



**P.S. 49X  
THE WILLIS AVENUE SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 07X049  
ADDRESS: 383 EAST 139<sup>TH</sup> STREET  
TELEPHONE: (718) 292-4623  
FAX: (718) 292-8593**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 049      **SCHOOL NAME:** The Willis Avenue School

**SCHOOL ADDRESS:** 383 East 139<sup>th</sup> Street

**SCHOOL TELEPHONE:** (718) 292-4623      **FAX:** (718) 292-8593

**SCHOOL CONTACT PERSON:** Laura Galloway      **EMAIL ADDRESS:** lgallow@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Daniel Berdugo

**PRINCIPAL:** Laura Galloway

**UFT CHAPTER LEADER:** Rita Di Pace

**PARENTS' ASSOCIATION PRESIDENT:** Tabitha Torres

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** CFN402

**NETWORK LEADER:** Jacqueline Gonzalez

**SUPERINTENDENT:** Yolanda Torres

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Laura Galloway	*Principal or Designee	
Rita DiPace	*UFT Chapter Chairperson or Designee	
Tabitha Torres	*PA/PTA President or Designated Co-President	
Alexandra Maroto	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Daniel Berdugo	Co-Chair SLT/Teacher	
Monique Lewis	Member/Teacher	
Reema Marji	Co-Chair SLT/Teacher	
Marlene Schachter	Member/Teacher	
Michelle La Fontaine	Member/Parent	
Gregoria Mendez	Member/Parent	
Ooma Seenath	Member/Parent	
Michelle Nesmith	Member/Parent	
Deborah Debuc	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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*At P.S. 49X, our vision is to provide our students with a rigorous curriculum, that is aligned to the standards. Our expectations are clearly articulated to the entire school community and all students are expected to meet or exceed the standards (NYS Standards). This is accomplished through a nurturing, challenging and safe environment where all members are encouraged to take risks and be accountable for their learning. Celebration of student success is evident throughout the school through rich displays of student work.*

The following is our **mission** statement:

*“In a collaborative effort, the Mott Haven Community, parents, staff and students of P.S. 49X will create a nurturing and safe environment that promotes respect and high standards, fosters a love of learning and celebrates diversity. Our mission is to encourage our students to become critical thinkers, and to ensure that they are on or above grade level in literacy, mathematics, science, technology and social studies upon promotion.”*

*The Willis Avenue School, P.S. 49X, is an urban school located in the Mott Haven Section of the South Bronx. This Pre-Kindergarten – 5<sup>th</sup> grade school serves a predominantly Hispanic community. The school building is an old, yet well-kept facility where pride in our students' accomplishments is evident in the rich display of student work.*

*The Mott Haven Center, a Community Based Organization, picks up students from our school for their after school program. Liberty Learning Lab and R.E.A.D., both S.E.S., in collaboration with P.S. 49X provide an on-site after school programs for our students in grades 1 through 5. The focus is a technology based, literacy program. In addition, we collaborate with other organizations to enhance the performance of our students. These organizations include: Dominican Sisters and F.R.I.E.N.D.S., which provide physical, mental, and emotional support for our students and their families.*

*P.S. 49X utilizes Balanced Literacy Approach for reading and the citywide program “Everyday Math” for Mathematics. We will continue to integrate the curriculum with the arts. Through Projects Arts (a Department of Education funded program) classes have participated in a rich visual arts program. We have aligned our Project Arts Program (Blueprint) with literacy and social studies. We will continue our relationship with Studio in a School.*

*The Parent Coordinator involves parents in school initiatives, keeps them apprised of special events, provides informative workshops, helps address their concerns and translates for them as needed.*

*P.S. 49X is also committed to providing an environment that fosters learning in keeping with SAVE Legislation. We continue to use our Alternate Education Center as our in-school suspension program. A licensed teacher staffs this room with support from the guidance counselors. In keeping*

*with our mission, the entire school community will focus on promoting healthy relationships that are aimed at supporting the needs of our children. The school implements activities, such as Spirit Days, and we will continue to have monthly awards assemblies, where classes will take turns performing, in order to develop a school culture that promotes caring and respect.*

*The School Leadership Team meets regularly and works together productively to address concerns and develop strategies to meet the needs of the students of P.S. 49X. Workshops are held to disseminate information to our parents. These workshops have been held in both English and Spanish. As the school population has seen its efforts lead to success and be acknowledged. Teachers and students are taking pride in their work and are becoming convinced that our school motto – **“Think you can, work hard, get smart”**- really works.*

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	P.S. 49X Willis Avenue			
<b>District:</b>	07	<b>DBN #:</b>	07X049	<b>School BEDS Code #:</b> 320700010049

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2008-09		
Pre-K	35	36	36		91.7	92.9	TBD		
Kindergarten	97	89	91						
Grade 1	106	107	103	<b>Student Stability: % of Enrollment</b>					
Grade 2	99	101	101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	116	108	114		93.2	91.5	TBD		
Grade 4	106	108	99						
Grade 5	98	99	103	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		92.9	95.7	97.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		42	74	TBD		
Grade 12	0	0	0						
Ungraded	3	1	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	660	637	652		5	3	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	42	34	31						
No. in Collaborative Team Teaching (CTT) Classes	41	42	51	Principal Suspensions	1	0	TBD		
Number all others	22	22	23	Superintendent Suspensions	0	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	95	93	81	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	52	44	51	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	6	10	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	62	TBD
				Number of Administrators and Other Professionals	23	23	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	0	1	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	100.0	100.0	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	66.7	77.4	Percent more than two years teaching in this school	66.7	77.4	TBD
Black or African American	30.2	47.6	53.2	Percent more than five years teaching anywhere	47.6	53.2	TBD
Hispanic or Latino	69.2						
Asian or Native Hawaiian/Other Pacific Isl.	0.0	79.0	84.0	Percent Masters Degree or higher	79.0	84.0	TBD
White	0.4	100.0	96.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.2	TBD
<b>Male</b>	51.5	51.6	50.0				
<b>Female</b>	48.5	48.4	50.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
<b>Designated as a Persistently Lowest Achieving (PLA) School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

#### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input checked="" type="checkbox"/> Improvement – Year 2 Basic
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	SINI 2	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	-			
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	-			
<b>Student groups making AYP in each subject</b>	6	6	1			

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	101.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	20.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	

Additional Credit	11.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

*In order to analyze the needs of the P.S. 49 school community, the School Leadership Team, through sub-committees of parents, teachers and support staff focused on the various data collected throughout the year. Data from the following sources were compiled and evaluated:*

- *Progress Report*
- *ECLAS / E-Pal*
- *City and State Assessments*
- *Acuity Interim Assessments*
- *DRA*
- *Running Records*
- *Everyday Math Formative and Summative Assessments*
- *Student Portfolios / Assessment Binders*
- *Teacher Made Assessments*
- *Unit Tests (in content areas)*

*The data revealed both our strengths and weaknesses.*

Literacy

### **Fall 2010 Benchmark Levels of Reading (Fountas and Pinnell – utilizing B-I-L-O)**

Grade	BELOW GRADE LEVEL AT RISK	ON OR ABOVE GRADE LEVEL
<b>Kindergarten –  91 Students Total</b>	<b>Little or no Letter/Sound Recognition (less than 13 letters and sounds)  39 students</b>	<b>Letter/Sound Recognition (13 letters and sounds)  52 students</b>
<b>First Grade– 103 Students Total</b>	<b>Non-reader – Level A  20 students</b>	<b>Level B or above  83 students</b>

<b>Second Grade– 101 Students Total</b>	<b>Non-reader – Level H 57 students</b>	<b>Level I or above 44 students</b>
<b>Third Grade– 114 Students Total</b>	<b>Non-reader – Level K 60 students</b>	<b>Level L or above 54 students</b>
<b>Total Number of Students Grades K – 3 – 409 students</b>	<b>176 students – 43 %</b>	<b>233 students – 57 %</b>

*The data revealed both our strengths and weaknesses.  
Literacy Skills*

*The findings of our needs assessment revealed our priorities for improving student performance.  
Implications for the Literacy Instructional Program are as follows:*

- We will continue to implement Balanced Literacy strategies in all classes with a focus on word study for our “at-risk” students. This is our second year of using “Voices Reading”. Professional development will continue to be provided to all teachers, on an on-going basis, to insure successful implementation of this program.*
- We will further our teacher training in Balanced Literacy strategies and activities and utilize them in the classroom on a daily basis. All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintain motivation to read.*
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.*
- In Kindergarten, for the 2010-2011 school year, the teachers will continue to receive training in the use of Foundations in order to strengthen decoding skills and phonemic awareness. The teachers will use the Double Dose component of Foundations as well as **Explode the Code**, to differentiate instruction and address the needs of struggling learners. In addition, students will use the Rigby Books collection to develop fluency and comprehension. In the first grade, the teachers will maintain program fidelity with respect to Foundations. The acquisition of vocabulary and sight words will be fostered by the use of Lester Laminack’s and Georgia Heard’s **Climb Inside a Poem**.*
- Growth will be monitored, in grades K – 2, via the collection of unit tests and the Foundations Unit Test Tracker as well as the Oral Language Continuum.*
- We will continue professional development in the areas of data-driven instruction, interdisciplinary planning and examining student work.*
- The Professional Development Team will continue to address Professional Development issues, teachers concerns and building capacity through interdisciplinary planning.*

**Literacy Accomplishments in Recent Years:**

- For the past five (5) years, the kindergarten and first grade teachers have followed the literacy calendar, which they have developed and which is aligned with the Primary Literacy Standards and supports the Balanced Literacy program.
- Through the writing calendar, the students study a variety of genres: non-fiction, fairy tales and folktales, poetry and authors as mentors. This work is supported with **Reading with Strategies-Level I and Level II** to assist with reading comprehension and word work.
- For the past four (4) years we have developed and are refining student portfolios. This gives students and parents a long-term view of student progress.
- The use of literacy maps has made it easier to monitor student progress in a more substantive manner. This is evident via the collection of Records of Reading Progress-Appendix H, portfolios, ECLAS-2 results, writing assessments and writing celebrations.

In light of the change in cut-scores and scale scores needed to achieve a level 3 and 4 on the State ELA Exam, we are re-establishing our baseline. Below are the reading test results from the 2010 State ELA Test.

**Students in Grade 3**

Reading Test Results

Grade 3

2010

**ALL TESTED STUDENTS**

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	107	653.1	26	24.3	51	47.7	29	27.1	1	.09	30	28.0

Reading Test Results

Grade 3

2010

**GENERAL EDUCATION STUDENTS ONLY**

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	85	654.2	16	18.8	45	52.9	23	27.1	1	1.2	24	28.3

Reading Test Results

Grade 3

2010

**ELL STUDENTS ONLY**

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	24	649.1	9	37.5	10	41.7	5	20.8	0	0	5	20.8

Reading Test Results  
Grade 3  
2010  
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	22	648.8	10	45.5	6	27.3	6	27.3	0	0	6	27.3

**Data from Acuity (administered 2010) revealed the following:**

**Strengths**

- *Nonfiction*
- *Editing*
- *Sequencing*
- *Story Elements*
- *Fluency*

**Weaknesses**

- *Main Idea*
- *Inference*
- *Grammar in their own writing*
- *Dictionary Skills/Vocabulary*
- *Organization in writing*

**Students in Grade 4**

State English Language Arts (ELA) Test Results  
Grade 4  
2010

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	96	658.7	13	13.5	52	54.2	30	31.3	1	1	31	32.3

State English Language Arts (ELA) Test Results  
Grade 4  
2010

GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	82	661.3	7	8.5	45	54.9	29	35.4	1	1.2	30	36.6

State English Language Arts (ELA) Test Results  
Grade 4  
2010

ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	29	654.7	3	10.3	21	72.4	5	17.2	0	0	5	17.2

State English Language Arts (ELA) Test Results  
Grade 4  
2010

STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	14	643.1	6	42.9	7	50	1	7.1	0	0	1	7.1

**Data from Acuity (administered 2010) revealed the following:**

**Strengths**

- *Supporting details (evidence)*
- *Story elements*
- *Character traits*
- *Restating questions*
- *Sequencing*

**Weaknesses**

- *Vocabulary*
- *Inference*
- *Author's purpose in non-fiction*
- *Understanding figurative language*
- *Note-taking*
- *Writing mechanics (complete sentences, grammar, punctuation/capitalization)*

**Students in Grade 5**

Reading Test Results  
Grade 5  
2010

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	96	659.2	23	24	47	49	20	20.8	6	6.3	26	27.1

