of teaching and learning.

2. What structures do you have in place to support this effort?
Teachers are required to assess students reading levels five times during the school year using TCRWP Assessment Pro. Teachers are able to access and enter their own data to monitor students’ independent reading levels. K & 1 teachers are able to use the other assessments to monitor students’ concept of print, letter sounds, high frequency words too. ENL’s reading levels in the Spanish dual language classes will be assessed in their native language as well as in English.

K - 3 teachers will meet with flexible guided reading groups on a daily basis, supporting them as they learn to use reading strategies and specific skills to advance to the next level.

In K – 2, teachers schedule 20 minutes of Reading Reform each day. This program teaches all students alphabetic code and skills of blending sounds for reading and segmenting the spoken word for spelling – whether they learn to read easily or find it difficult.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Using the results from NYSESLAT, teachers will be using the ENL’s proficiency level to guide instruction (e.g., minutes per week and areas of weaknesses within the four modalities - Listening, Speaking, Reading and Writing).

ENL’s in Kindergarten through Grade 5 that are performing in Entering and/or Emerging levels, as well as reading below grade level will be given intervention.

Using the results from the New York State ELA & Math tests, classroom teachers will be using the proficiency level to provide ENL’s with additional interventions. Teachers will use item analysis reports to break down student performance to item and skills levels and provide distractor analysis to pinpoint common errors.

4. What structures do you have in place to address interventions once the summative data has been gathered?
A team of teachers (data specialist, RTI team leader, ENL coach, ELA coach & Math coach) use the summative data that has been gathered to determine students’ eligibility to receive additional and more targeted instruction. If the data shows that the ENL’s are struggling readers, then they will receive an intensive, small-group supplementary literacy intervention program – the Fountas & Pinnell Leveled Literacy Intervention System K – 12 (LLI).

Eligible ENL’s in grades 1 & 2 will attend ELLA (English Language Learner Academy) to receive instruction in English to promote oral language development by using thematic units of study. Each content-based, thematic unit of study promotes oral language development as well as Listening and Speaking standards into action. Teachers can scaffold oral language development by providing language, including grammar and vocabulary, for questions and answers. Whether written or oral, teachers are providing structure and practice for a new way of speaking and interacting and building academic language skills.

5. How does your school use 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, ENL’s, SWD’s, 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) Integrated ENL or Standalone ENL for ELA and Math during the day. Bottom thirds 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. ENL’s who scored Entering, Emerging and/or Transitional in Grades 1 & 2 will attend ELLA (English Language Learner Afterschool) on Wednesdays & Thursdays but not limited to Expanding and Commanding students. The teachers will provide additional interventions using ENL instruction and/or native language instruction if needed to ensure that the students will benefit from the intervention.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
Prior data from NYSESLAT is used to evaluate and inform our ENL programs – ELLA, Grades 3 – 5 Literacy & Math Common Core Afterschool and Saturday Common Core School. NYSESLAT data allows us to measure the progress of English language skills in listening, speaking, reading and writing and determine the proficiency levels (Entering, Emerging, Transitional, Expanding & Commanding). NYSESLAT scores identify ENL’s that should continue to receive ENL services, as well as plan strategic homogeneous linguistic groupings.

The data from ELA & Math is used to determine the progress of ENL’s as well as former ENL’s by the proficiency levels (Level 1, Level 2, Level 3 & Level 4) and the scale score. ELA and Math scores identify ENL’s and former ENL’s that should receive RTI as well as Grades 3-5 Literacy & Math Common Core Afterschool and Saturday Common Core School.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The data specialist as well as our RTI Team Leader in our school support and disseminate written reports based on the analysis of data, interpret the findings and provide conclusions and recommendations from multiple assessments.

**Part IV: ELL Programming**

**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.
      The Freestanding ENL program is self-contained as well as heterogeneous. ENL’s are performing in different proficiency levels. A certified ENL teacher will provide instruction to develop English language skills so that students can succeed in core content courses.
   b. TBE program. *If applicable.*
      We currently do not have TBE program.
   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. ENL’s 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 ENL 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 ENL 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)?

All ENL’s are held to the same high academic standards as our monolingual students. All students including ENL’s 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 is embedded into the literacy block for all ENL’s 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 including child’s native language). The students that receive ENL instruction are determined by NYSITELL and/or NYSESLAT results. Students receive the workshop model which consists of mini-lessons, word works(Reading Reform), guided, shared & independent reading (TCRWP) while using ENL methodologies. ENL methodologies and scaffolding are also used in other content areas such as mathematics (Engage NY, 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 works (Reading Reform), guided, 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. 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?