Reading Test Results  
Grade 5

2010  
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	70	662.7	14	20	32	45.7	18	25.7	6	8.6	24	34.3

Reading Test Results  
Grade 5  
2010

ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	24	649.5	10	41.7	11	45.8	3	12.5	0	0	3	12.5

Reading Test Results  
Grade 5  
2010

STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	26	650.0	9	34.6	15	57.7	2	7.7	0	0	2	7.7

**Data from Acuity (administered 2010) reveals the following:**

**Strengths**

- *Predicting*
- *Interpreting charts and graphs*
- *Determining character traits based on actions*
- *Cause and effect*
- *Distinguishing between fact and opinion*
- *Sequencing events*
- *Writing Poetry*
- *Retelling*
- *Listening comprehension*

**Weaknesses**

- *Author's purpose*
- *making inferences (both fiction and non-fiction)*
- *Using evidence to support ideas*
- *Interpreting poetry*
- *Self-monitoring*
- *Using text features in non-fiction*
- *Note taking*
  
- *Grammar*
- *Re-reading*

- *Using context clues to decode unknown words*
- *Vocabulary*

### **Implications for the Instructional Program**

- *We will provide continuing professional development in the areas of developing and interpreting formal and informal assessments, data-driven instruction, looking at student work and interdisciplinary planning.*
- *We will continue to implement Balanced Literacy strategies in our daily reading and writing blocks. This year, our new program will be “Voices Reading”. Professional development will be provided to all teachers, on an on-going basis, to insure successful implementation of this new program.*
- *We will use Balanced Literacy strategies and activities as part of our reading and writing instruction. All teachers will teach reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.*
- *We will make more effective use of classroom libraries. We will continue to update classroom libraries to contain highly motivating books on all levels and in all genres.*
- *Homework will consistently be aligned with classroom instruction.*
- *I.E.P’s and their constant review will drive instruction for special education students.*
- *There will be improved articulation between AIS providers and classroom teachers.*
- *There will be continued and improved use of promotional folders.*
- *There will be continued and improved use of rubrics.*
- *We will provide the services of a school-based Literacy Coach to differentiate professional development for teachers.*
- *We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring, and an after school program.*
- *The Professional Development Team will continue to address Professional Development issues, teachers concerns and building capacity through interdisciplinary planning.*

In light of the change in cut-scores and scale scores needed to achieve a level 3 and 4 on the State Math Exam, we are re-establishing our baseline. Below are the math test results from the 2010 State ELA Math.

### Students in Grade 3

Math Test Results

Grade 3

2010

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	109	685.3	6	5.5	61	56	29	26.6	13	11.9	42	38.5

Math Test Results

Grade 3

2010

GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	87	684.3	5	5.7	50	57.5	22	25.3	10	11.5	32	67

Math Test Results

Grade 3

2010

ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	24	649.1	9	37.5	10	41.7	5	20.8	0	0	5	20.8

Math Test Results

Grade 3

2010

STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	22	689.5	1	4.5	11	50	7	31.8	3	13.6	10	45.5

### Students in Grade 4

Math Test Results

Grade 4

2010

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	98	678.7	3	3.1	44	44.9	35	35.7	16	16.3	51	52

Math Test Results  
Grade 4  
2010

GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	84	681.6	0	0	37	44	32	38.1	15	17.9	47	71.1

Math Test Results  
Grade 4  
2010

ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	31	678.3	0	0	16	51.6	10	32.3	5	16.1	15	48.4

Math Test Results  
Grade 4  
2010

STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	14	661.4	3	21.4	7	50	3	21.4	1	7.1	4	19

**Students in Grade 5**

Math Test Results  
Grade 5  
2010

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2010	97	679.6	7	7.2	38	39.2	34	35.1	18	18.6	52	53.6

Math Test Results  
Grade 5  
2010

GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4

2010	70	662.7	14	20	32	45.7	18	25.7	6	8.6	24	34.3
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Math Test Results  
Grade 5  
2010

ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	24	649.5	10	41.7	11	45.8	3	12.5	0	0	3	12.5

Math Test Results  
Grade 5  
2010

STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2010	26	679.3	3	11.5	9	34.6	8	30.8	6	23.1	14	53.9

**Implications for the Instructional Program:**

- *We will continue to implement the Everyday Math program and Math Steps in all classes.*
- *We will continue to provide professional development to acquaint teachers with the Everyday Math and Math Steps Programs and will monitor its use with the student population.*
- *We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.*
- *We will continue professional development in the areas of data-driven instruction, the use of manipulatives, interdisciplinary planning, examining student work and creating and using math centers.*
- *We will continue to utilize math journals journal where thought processes are written and explained. Learning will focus on problem solving, math communication (oral and written) and skills building.*
- *We will make enhanced and broader use of Scantron, Acuity and ARIS .*
- *Learning will focus on problem solving, math communication (oral and written) and skills building.*
- *We will continue to provide the services of a school-based math coach*
- *We will continue to incorporate technology into the curriculum (i.e. Exemplars, Everyday Math Games, Smartboards).*

***Math Accomplishments in Recent Years:***

- *For the past five (5) years, the kindergarten and first grade teachers have developed and followed the math calendar, which is aligned with the Everyday math curriculum. During the 2010-2011 school year, they will continue to use the calendar, set benchmarks and highlight mathematical concepts, which are essential for mastery.*
- *We have focused on developing students' mathematical communication skills through the use of weekly math journal tasks. These tasks are aligned with the Everyday Math program and*

*develop skills such as problem solving, mathematical reasoning and making mathematical connections.*

- *Teachers use various methods to assess both content and process indicators at various points in each unit (e.g. conferencing, end of unit assessments, student self-assessment, analyzing math journal work, child-friendly rubrics) to encourage students to set goals and self-monitor their progress.*
- *Classroom environments reflect our focus on developing mathematical communication skills. Math reference materials and tools are displayed in all classrooms (e.g. number lines, number chart and teacher generated charts). Math word walls are used to highlight mathematical terms from the current unit of work. Classroom charts and displays reflect the thinking of students as well as the content being taught.*
- *The use of math maps has made it easier to monitor student progress in a more substantive manner. This is evident via the collection of math journals, and unit assessments as well as baseline, mid-year and end of the year assessments.*

### **Significant Aides / Barriers**

#### **Aides:**

- *The Administrative Team is focused and encourages a collaborative approach to all decision making in the school. They meet regularly with coaches, A.U.S.S.I.E. Consultants and teachers to provide instructional support.*
- *100% of teachers are engaged in the “Inquiry Process” and meet during scheduled sessions to discuss student work, examine best practices and establish next steps.*
- *100% of the teachers are “highly qualified” teachers and are permanently assigned to the school. The teachers are highly motivated professionals who are dedicated to the students of P.S. 49.*
- *A Professional Development Team is in place and meets regularly to plan support of the instructional program. Our extensive professional development is supported and augmented by in-class modeling, coaching, conferring and interclass visitations. Teachers continue to receive professional development from the A.U.S.S.I.E. 's in the areas of literacy and math. This includes walkthroughs with the assistant principals, intervisitations, classroom coaching and after-school professional development sessions.*
- *Coaches (1 Literacy, 1 Math and 1 Math/Science and Technology) meet regularly with classroom teachers to support the programs in the classroom. “Lunch and Learn” Professional Development sessions are conducted to provide additional support.*
- *Classroom libraries (leveled by Fountas and Pinnel, as well as organized by genre) have been purchased and are continually refurbished for all grades and have helped turn the classroom libraries into resource centers. Children have research materials at their fingertips, as well as a myriad of choices for independent reading. Additionally, there are 2 “guided reading closets” which are stocked with a wealth of leveled books available for borrowing. Teachers borrow and return as needed to provide students with a varied selection of guided leveled book in both fiction and non-fiction.*
- *All classroom teachers keep assessment binders, in reading and math, where student work (class work, informal and formal assessments) is closely examined and “next steps” are prescribed and monitored.*
- *Academic Intervention Strategies are provided to “at-risk” students throughout the day. The AIS providers articulate with the classroom teachers, examine data and continuously revise their strategies to meet the changing need of their students. AIS providers are an integral part*

*of the Inquiry Team and meet with classroom teachers during the scheduled Inquiry Team Meetings.*

- *Instruction for English Language Learners parallels instruction in our English language reading and our mathematics programs.*
- *Our Special Education classes are aligned with the rules and regulations of the New Continuum of Services for students with disabilities. Every Special Education student has exposure to grade level curriculum similar to his or her non-disabled peers. Our focus is to ensure that all students are educated in the least restrictive environment and we work towards mainstreaming whenever possible.*
- *Technology is infused into all curricular areas through the use of in-classroom computers, mobile laptop labs and Smartboards (one in every classroom). Smartboards in all classrooms address the needs of multi-sensory learners.*
- *The MST Coach provides Professional Development, in the area of technology.*
- *For the past four years, most of the early grade students have been receiving music instruction through the Music for the Brain Program. This program assists with oral language development. This year, we are also enhancing oral language development through the use of music CDs. All the classrooms have received a set of CDs which supports the acquisition of gross motor skills and language.*
- *All kindergarten, grade one and grade two teachers have been trained in the Foundations Language Program and are using the program with their whole class. This training will continue to be provided to support all teachers in grades K-2.*
- *All students maintain ELA and Math Portfolios, which demonstrate proficient work at their grade level. These portfolios are regularly updated by the students and reviewed by the classroom teacher.*
- *A very dedicated, School Leadership Team continually monitors and works collaboratively to implement the School's Comprehensive Educational Plan (CEP).*

### **Barriers**

- *Many of our ELL students and students with I.E.P.'s are far below grade level and require instruction with extensive remediation.*
- *A large percentage of our incoming students face many challenges when they enter our school for the first time. Teachers need to spend a significant amount of time fostering oral language and social interaction skills.*
- *Although parent participation in school wide meetings and workshops is growing, it is still percentage-wise, extremely low. Increased participation would result in higher student achievement.*

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### English Language Arts

By June 2011, all students in Grade Pre-K – 2 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level, as measured by Fountas and Pinnell, ECLAS2, El Sol, student portfolios and teacher assessment binders.

By June 2011, all students in Grade 3 – 5 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level in overall literacy performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.

**Our focus will be on (A) Guided Reading (B) Developing Phonemic Awareness (C) Developing fluency and Stamina, (including oral reading skills and reading comprehension), Developing vocabulary. We will use running records to assess fluency on a monthly basis. (September to June.) We will use of Acuity assessment (Diagnostic and Predictive), 3 times throughout the year. We will integrate Science and Social studies into our Balanced Literacy Program.**

**Additionally, we will focus on writing Narrative Accounts, developing use of more robust vocabulary, and the use of proper grammar.**

### Mathematics

By June 2010 students in Grade Pre-K – 5 will participate in a Mathematics program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.

**Our focus will on (A) Problem Solving (B) Developing Investigation Skills/hands on math. Unit testing will be done at the end of every unit. We will use Acuity assessment (Diagnostic and Predictive), the unit tests from Everyday Math and teacher made tests.**

### Parent Involvement

By June 2010, parental involvement will have increased by 15% as measured by attendance sign-in sheets at PTA Meetings, parent workshops and by an increased involvement by parents in school/student activities.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (Reading)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in Grade Pre-K – 5 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level, as measured by Fountas and Pinnell, ECLAS2, El Sol, student portfolios, teacher assessment binders and State Assessments.</p> <p>Our focus will be on (A) Guided Reading (B) Developing Phonemic Awareness (C) Developing Fluency and Stamina, (including oral reading skills and reading comprehension), Developing vocabulary. We will use running records to assess fluency on a monthly basis. (September to June.) We will use of Acuity assessment (Diagnostic and Predictive), 3 times throughout the year. We will integrate Science and Social studies into our Balanced Literacy Program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Start Date:</b> September 2010  <b>Target Population :</b> Students in Pre-K through 5th Grade  <b>Frequency:</b> Daily  <b>Duration:</b> 120 Minutes per day September through June.  <b>Resources:</b> Voices Reading Program, State Standards Books, Options, Measuring Up, Kaplan  <b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will continue to participate in the first of a series of Professional Development Sessions designed around our reading program (“Voices Reading”). Emphasis will be on Guided Reading and Differentiation.</li> <li>➤ By September 2010, one A.U.S.S.I.E staff developer will be hired to work with all teachers (K-5) on increasing their ability to plan for and facilitate Guided Reading within the Balanced Literacy Block.</li> <li>➤ By September 2010, teachers will be re-issued their laptop computers to facilitate their access to online data. A refresher information session will be offered to teachers on how to access data from ARIS.</li> <li>➤ By September 2010, an effectively programmed schedule will be in place so that all teachers on a grade (as well as all bilingual teachers across grades and all Special Education across grades) will have common planning time to share best practices and discuss student work.</li> <li>➤ By October 2010, and monthly thereafter, teachers will submit Appendix I to their immediate supervisors to track and monitor Reading Level progress of all students.</li> <li>➤ By October 2010, all students in grades 2-5 will be appropriately placed in their guided reading groups.</li> <li>➤ By November 2010, all students in grades 1 will be appropriately placed in their guided</li> </ul>

	<ul style="list-style-type: none"> <li>➤ reading groups.</li> <li>➤ By February 2011, all students in Kindergarten will be appropriately placed in their guided reading groups.</li> </ul> <ol style="list-style-type: none"> <li>1. All teachers will continue to participate in a series of grade specific/grade level Professional Development Sessions (during the school day) on the implementation of the reading program (“Voices Reading”) to become more proficient (2<sup>nd</sup> year of implementation).</li> <li>2. A Literacy Coach, Math Coach and MST Coach will work with teachers towards achieving proficiency on utilizing data to differentiate instruction.</li> <li>3. As needed Professional Development will be offered to teachers on administering Running Records and classroom assessments and utilizing the information to establish, plan for and re-assess guided reading groups.</li> <li>4. A.U.S.S.I.E. Consultants in Literacy will work with teachers on the implementation of Guided Reading.</li> <li>5. The Literacy Coach will assist teachers with the implementation of Guided Reading. (Observe-Model-Conference approach.)</li> </ol> <p><b><u>Responsible Personnel</u></b> Literacy Coaches, Teachers, Assistant Principals, Principal, Aussie Consultants.</p> <p><b><u>Implementation</u></b> September, 2010 and on going through June, 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, Ell’s and Special Education. Monies will be allocated to provide staff development opportunities for teachers, literacy coaches, math coaches and other staff members who impact on student instruction. Monies will be allocated to hire AUSSIE Consultants. Funding sources will include Title I and Tax-Levy funds. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Regular examination of Teacher’s Lesson Plans for evidence of Guided reading Groups. Informal Observations to see the implementation of the plans.</li> <li>❖ Formal Observations of Guided Reading Lessons.</li> <li>❖ Grade Conference discussions around data and differentiated instruction.</li> <li>❖ Movement in reading Levels (Fountas and Pinnel), as evidenced by Appendix I and informal observations.</li> <li>❖ Progress on classroom assessments.</li> <li>❖ Progress on performance Tests (Predictive and Diagnostic).</li> <li>❖ 5% increase in the number of students performing at or above grade level, as measured by Fountas and Pinnel, ECLAS2, El Sol, student portfolios, teacher assessment binders and State Assessments.</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (Writing)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To focus on the four standard based genres (narrative account, narrative procedure, response to literature and informational text) areas, and produce quality pieces, while developing use of more robust vocabulary, and using proper grammar. September 2010 to June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Start Date: September 2010</b>  <b>Target Population : Students in Pre-K through 5<sup>th</sup> Grade</b>  <b>Frequency: Daily</b>  <b>Duration: 120 Minutes per week September through June.</b>  <b>Resources: Voices Reading Program, State Standards Books, Options, Measuring Up, Kaplan</b>  <b>Actions/Strategies/Activities: 90 Minute Literacy Block, Common preparation periods, After School program Tuesday through Thursday, AIS 5 times per week.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, Ell's and Special Education. Monies will be allocated to provide staff development opportunities for teachers, literacy coaches, math coaches and other staff members who impact on student instruction. Monies will be allocated to hire AUSSIE Consultants. Funding sources will include Title I and Tax-Levy funds. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- ❖ **Regular examination of Teacher's Lesson Plans for evidence of Writing Instruction. Informal Observations to see the implementation of the plans.**
- ❖ **Formal Observations of the Writing Process/Workshop Model.**
- ❖ **Grade Conference discussions around data and differentiated instruction.**
- ❖ **Evidence of standards based writing in Student Portfolios.**
- ❖ **Author Celebrations.**
- ❖ **Progress on classroom assessments.**
- ❖ **Progress on performance Tests (Predictive and Diagnostic).**
- ❖ **Progress on Standardized Tests.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 students in Grade Pre-K – 5 will participate in a Mathematics program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders, ECAM and City and State Standardized Assessments.</p> <p>Our focus will on (A) Problem Solving (B) Developing Investigation Skills/hands on math. Unit testing will be done at the end of every unit. We will use Acuity assessment (Diagnostic and Predictive), the unit tests from Everyday Math and teacher made tests.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Start Date: September 2010</b>  <b>Target Population : Students in Pre-K through 5<sup>th</sup> Grade</b>  <b>Frequency: Daily</b>  <b>Duration: 90 Minutes per day September through June.</b>  <b>Resources: Everyday Mathematics Program, State Standards Books, Options, Measuring Up (Mathematics)</b>  <b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>➤ By September 2010, 1 math coach, 1 MST coach and 1 math AUSSIE Consultant will be in place to work with all teachers (Pre-K-5) (budget pending)on improving their ability to conference with students during Math and utilizing conference data and assessment data to determine next steps for students.</li> <li>➤ By September 2010, an effectively programmed schedule will be in place so that all teachers on a grade (as well as all bilingual teachers across grades and all Special Education across grades) will have common planning time to share best practices and participate in Professional Development sessions (Lunch ‘n Learns) focusing subjects of interest.(ie. NYS Standards, differentiation, data driven instruction)</li> <li>➤ From September 2010 through June 2011, teachers will utilize conference binders that reflect ongoing conferences with students. These binders will contain ongoing conference notes and checklists, which will enable the teachers to effectively track student progress and plan for ‘next steps’ using Blooms Taxonomy techniques.</li> </ul> <p>1. The Professional Development Team will survey teacher’s needs in the content area of Mathematics and plan workshops focusing on content, process and product.</p>

	<ol style="list-style-type: none"> <li>2. Teachers will be invited to participate in Study Groups (per session), around the topic of interest. (ie. NYS Standards, differentiation, data driven instruction)</li> <li>3. By September 2010, teachers will receive binders and conferencing templates to utilize during student conferences.</li> <li>4. Ongoing Professional Development will be provided during common preps and lunch period. These sessions will be facilitated by coaches, Assistant Principals, A.U.S.S.I.E. Consultants and exemplary teachers.</li> <li>5. Principal and Assistant Principals will schedule sessions where teachers can intervisit and observe best practices and differentiation by exemplary staff, coaches or A.U.S.S.I.E Consultants.</li> <li>6. Principal and Assistant Principals will collect and review (formally and informally) conference binders and provide teachers with feedback to improve instructional practices.( Nov., Jan., Mar., and May)</li> </ol> <p><b><i>Responsible Personnel</i></b> Math Coach, MST Coach, Teachers, Assistant Principals, Principal, Aussie Consultants.</p> <p><b><i>Implementation</i></b> September, 2010 and on going through June, 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, Ell's and Special Education. Monies will be allocated to provide staff development opportunities for teachers, math coaches and other staff members who impact on student instruction. Monies will be allocated to hire AUSSIE Consultants. Funding sources will include Title I and Tax-Levy funds. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction. All mathematics materials will be part of the core curriculum purchase. Resources: 1 Math Coach, Math Enrichment Teacher, classroom teachers, AUSSIE Consultant, Everyday Mathematics Program, Pacing and Alignment calendar, Professional Development in best practices, integrating technology and differentiation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Regular examination of conference binders, which contain ongoing conference notes in Mathematics with evidence of feedback. ( Nov., Jan., Mar., and May)</li> <li>❖ Lesson Plans are based on NYS standards, data driven instruction and reflect teaching strategies that differentiate and improve a deeper understanding of mathematical concepts.</li> <li>❖ Interim Assessments (3 times a year) will show incremental increases in student performance and movement within the proficiency levels.</li> <li>❖ Student math journals reflect a deeper understanding of performance based math concepts.</li> <li>❖ Standard-bearing products in portfolios will be reviewed on a quarterly basis by teachers and administrators.</li> <li>❖ Classroom observations (formal and informal).</li> <li>❖ Teacher made assessments, Acuity and Scantron will be used to measure for indicators of interim progress.</li> <li>❖ 5% increase in the number of students performing at or above grade level in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, parental involvement will have increased by 15% as measured by attendance sign-in sheets at PTA Meetings, parent workshops and by an increased involvement by parents in school/student activities.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Start Date: September 2010</b> <b>Target Population : Parents of Students in Pre-K through 5th Grade</b> <b>Duration: September through June.</b></p> <p><u>actions/strategies/activities</u></p> <ul style="list-style-type: none"> <li>➤ <b>By September 2010, meet with the Parent’s Association President and Parent Coordinator, to discuss the needs of the parents (workshops to be presented) and create more opportunities for parents to attend school events and parent workshops</b></li> <li>➤ <b>By September 2010 and through June 2011, the Parent’s Association, with the assistance of the Parent Coordinator and Assistant Principals, will provide monthly Calendars and Bi-Monthly Newsletter of school programs and events to parents in order to improve home-school communication.</b></li> <li>➤ <b>By October 2010, meet with Coaches, Assistant Principals and A.U.S.S.I.E. Consultants to discuss workshops for parents.</b></li> <li>➤ <b>By October 2010, “Meet and Greet Curriculum Teas” will be held for all grades.</b></li> <li>➤ <b>By October 2010, develop the 2010-2011 Parent Calendar, which will indicate workshops and school events for the year. (ie. Workshops on how to help students at home in all curriculum areas, curriculum teas, assemblies, feasts, movie nights, middle school orientation, special Parent/Child Events, guest speakers on topics of parent’s interest, etc.)</b></li> <li>➤ <b>By November 2010, hold first of 3 “Family Movie Night” events.</b></li> <li>➤ <b>By December 2010, hold first of 3 “Parent/Child Events”.</b></li> <li>➤ <b>By January 2011, hold the second of 3 “Parent/Child Events”.</b></li> <li>➤ <b>By February 2011, hold the third of 3 “Parent/Child Events”.</b></li> <li>➤ <b>By March 2011, hold second “Family Movie Night” event.</b></li> <li>➤ <b>By May 2011, hold third “Family Movie Night” event.</b></li> <li>➤ <b>By May 2011 hold the “Ice Cream Social”.</b></li> </ul>