 ENL's in Dual Language programs, use Math & Science Unit Assessments, as well as NYS Math and Science tests. These assessments are given in Spanish alongside English as a support. In grades 3 and higher - ENL's continue to take the ELE exam to determine their proficiency in their home language.

5. 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

   a. SIFE

   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. ENL’s 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. ENL's that have special needs or IEP's will be provided with related services which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS. ENL testing accommodations for ENL's 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.

b. Newcomer

Our newcomers (ENL's in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, NYSITELL & NYSESALT 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 ENL's are given mandated instruction in ENL and/or NLA per week as per CR Part 154-2 instructional requirements. In addition, the ENL's are immersed in a variety of school-wide programs such as afterschool - Literacy and Math Common Core Afterschool, ELLA, and Saturday Common Core Academy. ENL testing accommodations 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.

c. Developing

Our ENL's receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESALT 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 will be provided during all assessments. Research-based programs such as Reading Reform and Leveled Literacy Intervention to promote English language acquisition if ENL students are below standards.

d. Long Term

At the current time, we do not have Long-Term ENL's. 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 ENL Learning Standards and SED NLA Standards in all content areas. We will provide afterschool programs from Title III. ENL's 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. ENL testing accommodations will be provided during all assessments. We will offer intervention programs such as Reading Reform & Leveled Literacy Intervention as well as additional on-line programs.

e. Former ELLs up to two years after exiting ELL status

Former ENL's who tested Proficient/Commanding on the NYSESALT will continue to receive the recommended ENL instruction - 90 minutes and native language instruction for the next two years. Former ENL's-SWD's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling. In addition, Former ENL's are afforded opportunities for Literacy & Math Common Core Afterschool, and Saturday Common Core School. ENL testing accommodations for Former ENL's will be provided for the next two years during all assessments.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ENL-SWDs whose IEP mandates ENL 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 ENL-SWD’s who are entering or emerging. 1 unit of study per week (180 minutes) will be delivered to ENL-SWD’s who are transitioning, and/or expanding and 90 minutes for commanding ENL-SWD students.

7. 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 ENL-SWD and ENL teachers create a flexible schedule to meet the needs of ENL units of study per week for ENL-SWDs. In grades K - 2, the ENL-SWDs are in a 12-1-1. They receive OT, PT, Speech and ENL throughout the week. In grades 3-5, the ENL-SWDs are in ICT classes. ENL-SWD's that are in integrated or standalone ENL receive ENL units of study per week by the ENL teachers. Teachers of ENL-SWD, ENL teachers, RTI providers and out-of-the-classroom teachers have access to ENL-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 ENL methodologies to support ENL-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.

8. 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-in to 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), teachers group the students including ENL’s 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 need.

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 ENL - SWD's will participate in LLI (Level Literacy Intervention) program provided by SETSS & licensed pedagogues. After administering Teacher’s College running records, students including ENL's 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 ENL's 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.

9. Based on data and trends, 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. Select students will participate each Tuesday so teachers could practice their craft and strengthen 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.

Touch Math will be implemented in Pre K, grades K – 2, 12-1-1 classes as well as Grade 3 ICT classes. It is an extensive set of supplemental multisensory materials designed for intervention and remediation. It gives every student the opportunity to build a solid math foundation, regardless of learning style. Whether they learn by seeing, saying, touching or hearing, they can understand basic concepts almost instantaneously. It is a supplemental program based on the Touch Math Touch Point approach with step-by-step scaffolding and presents new skills in ways that always progress from the concrete to the pictorial and, finally, to the abstract. Whether students still need the Touch Points and visual cues or are ready to leave them behind, this program accommodates all learning styles as it takes students to the next level of math competency.
10. If you had a bilingual program, what was the reason you closed it?

Our school is currently not discontinuing our Dual Language bilingual program.

11. 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 ENL's and/or ENL-SWD and 30 grade 2 ENL's or ENL-SWD students. It takes place on Wednesdays and Thursdays. Using the NYSESLAT data, 60 applications will be given to ENL's (priority for Entering, Emerging and Transitioning ENL's). ELLA will use On Our Way to English, a comprehensive English language development program that provides everything teachers need for effective instruction. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. ENL's who are entering, emerging and transitioning are offered to attend the ELLA (English Language Learner Academy) afterschool program. If there are available seats, then it is offered to ENL's that are expanding and then commanding level.

Gr 3 - 5 Literacy and Math Common Core Afterschool program is afforded to ENL's on Wednesdays and Thursdays. The teachers in Stand-alone ENL and Dual Language classes use data from assessments to select ENL's to participate in the afterschool program. The afterschool program targets English language acquisition in Reading (all content area), Writing and Math.