	<p>➤ <b>By June 2011, celebrate parent involvement with a culminating activity and awards.</b></p> <ol style="list-style-type: none"> <li>1. <b>Meet with PA president, Parent Coordinator, Pre-K Family Worker, Assistant Principals, Coaches, and A.U.S.S.I.E. Consultants to discuss, plan for and schedule more opportunities for parents to attend school events and workshops.</b></li> <li>2. <b>Provide monthly Parent Workshops in all curriculum areas.</b></li> <li>3. <b>Create and distribute monthly calendars and bi-monthly newsletter highlighting events being held at the school.</b></li> <li>4. <b>Plan for and hold 3 movie nights throughout the school year.</b></li> <li>5. <b>Plan for and hold 3 Parent/Child Events.</b></li> <li>6. <b>Plan for and hold Ice Cream Social.</b></li> <li>7. <b>Celebrate Parent Involvement with a culminating activity and awards program.</b></li> </ol> <p><b><i>Responsible Personnel</i></b>  <b>Math Coach, Literacy Coach, MST Coach, Teachers, Assistant Principals, Principal, Aussie Consultants, Parent Coordinator, Pre-K Family Assistant.</b></p> <p><b><i>Implementation</i></b>  <b>September, 2009 and on going through June, 2010.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>1% of Title I monies will be used to implement parent work shops and meetings (mornings and evenings) including incentives/awards, stipends where needed, books for lending library, paper for duplicating agendas and informational packets, consumable supplies (pens, paper plates, cups, napkins, frames, printer ink, certificates, etc), luncheons during workshops, parent/student luncheons, ice cream social, etc.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ <b>15% increase in the number of parents participating in school programs, as evidenced by attendance sheets.</b></li> <li>❖ <b>Distribution of Monthly Parent Calendar.</b></li> <li>❖ <b>Distribution of Bi-Monthly Parent newsletter.</b></li> <li>❖ <b>Workshop flyers and attendance sheets.</b></li> <li>❖ <b>Parent participation in classroom celebrations, trips, assemblies, movie nights, and other special events.</b></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	46	46	N/A	N/A	10	As needed	As needed	As needed
1	48	48	N/A	N/A	8	As needed	As needed	As needed
2	53	53	N/A	N/A	12	As needed	As needed	As needed
3	73	73	N/A	N/A	13	As needed	As needed	As needed
4	67	67	0	0	8	As needed	As needed	As needed
5	60	60	6	0	9	As needed	As needed	As needed
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p>Fundations Kaplan Advantage Sundance Comprehension Strategies Kit Wordly Wise</p> <p>United Streaming: Discovery</p> <p>Performance Series from Scantron</p> <p>Scholastic Cards Comprehension</p> <p>Board Games</p> <p>Aim Higher Measuring Up</p>	<p>Balanced literacy, the core instructional program, allows for opportunities to differentiate instruction and support student’s individual needs. Students, identified as needing additional support in literacy, receive instruction from the AIS providers, the Inquiry Team, and classroom teachers. Small group instruction includes, but is not limited to, teacher-designed guided reading, strategy group lessons, and word work lessons.</p> <p>Extended day services 3 times per week, ELA after-school support program three days a week, and AIS consisting of 40-minute sessions 3 times a week, provide additional support beyond the school day for those students identified as needing additional support in literacy.</p> <p>In addition, the following programs are in place:</p> <ul style="list-style-type: none"> <li>• <u>Fundations</u>: Phonological / Phonemic awareness, phonics, and spelling program.</li> <li>• <u>Kaplan Advantage</u>: Test taking strategies.</li> <li>• <u>Sundance Comprehension Strategies Kit</u>: Fiction &amp; Non-fiction explicit &amp; detailed instruction with six comprehension strategies using short text</li> <li>• <u>Wordly Wise</u>: Improving English vocabulary.</li> <li>• <u>United Streaming/Discovery</u>: improve students’ retention &amp; test scores, educational videos to support lessons, content based videos (science and social studies)</li> <li>• <u>Performance Series from Scantron</u> :a computer-adaptive test that provides proficiency level of students across a range of subjects that correspond with the standards; provides accuracy in placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains.</li> <li>• <u>Scholastic Skills Cards</u>: improving strategic comprehension strategies based on student generated skills analysis</li> <li>• <u>Comprehension Board Games</u>: enhancing comprehension strategies based on student generated skills analysis</li> <li>• <u>Aim Higher</u>: practice test taking strategies for students</li> <li>• <u>Measuring Up</u>: practice test taking strategies for students</li> </ul>

<b>Mathematics:</b> Breakaway Math Everyday Math Games Coach Measuring Up Kaplan Advantage Math Steps Options	<ul style="list-style-type: none"> <li>• <u>Breakaway Math</u>: Core math concepts with guided instruction, step by step problem solving, open responses, computation.</li> <li>• <u>Everyday Math Games</u>: Students acquire knowledge and practice number skills.</li> <li>• <u>Kaplan Advantage</u>: Mini-lessons on strategies, imbedded test prep.</li> <li>• <u>Math Steps</u>: learn to evaluate expressions, learn how to interpret equations.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <u>Kaplan Advantage</u>: Mini-lessons, imbedded test prep.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <u>Social Studies Coach</u>: Mini-lessons, imbedded test prep.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Push-in and Pull-out Guidance Services as needed throughout the school year. School counselors will provide guidance and crisis counseling services during the school day, one period a week or more frequently if needed, to all “at risk” students in grades K-5. Students are assisted in learning how to deal with various personal issues that impact their instruction.
<b>At-risk Services Provided by the School Psychologist:</b>	Push-in and Pull-out Services as needed throughout the school year.
<b>At-risk Services Provided by the Social Worker:</b>	Push-in and Pull-out Services as needed throughout the school year.
<b>At-risk Health-related Services:</b>	Push-in and Pull-out Services as needed throughout the school year, provided by our full time school nurse.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) Pre-K - 5      Number of Students to be Served: 145 LEP          Non-LEP

Number of Teachers 6      Other Staff (Specify) 2 ESL Teachers

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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*PS 49X is a Pre-K through 5th grade school in the South Bronx. There are approximately 650 students at the school. Over 90% of the students are entitled to free lunch. 22.48% of our students are ELL's. Spanish is the primary language of our ELL population. According to the parent survey letters, Bilingual or ESL Programs are preferred. Analysis of the four modalities of the NYSESLAT indicated that, across the grades, reading and writing were the areas where more concentration is needed. Listening and speaking showed the greatest gains. City and State data showed our ELL's at the "beginning level" below level (2) in reading and math. Those ELL's at the "advanced level" scored at or above grade level (3 and 4). P.S. 49X has a Spanish Bilingual Program and a Freestanding ESL Program. Our Spanish Bilingual Program consists of six, self-contained bilingual classes, grades K-5 (one class on each grade).*

*Each bilingual class has approximately 20-25 students in grades K-5. Our teachers are fully licensed and certified in their respective areas. Academic content is fully aligned with CR Part 100 standards. Our Spanish Bilingual Program provides students with a balanced approach to literacy and mathematics education, inclusive of content areas. Our bilingual classes utilize a differentiated approach (1.e., whole group, small group and individualized instruction) based on student's English and Native language proficiency.*

*Students receive ESL instruction depending on proficiency (Beginning, Intermediate and Advanced Levels), which is consistent with CR Part 154 requirements. The proportion of native or English language usage is determined on the basis of the student's language proficiency levels in conformity with New York City's Language Allocation Policy. Students receive a unit of Native Language Arts during the Literacy Block. Our ESL Program serves students in grades K-5 who have been opted out of the bilingual program. Students are either pulled out for instruction or the ESL teacher pushes into their classrooms. Our push-in model enables our ESL instructors to scaffold academic content area instruction by utilizing ESL strategies. Our pull out model allows our ESL instructors to group students based on the LAB-R and NYSESLAT Assessments. Students receive instruction from fully certified ESL teachers. ESL instruction is provided based on Beginning, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements.*

*All academic content is fully aligned with SED, NLA and ESL learning standards. Data from the LAB-R and NYSESLAT Assessments is used to determine the language learning levels of all students. Differentiated ESL instruction is provided to students based on Beginning, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements*

*In order to assist newly enrolled ELL students before the beginning of the school year and several times throughout the year, a trained bilingual or ESL pedagogue hold informational meetings to apprise the parents or guardians of the different program choices available to English language Learners. They are also available to assist with filling out the HLIS form.*

*A New Comer After School Program – to support acculturation into an English Language school system will be conducted 3 times a week (2 hours each session). Newcomer students will be invited to this after-school program. Based on their relative levels of second language proficiency, students will receive supplemental English Language instruction in literacy and mathematics. Students receive Balanced Literacy and Everyday Math instruction during their daily schedule. To supplement language and literacy, newly enrolled ELL students will be given additional instruction utilizing specialized materials. The focus of this program is:*

- *interactive learning (literacy games) to promote language development,*
- *basic patterns and structures,*
- *extensive skills practice and repetition,*
- *and opportunities for students to personalize learning.*
- *Rosetta Stone Language Development Software*

*Targeted beginning date for program is November 30, 2010. Ending date will be mid May, 2011. Licensed bilingual or ESL teachers will be hired to teach each class. Class size will not exceed 10 students.*

*ELL students will also receive Extended Day Services 3 times a week for 8:02 – 8:40 and AIS 5 times a week for 40 minutes. Students will receive support in ELA or Math or both.*

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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*During the 2010-2011 school year, the bilingual and ESL staff will receive Professional Development pertaining to ESL methodologies in the content areas, to help promote the teaching and learning process.*

*Some topics to be covered will be:*

- *Best practices - ESL strategies in the content area.*
- *Word Study rules of spelling, phonics and semantics.*
- *Assessing reading levels so that all instruction can cater to individualized needs.*
- *Leveling Books in order to facilitate student selection of “Just Right Books”.*
- *Using ELL data to target areas in need of improvement.*
- *Strengthening content area teachers’ ability in language acquisition skills.*

*Study Groups on examining “best practices”, “looking at student work” and “utilizing assessment to inform instruction” will be offered to staff during the 2010-2011 school year.  
 During one particular study group, participants will read “Scaffolding Language, Scaffolding Learning – Teaching Second language learners in the Mainstream Classroom” by Pauline Gibbons. This study group will be lead by an AUSSIE Consultant.*

**Section III. Title III Budget**

School: 07X049 BEDS Code: 320700010049

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4989.00	100 hours of per session for ESL and General Ed teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$4989.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$11,500.00	Consultant, AUSSIE, working with teachers and administrators 1 day a week for 10 weeks on the language needs and curriculum alignment. (\$1150.00 per day)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3751.00	CD/ Listening Centers for 6 bilingual classrooms and 2 ESL classrooms, Classroom Headphones
<b>Educational Software (Object Code 199)</b>	\$4000.00	Rosetta Stone language development software packages for after-school program and classroom use)
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$24,240.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*An assessment of written translation and oral interpretation needs was conducted at P.S. 49 in the following manner:*

- *The Parent Coordinator, Parent's Association and LAP Committee surveyed 49's parents.*
- *Information was collected from the Home Language Survey forms on file for all active students.*
- *Additionally, ATS provided data regarding home language.*
- *Teachers also provided the LAP Committee with feedback regarding their daily interaction with the parents of student in their classes.*

*The Home Language Surveys, Parent Surveys, Parent Attendance Records at meetings, and teacher feedback revealed that a large portion of P.S. 49's population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The Principal, Parent Coordinator, Secretaries are bilingual and assist with written translations and oral translations at meetings and in the office with parent matters. As is school policy all parent communication is done in a timely manner.*

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

*The major findings indicate that:*

*Written translations are required for all documents being sent home to parents. This includes:*

- *parent letters*
- *calendars*
- *informational letters*
- *and any other written parent communication.*

*Oral translations are required for all school activities. This includes:*

- *Parent Association Meetings*
- *Parent Teacher Conferences*
- *Awards Assemblies/“Stepping Up” ceremonies*
- *Special Assemblies*

*All parent communications and information are translated and disseminated in English and Spanish through the communication systems already in place. This involves the use of additional paper for copying as well as additional time for staff involved to translate all materials.*

## **Part B: Strategies and Activities**

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

*Written translations will be provided for all documents being sent home to parents. This includes:*

- a. parent letters*
- b. calendars*
- c. informational letters*
- d. and any other written parent communication.*

*All parent communications will be translated before they are sent out to the P.S. 49 Parent Community to insure that all parties receive the information at the same time. School staff and parent volunteers will provide there written translation services. Additionally, we will use documents from the DOE website, which are already translated.*

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

*Oral translations will be provided for all school activities. This includes:*

- *Parent Association Meetings*
- *Parent Teacher Conferences*
- *Awards Assemblies/“Stepping Up” ceremonies*
- *Special Assemblies*

*School staff provides these oral translation services. Additionally, we use the DOE telephone services. We find this service especially helpful during Parent Teacher conferences, when there is a high need for translation.*

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

*In fulfillment of Chancellor's Regulations A-663, the school, upon a student's enrollment, determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept on record in ATS and on the student's emergency card. All parents are provided with translation and interpretation services for all parent communication on their child's education, school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement, trips and consent forms and safety.*

*Additionally, at the main entrances our building, we have posted how parents can access written and oral translation services.*

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$853,391.00	\$14,272.00	\$867,663.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,534.00	\$143.00	\$8,677.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,670.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$85,339.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We constantly monitor and measure academic progress. We use the data to drive instruction and to inform staff development for teachers. Student performance is measured by, but not limited to, the following:

- a. ATS Reports
- b. Early Childhood Literacy Assessment System 2 (ECLAS2)
- c. Last Year’s CEP
- d. State Assessments Tests
- e. Attendance Rates
- f. Unit/Teacher-made/Grade Level Tests
- g. Suspension/Incident Rates
- h. Item Skills Analysis

- i. ARIS
- j. Student Portfolios
- k. Classroom Performance
- l. Teacher Observations
- m. School Walkthroughs
- n. Workshop Attendance Records
- o. School Report Card
- p. Running Records
- q. Anecdotal

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

All students are provided equity, access and inclusion in all curriculum mandates and enrichment programs to support their achievement towards meeting the proficient and advanced levels of student academic achievement. All students receive literacy instruction in reading and writing through the Balanced Literacy Model. Through this model students are instructed in the five essential components of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The Primary Literacy Standards are also addressed in teacher planning to ensure that develop expert reading/ writing processes and habits, understand the print-sound code, students write for a purpose, and in genres, that students use correct language conventions, and engage in book discussions. The organized structure of the workshop model is provided daily. The students' individualized and enrichment needs are monitored and addressed through teacher planning, assessments through running records, individualized conferences and leveled libraries. The students are participant of apprenticeship through mini lesson modeling, read alouds and shared reading and writing. Explicit instruction and practice of language skills and concepts are provided through guided and independent reading/ writing, student conferencing and sharing. The New York City Primary Literacy Standards are emphasized for all students who are expected to read, write, listen and respond for information, understanding, expression, critical analysis and social interaction across all curriculum areas.