Gr 3 - 5 Saturday Common Core Academy program will also be afforded to ENL's. The teachers from Stand-Alone ENL and Dual Language classes will use the data from assessments to select students for this program. The program emphasizes English language acquisition and vocabulary support in Reading, Writing and Math.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our school purchased Pathblazer which is web-based math and ELA curriculum designed around animated video lessons for all students in K - 8 who are working below grade level. The program sets students on individual learning paths through both built-in and external diagnostics. Students begin by taking an initial diagnostic to determine their specific skill and concept gaps. Students are then assigned a personalized learning path that aligns to their highest level of performance. Students are engaged in scaffold lessons designed around engaging videos, animation and audio. As students get questions wrong, they review the misunderstood concepts through a different medium than they were originally presented. Teachers receive real-time data on student progress and comprehension that they can use to inform instructional decisions.

Max Scholar is an on-line reading program that is research-based highlighting strategy to improve reading comprehension skills in a multi-sensory approach. ENL's who are entering and emerging are selected to participate in this program during Morning School on Tuesdays and Fridays from 7:15 – 8:15 a.m. as well as on Mondays from 2:40 - 3:40 p.m.

Brain POP is a group of educational websites with over 1,000 short animated movies for students in Grades K – 12 covering subjects of science, social studies, English, mathematics, engineering, technology, health, and arts and music. Brain POP is great at reinforcing skills and concepts students are learning.

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

Stand alone ENL classrooms, books from different countries that are written in the students' home language are available in classroom libraries. 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).

In DL classrooms, half of the library includes 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.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

In Stand alone ENL classrooms, 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).

In DL classrooms, half of the library includes 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We currently do not share a building (collocation).

If we did then each school in the building will form a Shared Space Committee to share and/or coordinate efforts to ensure that all of the ENLs’ needs (academic, linguistic, socioemotional) are met. The building will have a uniformity of school-wide discipline and expectations. There will be an implementation of a single bell schedule as well as shared space schedule. We will coordinate the meetings of BRT and School Safety Committee. Each school would have equitable access to the DOE’s resources including common space. Each student will have equitable access to all shared educational resources and services. The committee and parent coordinators will plan and implement joint parent workshops or gatherings so families and students have every opportunity to work and learn as a community within the building. Bilingual staff members may provide interpretation services during meetings and workshops.

16. 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 ENL’s before the beginning of the school year. After early registration, parent orientations are held for new enrolled ENL’s 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), assessments and expectations. Then in September and May, there will be Family Curriculum Night to explore and learn more about the grade’s curriculum as well as next year grade’s curriculum. The parent coordinator will have an open line of communication with all parents including ENL’s by providing workshops regularly in the areas related to ENL’s, testing, Cookshop & etc.

17. What language electives are offered to ELLs?

In our school, the language electives that are offered to ENL’s is Spanish.

18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (%) EPs and ELLs are integrated.

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

In the side-by-side model, the students receive their instruction in English and the other instruction in their target language. 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 ENL's and 50% of English proficient students are integrated.

The language use for content area (Math, Science & SS) alternates from day to day. The self-contained model continue to develop students' home languages as well as English language skills. Bilingual teachers teach all content area courses in the home language and in English. The home language arts component is taught to develop skills in speaking, listening, reading and writing in the student’s home language, which cultivates an appreciation of their history and culture. 50% of ENL's and 50% former ENL's/English proficient students.

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

b. In which language(s) is each core content area taught?

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. How is each language separated for instruction?

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. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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 and non-pedagogic staff.) 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?

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 an effort to improve instruction for all our ENL’s. When a staff member attends a workshop relating to servicing ENLs, 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. Members of the 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.
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 workshops throughout the year. Some of the workshops include “Tapping into ENLs’ Cultural & Linguistic Backgrounds in the Literacy Curriculum,” “Supporting ENL’s As They Learn to Tackle Higher Level Texts, Develop Stronger Comprehension skills, Take Ownership of their Learning in Reading Workshop,” “Shared Reading to Support Language Development, Speaking and Listening Standards, Comprehension and Word Solving in Fiction and Informational Texts for ENLs.” 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 Meetings as well as during Chancellor Days. The ENL/Dual Language Coordinator will provide ENL workshops (e.g., UDL, ENL strategies, Effective Instruction for ENL’s using an RTI approach, New NYSESLAT proficiency levels & etc).

2. 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.

All teachers and paraprofessionals are given a minimum 15% of total hours of ENL 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 ENL methodologies. New teachers will retain copies of professional development workshops too. A file that includes ENL training certificates is placed in the office and the number of completions is recorded and updated annually.