The following strategies will continue to be implemented: Foundations, Grammar instruction and Writing Conventions. There will be a periodic collection of student writing samples for monitoring the writing progress and to use for improving teacher practice through professional development. We will continue the dedicated literacy block with reinforcement on the reading comprehension strands, genre structures and reading and writing behaviors, daily use of the writer's notebook, deeper understanding of the writing process, reading and writing skills focus for the week school wide, promote critical thinking through Bloom's Taxonomy Question formation. We will continue Professional Development on leveling libraries to reinforce the guided reading and match readers to "Just Right Books".

Additionally, we will:

- a. Increase use of multiple assessments to inform planning for reading skills reinforcement.
- b. Increase emphasis on the use of running records to inform instruction and daily conferencing.
- c. Increase emphasis on teacher modeling the reader and writer's craft through mini lessons and writer's workshop.
- d. Support Staff will provide AIS in support of level 1 and level 2 students during the school day.
- e. Increase the training and use of Wilson and Foundations (Double Dose) implementation for struggling readers.
- f. Academic Intervention services will continue to target the "at risk" students who have not met the grade benchmarks in reading and math.

Targeted students will be provided the opportunity to participate in the after-school Literacy/Math Extended Day program for small group instruction focused on literacy and math strategies using Kaplan, apply the skills to real texts, response to focused writing tasks and listen to stories for specific skill purposes. Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schemes around specific topics. Independent reading materials, i.e., trade books and novels, and leveled books to meet student needs will be used. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

All students are using Everyday Mathematics as the primary vehicle for math instruction in the school. We will continue to monitor progress of the implementation of the Everyday Day Mathematics program and utilize the pacing calendar. We will collect, analyze and use the end of unit assessments to plan instruction and Professional Development. We will continue the use of the portfolios as an accountability measure for ensuring that students are demonstrating growth in the key ideas. Math instruction will focus on using math language, daily mathematics journals, teacher modeling, and multiple assessments to monitor student growth.

### 3. Instruction by highly qualified staff.

One hundred percent of the teachers at P.S. 49 are fully licensed and certified. Extensive Professional Development in Reading and Math researched based teaching methods that promote student growth and utilize student data to drive instruction. Interviews and demonstration lessons by new applicants to the school will be required in order to ascertain their qualifications. These interviews are conducted by a team of teachers, coaches, administrators and parents..

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

#### English Language Arts:

There is a need to continue supporting teachers with Professional Development in the following:

- teaching of phonics;
- writing process / writing workshop;
- development of rubrics that align with state performance standards and assessments;
- incorporating Bloom's Taxonomy Question formation to promote critical thinking;
- leveling libraries to match reader to independent and instructional levels;
- planning strategies that address the use of high level reading vocabulary and accountable talk;
- analyzing multiple assessments to plan reading skills reinforcement in guided and independent reading;
- incorporating academic interventions to target "at risk" students( not meeting the grade performance levels) during reading;
- differentiating instruction to meet the needs of the struggling reader, as well as the advanced reader.

### Mathematics:

There is a need to continue supporting teachers with Professional Development in the following:

- for K-2 - development of progress reports and/or other informal measurements tools
- begin embedded test preparation strategies in grade 2
- planning strategies that address the use of math vocabulary and accountable talk
- student exploration and use of math concepts and teacher facilitating and observing to monitor student progress

### Special Education Students:

There is a need to continue building on teacher Professional Development that will focus on writing quality IEPs, aligning instructional planning with NYS performance standards and that supports the functional learning levels of students with IEPs.

### ELL Students:

There is a need to continue to support teachers with Professional Development on utilizing ESL strategies and differentiation of instruction to support our English Language Learners.

## 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

One hundred percent of the teachers are state certified. Efforts will continue to recruit teachers from universities who are working on state certification. Additionally, we will continue to participate in DOE Job Fairs.

## 6. Strategies to increase parental involvement through means such as family literacy services.

Our Parent Association and Parent Coordinator are very actively recruiting parents as “Learning Leaders”. They are given formal training on specific strategies for assisting in the school. After completing the course work, the parents are placed in their assignments. These assignments vary by parent interest and school need. Additionally, our Parent’s Association is growing in numbers, as evidenced by attendance at meetings.

## 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 49 houses 2 Pre-K classes. The parents and children participate fully in all school events and resources. For these students, the transition is seamless. Parent workshops on the curriculum and school programs are open to all families. In addition, we host on going family workshops for our Pre-K students and parents.

Other students are recruited from C.B.O.’s and the community. The children from C.B.O.’s are invited to visit the school before entering kindergarten. Parents are informed and may attend workshops and a “Tea” to assist in a smooth transition.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All members of the staff are provided with multiple opportunities to share in the school's decision making to improve student achievement. They are encouraged to participate in the following action planning sessions: School Leadership Team, Safety, Curriculum Development, Grade and Staff Meetings, Academic Intervention, Discipline, Attendance, and Ad Hoc committees. Additionally, all members of the teaching staff are members of grade level "Inquiry Teams".

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who are having difficulties this year will be identified in early September, 2010 so we can begin early to provide support through Academic Intervention Services.

Additional assistance will also be given through before and after-school programs.

Additionally we will:

- Continue Professional Development on leveling libraries to reinforce the guided reading and match readers to leveled libraries and "Just Right Books"
- Use of multiple assessments to inform planning for reading skills reinforcement
- Emphasis on the use of running records to inform instruction and daily conferencing
- Emphasis on teacher modeling the reader and writer's craft through the mini lessons
- Training of support staff to provide push in support for level 1 and level 2 students during literacy block
- Training and use of Wilson and Foundations for struggling readers
- Continued training of support staff on differentiated Academic Intervention Strategies of "at risk" students who have not met the grade benchmarks in reading and math

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Parent Coordinator, Family Worker, Social Worker and Guidance Counselors will continue the outreach and articulation with current local service programs and CBO's to support the P.S. 49 school community.

All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in elementary school.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$853,391.00	✓	23-31
Title I, Part A (ARRA)	Federal	✓			\$14,272.00	✓	23-31
Title II, Part A	Federal	✓			\$42,527.00	✓	23-31
Title III, Part A	Federal			N/A	-----		
Title IV	Federal			N/A	-----		
IDEA	Federal	✓				✓	23-31
Tax Levy	Local	✓				✓	23-31

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 049 Willis Avenue					
<b>District:</b>	7	<b>DBN:</b>	07X049	<b>School</b>		320700010049

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		91.7	92.9	92.1
Kindergarten	89	91	100				
Grade 1	107	103	109	<b>Student Stability - % of Enrollment:</b>			
Grade 2	101	101	96	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	96	114	107		93.2	91.5	90.1
Grade 4	108	99	103				
Grade 5	99	103	87	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.9	97.8	98.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		42	74	102
Grade 12	0	0	0				
Ungraded	1	5	5	<b>Recent Immigrants - Total Number:</b>			
Total	637	652	643	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	3	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	31	42	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	42	51	48	Superintendent Suspensions	0	1	3
Number all others	22	23	24				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	93	81	TBD	Number of Teachers	63	62	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	23	11
# receiving ESL services only	44	51	TBD				
# ELLs with IEPs	10	30	TBD	Number of Educational Paraprofessionals	0	1	12

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	66.7	77.4	85.7
				% more than 5 years teaching anywhere	47.6	53.2	61.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	84.0	88.9
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	96.2	100.0
Black or African American	28.6	28.2	27.1				
Hispanic or Latino	70.6	71.2	71.9				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.3	0.3	0.8				
<b>Male</b>	51.6	50.0	50.9				
<b>Female</b>	48.4	50.0	49.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	39.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	6.4	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	6.5	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	24.1	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	2.5	Quality Statement 5: Monitor and Revise				

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

# P.S. 49 The Willis Avenue School

383 E. 139<sup>th</sup> Street Bronx, New York 10454 Tel: (718)292-4623 Fax: (718) 292-4568

**Laura B. Galloway**  
Principal

**Josette Weeks**  
Assistant Principal

**Dariene Marsh**  
Assistant Principal

**Philip Caraher**  
Assistant Principal

## **P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance Policy**

The name of the Title I Parent Advisory Structure shall be: The P.S. 49X Parents Association (PA)

### **Goals and Objectives**

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.
5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can be best utilized to support the needs of all Title I parents.

### **Title I Parent Advisory Structure Membership**

#### **Eligibility**

Membership in the P.S. 49X Parents Association shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending P.S. 49X.

### **Outreach to New P.S. 49X Parents Association Members**

In the beginning of each school year, a welcoming letter from the P.S. 49X Parents Association shall inform eligible parents and caregivers of P.S. 49X The Willis Avenue School and shall encourage their participation.

## **Voting Privileges:**

Each parent of a Title I participating child/children currently attending P.S. 49X The Willis Avenue School shall be entitled to one vote concerning Title I related matters.

## **Officers**

The officers of the P.S. 49X Parents Association shall be: President, Vice-President, Recording Secretary, Treasurer, Title I Representative, and Alternate Title I Representative.

## **Term of Office**

The term of office shall be from July 1 to June 30. Officers shall be elected in June for a 1-year term beginning in July.

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at P.S. 49X, The Willis Avenue School.

## **Duties of Officers**

The P.S. 49X Parents Association President shall:

- preside at all meetings of the Parents Association and shall be an ex-officio member of all committees except the nominating committee
- appoint chairpersons of Parents Association subcommittees with the approval of the Parents Association Executive Board, and shall appoint chairpersons of Parents Association standing committees with the approval of the Parents Association membership
- delegate responsibilities to other Parents Association members and shall encourage meaningful participation in all P.S. 49X The Willis Avenue School activities
- serve as the Parents Association representative to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings
- share information and provide reports to Parents Association membership
- meet regularly with the Parents Association officers and membership to plan Parents Association meeting agendas and other activities/events
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office.

The Parents Association Vice-President shall:

- assist the Parents Association President with the duties as outlined above and shall assume his/her duties his/her absence or at the Parents Association President's request.

The Parents Association Recording Secretary shall:

- prepare Parents Association meeting notices, agendas, sign-in sheets
- record the minutes at all Parents Association meetings
- prepare and read the draft minutes at Parents Association meetings and make minutes available upon request
- share responsibility with other Parents Association officers for safeguarding all

Parents Association records

- sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the Parents Association
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office

The Parents Association Treasurer shall:

- be responsible for coordinating and drafting a proposed budget and spending plan for the Title I parent involvement allocation (minimum of 1%, maximum of 5%), for approval by the Parents Association membership and School Leadership Team
- be responsible, with the Parents Association President, for presenting the membership approved proposed budget and spending plan to the School Leadership Team as the recommendation for use of these funds to support Title I parent involvement
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office  
Parents Association Standing Committees

The Parents Association Title I Representative and/or Alternate shall:

- provide access to Parents Association members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents)
- shall be required to attend all district Title I parent leader meetings
- share information and provide reports to Parents Association membership

**Review and Amendments to P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance Document**

- This P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education requirements and continue to meet the needs of the P.S. 49X Parents Association membership.
- Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in P.S. 49X The Willis Avenue School.
- This P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance document shall be distributed to all parents of Title I eligible children who attend P.S. 49X The Willis Avenue School and shall be signed below in order to verify the date of general distribution to the Title I parent community.

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Date of Review by P.S. 49X Parents Association Membership

Signature of P.S. 49X Parents Association President \_\_\_\_\_

## PS 49x Proposed School-Parent /Guardian Agreement

<b>Topic</b>	<b>School Responsibilities</b>	<b>Parents’/Guardians’ Rights</b>	<b>Parents’/Guardians’ Responsibility</b>	<b>Student Responsibilities</b>
Respect	The school will foster an atmosphere of respect for each member of the school community and will make every effort to communicate with all parent/guardians.	Parent/guardians have the right to be treated with respect.	Parent/guardians will respect each member of the school community and encourage their children to do the same.	Students will show respect for themselves, their peers, their school, and the school community.
Programs/ Services	The school will provide information regarding program and support services, identify students in need of such services and provide services to those students.	Parent/guardians have the right to receive program and support services that enable their children to reach their full potential.	Parent/guardians will alert the school of any special needs their children may have and will seek appropriate help for those at the school level. Parent/guardians are responsible for understanding the goals of those services provided for their children.	Students have the responsibility to attend and participate fully in programs provided for them.
Academics	The school will provide an academic program that supports high expectations for students.	Parents/guardians have the right to a free, public school education for their children.	Parent/guardians will send their children to school on time, well rested and prepared to learn.	Students will attend school regularly arrive on time, be appropriately dressed and have their completed homework assignments and other necessary material.
Expectations of Students’ Performance and Progress	The school will communicate expectations regarding student performance and progress as well as important school policies including its homework policy.	Parent/guardians have the right to communicate with teachers regarding issues of children’s performance and progress and to request meetings to discuss children’s progress.	Parent/guardian will ensure satisfactory completion of homework assignments and will arrange a quiet time and place where their children may work on those assignments. Parent/guardians will monitor homework assignments daily.	Students will seek assistance (before, during and/or after school) when they have problems with their schoolwork/homework.