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 an 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. 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, Awards Ceremony, Multicultural 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.)
<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Paste response here:</td>
</tr>
</tbody>
</table>
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Elisa Brown, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.

8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.

9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** P. S. 249 The Caton  
**School DBN:** 17K249

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisa Brown</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ana DeJesus</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Linda Sung</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Linda Sung / Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Diane Coffey</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Gillian Shotwell</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kathleen Amsterdam</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lara Terry</td>
<td>Other __ Data Specialist</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ashley Martin</td>
<td>Other __ Related Service Provider</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda</td>
<td>Sung</td>
<td>ENL Coach</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nancy</td>
<td>Bochbot</td>
<td>ESL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>55.6%</td>
<td>English</td>
<td>55.6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>38.8%</td>
<td>Spanish</td>
<td>38.8%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>Haitian Creole</td>
<td>2%</td>
<td>Haitian Creole</td>
<td>2%</td>
</tr>
<tr>
<td>Bengali</td>
<td>Bengali</td>
<td>1.5%</td>
<td>Bengali</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

From the list of parents’ preferred languages provided in the previous question, there is no language that represent at least a 10% population of my school currently excluding Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Spanish, Russian and Urdu.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly School Calendar of Events</td>
<td>Every month – September through June</td>
<td>The monthly school calendar of events is translated by bilingual staff members – English &amp; Spanish.</td>
</tr>
</tbody>
</table>
**School Closing**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
</table>

**Testing Updates for NYS ELA, Math, Science & NYSESLAT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, May &amp; June 2018</td>
<td>The notices of school closing are translated by Bilingual staff members – English, Spanish &amp; Haitian Creole.</td>
</tr>
</tbody>
</table>

**Parent Teacher Conferences & Workshops**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September through June</td>
<td>The notices of school closing are translated by Bilingual staff members – English, Spanish &amp; Haitian Creole.</td>
</tr>
</tbody>
</table>

---

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Nights &amp; Parent Teacher Conferences</td>
<td>September 2017&lt;br&gt;November 2017&lt;br&gt;March 2018&lt;br&gt;May 2018</td>
<td>Bilingual Staff members – speak Spanish, French, Haitian Creole &amp; Vietnamese/Chinese&lt;br&gt;Over-the-phone Interpretation Services – 855-249-9103 / 800-231-0288</td>
</tr>
</tbody>
</table>
### Meetings for Attendance and Progress Reports / H.O.

**Sept 2017 through June 2018**
- **Bilingual Staff members** – speak Spanish, French, Haitian Creole & Vietnamese/Chinese
- **Over-the-phone Interpretation Services** – 855-249-9103 / 800-231-0288

### Parent Workshops

**Sept 2017 through June 2018**
- **Bilingual Staff members** – speak Spanish, French, Haitian Creole & Vietnamese/Chinese
- **Over-the-phone Interpretation Services** – 855-249-9103 / 800-231-0288

3. **Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.**

The school’s communication strategy to reach limited-English-proficient families in the event of a school emergency is first and foremost, using the school messenger to send emergency alerts to parents. Next, classroom teachers created ClassDojo accounts with parents which can privately message each other without exchanging phone numbers. ClassDojo allows parents to translate messages into any language, on any device with just a tap! Teachers also have parents’ phone numbers in which they can text or call the parents of the students in their class.

### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

The Language Access Coordinator will train staff during staff conferences and grade meetings regarding the Translation & Interpretation Units that supports NYC public schools in their effort to reach families who need communicating in English. The Unit offers free translation services for schools and offices, free over-the-phone interpretation for schools and offices and free on-site interpretation for offices.

### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The T & I Unit distributes multilingual posters to all DOE public schools and district offices throughout the City at the beginning of each school year. The multilingual posters are posted in a highly visible location. These posters provide LEP parents instruction on where and how to obtain interpretation services.
The DOE makes available to parents the Parents’ Bill of Rights and A Parent’s Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE’s website (www.schools.nyc.gov).

Our school will have multilingual welcome posters as well as language identification card so limited English proficient parents can identify their language and/or a DOE staff person can identify their language as they enter the school/office.

Monitoring of Multilingual Welcome Posters – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

|Our school distributes School Survey for Parents – Survey made available to all school-aged parents to assess their child’s school, including whether or not the school is communicating with the parent in their native language. Our school will use the data and the feedback from the survey from limited-English proficient parents to ensure and provide them with oral interpretation services during group or one-to-one meetings. We readily have bilingual staff members to translate and the staff can use the over-the-phone interpretation services. |