<b>Topic</b>	<b>School Responsibilities</b>	<b>Parents'/Guardians' Rights</b>	<b>Parents'/Guardians' Responsibility</b>	<b>Student Responsibilities</b>
Emergency Contact and Health	The school will maintain up-to-date emergency contact and health information.	Parents/guardians have the right to know that the school will maintain up-to-date emergency contact and health information.	Parent/guardians are required to provide the school with current a) family addresses and telephone numbers; b) accurate emergency contacts and c) health information. Parents/guardians will have their children immunized.	Students will transmit any necessary correspondence to and from school personnel and parent/guardians.
Policies and Procedures	The school will provide to parent/guardians a clear description and explanation of the school calendar, school safety plan the discipline code and the Chancellor's parent/guardian school communicate plan.	Parent/guardians have a right to receive information about the school's policies and procedures and have access to their children's records.	Parent/guardians will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their children.	Students will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their parent/guardians.
School Mission, Educational Goals and Objectives	The school will provide a clear description and explanation of the school mission, educational goals and objectives, and school report card.	Parents/guardians have a right to information regarding the school's mission, academics and programs offerings.	Parent/guardians will know the school's mission, goals and objectives.	Students will take the advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.
School Uniforms	The school will have a consistent uniform policy which takes economic and other hardships into consideration..	Parent/guardians have a right to know school uniform policy.	Parent/guardians will be familiar with and make an effort to enable their children to adhere to the school uniform policy. If necessary, parent/guardians may elicit aid from within the school community.	Students will be familiar with and make an effort to adhere to the uniform policy.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Student of School

This agreement is designed to improve and enhance parent/guardian-school relations and is not to intend to create new legal rights or to affect existing legal rights. This agreement or the lack thereof should not be used or relied on in legal proceedings. Some parent/guardians and children may have additional rights by virtue of statutory or regulatory protections, including but not limited to, students in Title 1 schools, Special Needs students, and English Language learners.

### EP 49x Proposición de la Escuela en Acuerdo con el Padre/Guardián

<b>Tema</b>	<b>Responsabilidades de la Escuela</b>	<b>Derechos de los Padres/Guardianes</b>	<b>Responsabilidades de los Padre/Guardianes</b>	<b>Responsabilidades de los Estudiantes</b>
Respeto	La escuela tendrá un ambiente de respeto para cada miembro de la comunidad en la escuela y hará cada esfuerzo para comunicarse con todos los padres/guardianes.	Los padres/guardianes tienen el derecho que los traten con respeto.	Los padres/guardianes respetaran a cada miembro de la comunidad en la escuela y urgir a sus niños que hagan lo mismo.	El estudiante enseñara respeto a ellos mismos, a sus compañeros, a la escuela y la comunidad de la escuela.
Programas/ Servicios	La escuela proveerá información sobre programas y servicios de apoyo, identificar a los niños que necesiten estos servicios y proveerles servicios a esos estudiantes.	Los padres/guardianes tienen el derecho de recibir programas y servicios de apoyo para que sus niños tengan la habilidad de alcanzar su potencial completamente.	Los padres/guardianes le informaran a la escuela de cualquier necesidad especial que su niño tendrá y buscara la ayuda apropiada para esa necesidad al nivel de la escuela. Padres/guardianes son responsables de entender las metas de esos servicios que se proveerán a su niño.	El estudiante tendrá la responsabilidad de asistir y participar completamente en los programas que se proveerá.
Académicas	La escuela proveerá un programa académico que apoyara altas perspectivas para los estudiantes.	Los padres/guardianes tienen el derecho a una escuela pública gratis para sus niños/as.	Los padres/guardianes mandaran a sus niños a la escuela a tiempo, descansados y preparados para aprender.	Los estudiantes asistirán ala escuela regularmente, llegar a tiempo, estar vestidos apropiadamente y tener la tarea completa y cualquier otro material necesario.
Lo que se espera de los estudiantes de su trabajo y progreso.	La escuela se comunicara sobre lo que se espera de los estudiantes y sobre el progreso de trabajo al igual la importancia del plan de acción de la escuela incluyendo el plan de acción de la tarea.	Los padres/guardianes tienen el derecho a comunicarse con los maestros sobre asuntos del trabajo y el progreso el niño/a. También pedir reuniones para hablar sobre el progreso del niño.	Los padres/guardianes se aseguraran que la tarea estén completas satisfactoriamente y prepararle un lugar y tiempo que este libre de sonidos, donde su niño podrá trabajar en su asignaturas. Padres/guardianes tienen que observar las tareas diariamente.	Los estudiantes buscaran ayuda (antes, durante o después de la escuela) cuando tengan problemas con su trabajo de la escuela/tarea.

<b>Tema</b>	<b>Responsabilidades de la Escuela</b>	<b>Derechos de los Padres/Guardianes</b>	<b>Responsabilidades de los Padre/Guardianes</b>	<b>Responsabilidades de los Estudiantes</b>
Contactos de Emergencias y la Salud	La salud mantendrá al día la información de salud y el contacto de emergencias.	Los padres/guardianes tienen el derecho de saber que la escuela mantendrá al día la información de la salud y el contacto de emergencias.	Los padres/guardianes tienen que proveer a la escuela con información que este al día a) Direcciones de la familia y numero de teléfonos b) Contacto de emergencia correcta y c) información de salud. Padres/guardianes tienen que tener a sus niños con sus vacunas.	Los estudiantes tienen que enviar cualquier correspondencia al personal y del personal de escuela y a padres/guardianes.
Pólizas y Procedimientos	La escuela proveerá a los padres/guardianes una descripción y explicación clara sobre el calendario de la escuela. El plan de seguridad de la escuela, el plan de código de disciplina y el plan de comunicación con la escuela del canciller a los padres/guardianes.	Los padres/guardianes tienen el derecho de recibir información sobre las pólizas de la escuela. Los procedimientos y tener acceso a los datos de su niño/a.	Los padres/guardianes estera familiarizado con el calendario de la escuela; el plan de seguridad. Código de disciplina, y hablara sobre estos temas con su niño/a.	Los estudiantes estarán familiarizados con el calendario de la escuela, el plan de seguridad, código de disciplina, y hablara sobre estos temas con su padre/guardianes.
La meta de la escuela y propósito de la educación y objetivos	La escuela proveerá una clara descripción y explicación sobre la meta de la escuela. Propósito de la educación y objetivos y la nota de la escuela.	Los padres/guardianes tienen el derecho de recibir información sobre la meta de la escuela, lo académico y programas que se ofrecen.	Los padres/guardianes tienen el derecho de recibir información sobre la meta de escuela, propósito y objetivos.	Los estudiantes tomaran ventajas a las oportunidades que se le ofrecerá y para la excelencia en lo académico y actividades curriculares adicionales.
Uniforme de la escuela	La escuela siempre mantendrá póliza de uniforme consistente el cual se relaciona con la economía y otra dificultad también está en consideración.	Padres/guardianes tienen el derecho de saber la póliza del uniforme de la escuela.	Padres/guardianes estarán familiarizado con el y hará el esfuerzo de hacer posible para que su niño siga la póliza del uniforme de la escuela. Si es necesario padres/guardianes podrán buscar ayuda dentro de la comunidad de la escuela.	Students will be familiar with and make an effort to adhere to the uniform policy.

\_\_\_\_\_  
Firma del Padre

\_\_\_\_\_  
Firma del Estudiante

\_\_\_\_\_  
Firma de la Escuela

Esto arreglo esta diseñado para mejorar la relación entre la escuela y padre/guardianes y no esta diseñado para crear nuevo derechos legales o afectar derechos legales que ya existen. Este arreglo no será usado o depender en actividad o acto de protecciones pero limitado a estudiantes que están en su escuela del Titulo 1, Estudiantes con necesidades especiales, los que reciben el Idioma Ingles.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>402</b>	District <b>07</b>	School Number <b>049</b>	School Name <b>Willis Avenue</b>
Principal <b>Laura Galloway</b>		Assistant Principal <b>Josette Weeks</b>	
Coach <b>Harnitha Hamilton</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Sonia Gonzalez, 2<sup>nd</sup> Grade</b>		Guidance Counselor <b>Lisa Zwerling</b>	
Teacher/Subject Area <b>Jennifer Aponte, 4<sup>th</sup> Grade</b>		Parent <b>Tabitha Torres</b>	
Teacher/Subject Area <b>Beverly Margaritis</b>		Parent Coordinator <b>Alexia Rodriguez</b>	
Related Service Provider <b>type here</b>		Other <b>Debra Colon</b>	
Network Leader <b>Jacqueline Gonzalez</b>		Other <b>Angel Santiago</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>645</b>	Total Number of ELLs	<b>145</b>	ELLs as Share of Total Student Population (%)	<b>22.48%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At registration a packet will be given to parents by the pupil accounting secretary, included in the packet will be the (HLIS). Once completed, a pedagogue who is bilingual or ESL certified will conduct an informal oral interview, in English or Spanish, for any student who has a language other than English indicated. The OTELE code will be entered based on the information received. Within the first 10 days of school, any child who has a language other than English will be administered the LAB-R to determine eligibility. If the student is determined eligible, they will then be administered the LAB in the home language, when available. Both exams will be hand scored so that placement can be determined. In the spring, all eligible students will be tested using the NYSESLAT to determine proficiency and continued entitlement.

2. All parents will receive a placement letter informing them of eligibility. Parents of eligible students will then be invited to a parent orientation, in which the 3 program models are reviewed. Upon arrival, parents will sign in and receive an agenda. An orientation video for parents of English language learners will be shown. The video describes the program choices. After the video, questions will be answered and programs discussed. Parents will then complete Parent Survey and program selection forms. Parent orientations will be on going through out the year for all newly enrolled students. For those parents who do not attend or complete the selection forms, personnel will provide outreach during parent grade orientations or during parent teacher conferences. We will also follow up with phone calls or have the family worker conduct a home visit.

3. Parents receive entitlement and continued entitlement letters, as well as, parent surveys and program selections forms. To ensure that parents receive the letters and that they are returned, ESL teachers will compile a list and keep track of letters going out and letters coming in. If forms are not returned, outreach will be made by phone calls; if necessary, a home visit by the school's appointed family worker. In the event that a signed letter can not be obtained then the default program for the eligible student will be TBE.

4. Once a student is identified as an ELL, the parent receives a placement letter in the home language preference indicated on the HLIS. If the student is a Spanish speaking ELL, they will be placed in the school's Transitional Bilingual program. If they are not a Spanish speaking ELL, they will be placed in the school's ESL program. Within the first 10 days of enrollment, parents will be invited to attend a parent orientation and decide on a program choice for their child. If the parent chooses to opt out of TBE, the child will then be placed in the ESL program.

5. After reviewing the Parent Survey and program selection forms over the last few years, there appears to be an equal number of parents requesting Bilingual or ESL programs.

6. The program models offered at the school do align with parental request.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	18	14	16	14	14	11									87
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>	7	12	7	8	12	12									58
<b>Total</b>	25	26	23	22	26	23	0	0	0	0	0	0	0	0	145

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	145	<b>Newcomers (ELLs receiving service 0-3 years)</b>	85	<b>Special Education</b>	15
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>	41	<b>Long-Term (completed 6 years)</b>	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	61	2	0	26	0	0	0	0	0	87
<b>Dual Language</b>										0
<b>ESL</b>	37		10	20	0	5	1	0	0	58
<b>Total</b>	98	2	10	46	0	5	1	0	0	145

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	14	16	14	14	11								87
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>18</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>11</b>	<b>0</b>	<b>87</b>						

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	7	7	11	11								52
Chinese														0
Russian														0
Bengali	1	1												2

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	1	1								4
<b>TOTAL</b>	<b>7</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>58</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

a. Eligible ELL students are placed in either a TBE or ESL program, based on parent choice. The preferred model of instruction in the ESL program is a push in model. However, due to scheduling and the dispersement of students amongst the monolingual classes it may sometimes be necessary to combine the push- in and pull-out models of instruction. Student at the beginning and intermediate levels will receive 360 minutes a week. The ESL teachers will either push- in or pull-out for 45 minute blocks. The ESL teacher and classroom teacher will articulate to address the needs of the students. The collaboration between the two teachers will encompass what content will be covered in class and any strategies that will facilitate student learning. Advanced students will receive 180 minutes of instruction a week, preferably in a push-in model.

b. The program uses a heterogeneous model, which means that students are placed in classrooms of mixed proficiency levels.

2. The school is a Pre-K to 5 school. We have one bilingual class on each grade level from K to 5. There are 2 certified ESL teachers. In the TBE students are grouped heterogeneously. Students at the beginning, intermediate, and advanced levels of proficiency receive differentiated instruction based on allocated time as per CR Part 154.

a. In the TBE program ESL, ELA, and NLA are delivered through the content areas.

b. In the ESL program, as stated in response 1a, The certified ESL teacher will either push-in, pullout, or do a combination of both, for either 45 or 90 minute blocks of instructional time.

3 In the TBE program the content area is delivered either in English using Spanish as a recap, or in Spanish using English as a recap. Translated versions of textbooks are available in science, social studies and math. Libraries are available in both English and Spanish. The integration of technology via the internet and smart boards are used to support the content areas. Additionally, we have available Hampton Brown's "Avenue for grades K -- 5. It is a content based program that incorporates both visual and audio learning.

a. In the ESL program content areas are taught in English using ESL methodologies. The ESL teacher collaborates with the classroom teacher to plan for best strategies to facilitate the learning of content. Strategies such as the use of graphic organizers, Venn diagrams, visuals, and realia are used to make the content comprehensible. The use of computers and smart boards also makes information more accessible and assessable. The language of instruction is simplified when necessary to facilitate content learning.

4. Differentiating instruction.

a. SIFE students will be invited to participate in ETS, AIS and the newcomers after school program. The NYSASLAT Modality Report and teacher assessments will be used to diagnose their needs and differentiate instruction.

b. This year we plan to have an afterschool program for Newcomer's. The program will foster differentiated instruction for the targeted group. Programs such as, Rosetta Stone and English to a Beat will be used to enhance the second language.

c. Students receiving service for 4 to 6 years will be offered AIS, ETS, and after school instruction. To promote reading and writing skills programs such as, the "Sundance Comprehension Strategies Kit" and "Scholastic Reading Kits" will be used. Periodic assessments and NYSESLAT scores will be used to drive instruction.

d. Long term ELL's will continue to receive TBE or ESL services. They will be offered AIS, ETS and Afterschool services. Assessments will be looked at to determined areas of need.

e. Students with special needs will be offered AIS, ETS and afterschool programs. Students needs will be addressed through appropriate grouping and collaboration of classroom teacher, ESL teacher, and SETSS teachers. I

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

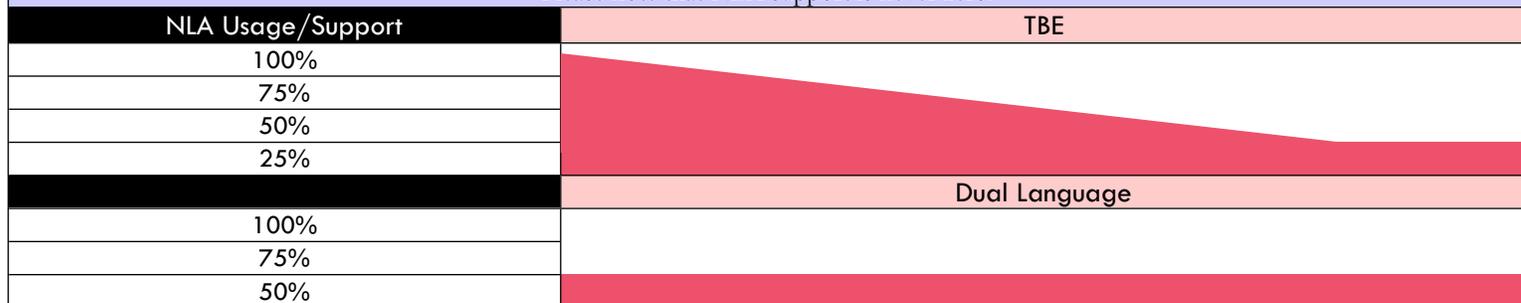
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Arts and Native Language Support**

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted intervention programs for ELL's in ELA, math and other content areas are AIS, ETS, and afterschool. Teachers are differentiating instruction for all students including ELL's according to their needs. Programs such as "Voices" allow for ESL strategies to be used and focus on academic, social and emotional development of students. The "Sundance Comprehension Strategies Kit" and the "Scholastic Reading Strategy Kit" are also being used as interventions, since it covers a wide range of strategies. It also allow for differentiations since it accommodates different reading level. Within the academic content areas, there are ESL strategies being used. Everyday Math and Harcourt Science have ESL components available for use. Remedial materials, such as Kaplan, are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet state standards, in reading, math, science and social studies. The afterschool program will be using a computer assisted reading and writing program that adapts to the student's academic level.

6. Students who reach proficiency on the NYSESLAT will continue to receive support. They will be offered AIS, ETS and invited to the afterschool program. These students will also continue to receive testing modifications..

7. In order to address the needs of SIFE and newcomers, we will be offering an after school program during the 2010-2011 school year. During this time, the teacher will work with the students in small groups to build prior knowledge, introduce topics and review key concepts which will help them when those topics are covered in the classroom.

8. At this time, we will not be using READ 44 since the other existing programs already integrate skills.
9. ELLs do have equal access to all programs. Children are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. Outreach has been made through parent letters, two parent workshops and with phone calls.
10. In order to support our ELLs, PS 49 utilizes instructional materials which promote the reading, writing, speaking and listening development of ELLs. PS 49 uses materials which use technology to enhance instruction. All our classrooms have smartboards and either have computers or have access to our laptop carts which can be moved to any class. Our classrooms also have listening centers. To support literacy, the following programs are used: Leap Pad, Leap Pen, Rosetta Stone, RAZ-Kids and Reading A to Z.
11. Native language support is delivered in the TBE and ESL programs via the use of native language libraries within the bilingual classrooms, school library and ESL room. The ESL room is also available as a resource to all teachers in order to provide native language support. To support writing in the native language, we employ the use of Hampton-Brown's De Canciones a Cuentos for grades K-2, it is a systematic Spanish phonics program which builds independent reading and independent writing. To reinforce native language writing skills, TBE classrooms from grades 2 to 5 we have grammar books available. (Escritura y gramatica). Furthermore, content areas are used to reinforce the native language skills.
12. Required support services and resources do correspond to ELLs' ages and grade levels.
13. In order to assist newly enrolled ELL students before the beginning of the school year, a trained bilingual or ESL pedagogue is available to parents during the preregistration and registration process. Our school provides assistance with the completion of the HLIS form and we inform the parents or guardians of the different program choices available to English language learners.
14. Language electives are not offered at our school.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The staff at P.S. 49 is offered the opportunity to attend Professional Development both in and out of the school building. In addition staff is provided with schedules of webinars. Staff is encouraged to participate in the webinars that meet the needs of their students. Staff working with ELL's have attended several Professional Development days given by the NYC BETAC Teacher Institute, such as Language and Literacy for ELL's, compliance with program mandates for ELL's, The Challenge of Learning Academic English and Technology for ELL's. The content of these Professional Development days has been turn-keyed with staff working with ELL's during Professional Development days. School staff will continue to be offered the opportunity to attend future Professional Development days sponsored by our network and oell.

P.S. 49 staff, including ELL personnel, receives ongoing professional development that could be used with ELL's. Currently, the bilingual staff

is meeting with our network support personnel to discuss best practices, looking at student work and engaging in intervisitations. As we increase our focus in the content areas, we will also look at the scaffolding of vocabulary skills in the content areas.

To support our bilingual teachers, there are plans to provide study groups as well as professional development sessions during and after school hours. At the present time, bilingual teachers share a common preparation period to discuss “best practices” (i.e. differentiation, how to teach content areas in the native language, and classroom environment) in a bilingual class. The teachers will soon participate in a study group offered through the CEIS grant. It will be based on Pauline Gibbons' Scaffolding Language and Language Scaffolding.

2. For students who are transitioning from elementary to middle, our staff receives targeted professional development in literacy especially writing skills, and other organizational skills which help prepare our students. In addition, guidance counselors hold meetings with parents, students and teachers to provided assistance in completing

3. The 7.5 hours of ELL training will be offered by our Network Special Services Manager and our Compliance Performance Specialist.

### E. Parental Involvement

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

1. P.S. 49 offers various programs to support the parent of ELL's. The main source of support is the Parent Association at P.S. 49. The Parent Association meets parents on a monthly basis to discuss and inform on topics that are valuable in the academic development our students. Some of these topics have included New York state test preparation (ELA, math, social studies, and science), ARIS on-line computer training, Supplemental Educational Services (SES) workshops, and Middle School Choice workshops. Furthermore, the Parent Association sends an English and Spanish newsletter and calendar home on a quarterly or monthly basis that informs the parents of upcoming events (e.g. workshops, parent teas, and informational sessions).

2. Outside agencies are offered as resources to parents. This information can be obtained by parents through the parent coordinator at P.S. 49 (Alexia Rodriguez) and the Parent Association. Resources include but are not limited to the Mercy Center which provides English as a Second Language (ESL) classes, employment readiness workshops, and children's activities for families. The East Side House provides after-school programs for children to attend. The Bronx Health Link provides information on topics such as influenza, prenatal care, and other health related topics. Finally, there is information available for alternative pre-Kindergarten programs that are offered in the area in the event that there is limited space at P.S. 49 due to maximum enrollment.

3. The needs of the parents at P.S. 49 are assessed by surveys, questions, and answer sessions. These needs are addressed through the Parent Association and the Parent Coordinator at P.S. 49, as well as the administration at the school. Parents meetings are conducted at the beginning of the academic year and Parent Association meetings during the academic year. In addition, the parent coordinator is available during school hours to meet with parents to address any and all concerns.

4. There are various parent involvement activities that address the needs of parents. Parent-teacher conferences and grade assemblies are scheduled to promote the success of parental involvement. Parent and child luncheons are conducted to strengthen the cooperation between parent and child. Furthermore, P.S. 49 and the Parent Association cooperated to hold a family movie night to promote family unity. There are plans to implement programs to meet the social needs of our families. Parents have inquired about ESL, literacy, and computer training programs at P.S. 49. This academic year, the school is again planning for a Saturday program to address the ESL and native language literacy needs of our parents. Children of the parents who attend this program will attend the student component of this program.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

Beginner(B)	13	6	6	3	4	1								33
Intermediate(I)	0	17	9	12	6	5								49
Advanced (A)	12	3	8	7	16	17								63
Total	25	26	23	22	26	23	0	0	0	0	0	0	0	145

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	4	1	2	0							
	I		7	5	2	0	0							
	A		10	9	5	7	6							
	P		7	1	9	15	15							
READING/ WRITING	B		5	1	1	3	0							
	I		15	6	11	5	5							
	A		2	7	5	14	14							
	P		2	5	0	2	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	8	4		21
5	3	15	3		21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	2	9	6	3	2	1	0	23
5	0	0	9	4	1	4	1	2	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4					18	0	4	0	22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	2	9	13				

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

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

1. The assessment tools used assess early literacy skills of ELL students are: ECLAS, El Sol, Fountal and Pinnell, Writing Assessment binders and NYSESLAT modalities. This data is used to assess current functioning and also evaluates their progress over the year. This information is used to place students in the AIS, ETS and after school program. In addition, the approach used by the inquiry teams complement looking at student work and student goals to guide instruction.

2. The data patterns reveal that the students show marked improvement each year. This trend is reflected with all ELL students. By the 4th and 5th grade more students score at the advanced level in all four modalities. The teachers are able to use and interpret this data to drive instruction.

3. Instructional decisions are based on student needs. The various components of the NYSESLAT allow for differentiated instruction. The different modalities are used to address individual learning styles. The patterns of proficiency vary across the grades. The results are monitored to evaluate needs and to drive instruction.

4. a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in both listening/speaking, reading/writing as they move up in the grades. Students are given the choice to take exams such as: Math, Science and Social Studies in their Native Language. It appears that they perform just as well in English as in Native language.

b) The results of the periodic assessments are used by teachers to differentiate instruction and materials are brought to support and reinforce areas that are in need.

c) By looking at the periodic assessments weakness and strengths are noted. The 2nd language acquisition is observable is used to enhance academic skills and strategies.

5. Dual Language: Not Applicable

6. The results of the NYESLAT, ELE, and periodic assessments will be evaluated to determine the success of the programs. guide instuction.l

**Additional Information**

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

## Additional Information

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>402</b>	District <b>07</b>	School Number <b>049</b>	School Name <b>Willis Avenue</b>
Principal <b>Laura Galloway</b>		Assistant Principal <b>Josette Weeks</b>	
Coach <b>Harnitha Hamilton</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Sonia Gonzalez, 2<sup>nd</sup> Grade</b>		Guidance Counselor <b>Lisa Zwerling</b>	
Teacher/Subject Area <b>Jennifer Aponte, 4<sup>th</sup> Grade</b>		Parent <b>Tabitha Torres</b>	
Teacher/Subject Area <b>Beverly Margaritis</b>		Parent Coordinator <b>Alexia Rodriguez</b>	
Related Service Provider <b>type here</b>		Other <b>Debra Colon</b>	
Network Leader <b>Jacqueline Gonzalez</b>		Other <b>Angel Santiago</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>645</b>	Total Number of ELLs	<b>145</b>	ELLs as Share of Total Student Population (%)	<b>22.48%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At registration a packet will be given to parents by the pupil accounting secretary, included in the packet will be the (HLIS). Once completed, a pedagogue who is bilingual or ESL certified will conduct an informal oral interview, in English or Spanish, for any student who has a language other than English indicated. The OTELE code will be entered based on the information received. Within the first 10 days of school, any child who has a language other than English will be administered the LAB-R to determine eligibility. If the student is determined eligible, they will then be administered the LAB in the home language, when available. Both exams will be hand scored so that placement can be determined. In the spring, all eligible students will be tested using the NYSESLAT to determine proficiency and continued entitlement.
2. All parents will receive a placement letter informing them of eligibility. Parents of eligible students will then be invited to a parent orientation, in which the 3 program models are reviewed. Upon arrival , parents will sign in and receive an agenda. An orientation video for parents of English language learners will be shown. The video describes the program choices. After the video, questions will be answered and programs discussed. Parents will then complete Parent Survey and program selection forms. Parent orientations will be on going through out the year for all newly enrolled students. For those parents who do not attend or complete the selection forms, personnel will provide outreach during parent grade orientations or during parent teacher conferences. We will also follow up with phone calls or have the family worker conduct a home visit.
3. Parents receive entitlement and continued entitlement letters, as well as, parent surveys and program selections forms. To ensure that parents receive the letters and that they are returned, ESL teachers will compile a list and keep track of letters going out and letters coming in. If forms are not returned, outreach will be made by phone calls ; if necessary, a home visit by the school's appointed family worker . In the event that a signed letter can not be obtained then the default program for the eligible student will be TBE.
4. Once a student is identified as an ELL, the parent receives a placement letter in the home language preference indicated on the HLIS. If the student is a Spanish speaking ELL, they will be placed in the school's Transitional Bilingual program. If they are not a Spanish speaking ELL, they will be placed in the school's ESL program. Within the first 10 days of enrollment, parents will be invited to attend a parent orientation and decide on a program choice for their child. If the parent chooses to opt out of TBE, the child will then be placed in the ESL program.
5. After reviewing the Parent Survey and program selection forms over the last few years, there appears to be an equal number of parents requesting Bilingual or ESL programs.
6. The program models offered at the school do align with parental request.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	18	14	16	14	14	11									87
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>	7	12	7	8	12	12									58
<b>Total</b>	25	26	23	22	26	23	0	0	0	0	0	0	0	0	145

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	145	<b>Newcomers (ELLs receiving service 0-3 years)</b>	85	<b>Special Education</b>	15
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>	41	<b>Long-Term (completed 6 years)</b>	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	61	2	0	26	0	0	0	0	0	87
<b>Dual Language</b>										0
<b>ESL</b>	37		10	20	0	5	1	0	0	58
<b>Total</b>	98	2	10	46	0	5	1	0	0	145

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	14	16	14	14	11								87
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>18</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>11</b>	<b>0</b>	<b>87</b>						

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	7	7	11	11								52
Chinese														0
Russian														0
Bengali	1	1												2

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	1	1								4
<b>TOTAL</b>	<b>7</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>58</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

a. Eligible ELL students are placed in either a TBE or ESL program, based on parent choice. The preferred model of instruction in the ESL program is a push in model. However, due to scheduling and the dispersement of students amongst the monolingual classes it may sometimes be necessary to combine the push- in and pull-out models of instruction. Student at the beginning and intermediate levels will receive 360 minutes a week. The ESL teachers will either push- in or pull-out for 45 minute blocks. The ESL teacher and classroom teacher will articulate to address the needs of the students. The collaboration between the two teachers will encompass what content will be covered in class and any strategies that will facilitate student learning. Advanced students will receive 180 minutes of instruction a week, preferably in a push-in model.

b. The program uses a heterogeneous model, which means that students are placed in classrooms of mixed proficiency levels.

2. The school is a Pre-K to 5 school. We have one bilingual class on each grade level from K to 5. There are 2 certified ESL teachers. In the TBE students are grouped heterogeneously. Students at the beginning, intermediate, and advanced levels of proficiency receive differentiated instruction based on allocated time as per CR Part 154.

a. In the TBE program ESL, ELA, and NLA are delivered through the content areas.

b. In the ESL program, as stated in response 1a, The certified ESL teacher will either push-in, pullout, or do a combination of both, for either 45 or 90 minute blocks of instructional time.

3 In the TBE program the content area is delivered either in English using Spanish as a recap, or in Spanish using English as a recap. Translated versions of textbooks are available in science, social studies and math. Libraries are available in both English and Spanish. The integration of technology via the internet and smart boards are used to support the content areas. Additionally, we have available Hampton Brown's "Avenue for grades K -- 5. It is a content based program that incorporates both visual and audio learning.

a. In the ESL program content areas are taught in English using ESL methodologies. The ESL teacher collaborates with the classroom teacher to plan for best strategies to facilitate the learning of content. Strategies such as the use of graphic organizers, Venn diagrams, visuals, and realia are used to make the content comprehensible. The use of computers and smart boards also makes information more accessible and assessable. The language of instruction is simplified when necessary to facilitate content learning.

4. Differentiating instruction.

a. SIFE students will be invited to participate in ETS, AIS and the newcomers after school program. The NYSASLAT Modality Report and teacher assessments will be used to diagnose their needs and differentiate instruction.

b. This year we plan to have an afterschool program for Newcomer's. The program will foster differentiated instruction for the targeted group. Programs such as, Rosetta Stone and English to a Beat will be used to enhance the second language.

c. Students receiving service for 4 to 6 years will be offered AIS, ETS, and after school instruction. To promote reading and writing skills programs such as, the "Sundance Comprehension Strategies Kit" and "Scholastic Reading Kits" will be used. Periodic assessments and NYSESLAT scores will be used to drive instruction.

d. Long term ELL's will continue to receive TBE or ESL services. They will be offered AIS, ETS and Afterschool services. Assessments will be looked at to determined areas of need.

e. Students with special needs will be offered AIS, ETS and afterschool programs. Students needs will be addressed through appropriate grouping and collaboration of classroom teacher, ESL teacher, and SETSS teachers. I

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

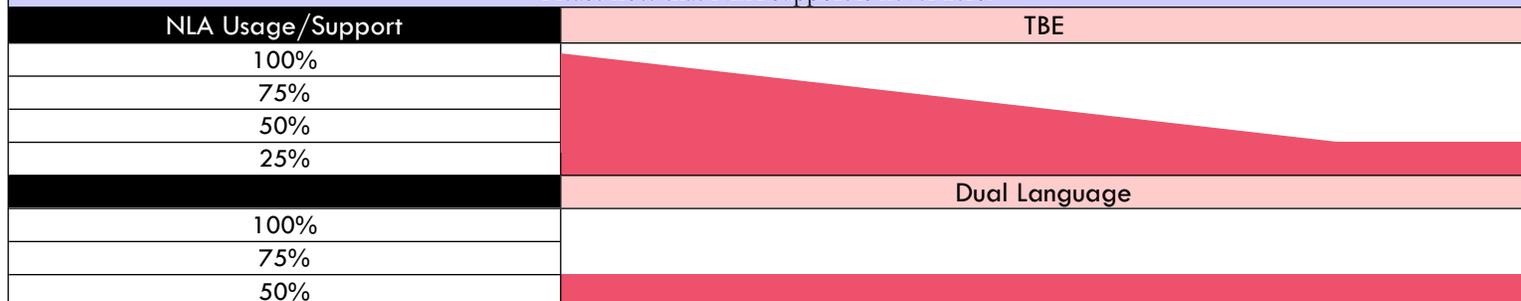
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Arts and Native Language Support**

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted intervention programs for ELL's in ELA, math and other content areas are AIS, ETS, and afterschool. Teachers are differentiating instruction for all students including ELL's according to their needs. Programs such as "Voices" allow for ESL strategies to be used and focus on academic, social and emotional development of students. The "Sundance Comprehension Strategies Kit" and the "Scholastic Reading Strategy Kit" are also being used as interventions, since it covers a wide range of strategies. It also allow for differentiations since it accommodates different reading level. Within the academic content areas, there are ESL strategies being used. Everyday Math and Harcourt Science have ESL components available for use. Remedial materials, such as Kaplan, are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet state standards, in reading, math, science and social studies. The afterschool program will be using a computer assisted reading and writing program that adapts to the student's academic level.

6. Students who reach proficiency on the NYSESLAT will continue to receive support. They will be offered AIS, ETS and invited to the afterschool program. These students will also continue to receive testing modifications..

7. In order to address the needs of SIFE and newcomers, we will be offering an after school program during the 2010-2011 school year. During this time, the teacher will work with the students in small groups to build prior knowledge, introduce topics and review key concepts which will help them when those topics are covered in the classroom.

8. At this time, we will not be using READ 44 since the other existing programs already integrate skills.
9. Ells do have equal access to all programs. Children are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. Outreach has been made through parent letters, two parent workshops and with phone calls.
10. In order to support our Ells, PS 49 utilizes instructional materials which promote the reading, writing, speaking and listening development of Ells. PS 49 uses materials which use technology to enhance instruction. All our classrooms have smartboards and either have computers or have access to our laptop carts which can be moved to any class. Our classrooms also have listening centers. To support literacy, the following programs are used: Leap Pad, Leap Pen, Rosetta Stone, RAZ-Kids and Reading A to Z.
11. Native language support is delivered in the TBE and ESL programs via the use of native language libraries within the bilingual classrooms, school library and ESL room. The ESL room is also available as a resource to all teachers in order to provide native language support. To support writing in the native language, we employ the use of Hampton-Brown's De Canciones a Cuentos for grades K-2, it is a systematic Spanish phonics program which builds independent reading and independent writing. To reinforce native language writing skills, TBE classrooms from grades 2 to 5 we have grammar books available. (Escritura y gramatica). Furthermore, content areas are used to reinforce the native language skills.
12. Required support services and resources do correspond to Ells' ages and grade levels.
13. In order to assist newly enrolled ELL students before the beginning of the school year, a trained bilingual or ESL pedagogue is available to parents during the preregistration and registration process. Our school provides assistance with the completion of the HLIS form and we inform the parents or guardians of the different program choices available to English language learners.
14. Language electives are not offered at our school.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The staff at P.S. 49 is offered the opportunity to attend Professional Development both in and out of the school building. In addition staff is provided with schedules of webinars. Staff is encouraged to participate in the webinars that meet the needs of their students. Staff working with ELL's have attended several Professional Development days given by the NYC BETAC Teacher Institute, such as Language and Literacy for ELL's, compliance with program mandates for ELL's, The Challenge of Learning Academic English and Technology for ELL's. The content of these Professional Development days has been turn-keyed with staff working with ELL's during Professional Development days. School staff will continue to be offered the opportunity to attend future Professional Development days sponsored by our network and oell.

P.S. 49 staff, including ELL personnel, receives ongoing professional development that could be used with ELL's. Currently, the bilingual staff

is meeting with our network support personnel to discuss best practices, looking at student work and engaging in intervisitations. As we increase our focus in the content areas, we will also look at the scaffolding of vocabulary skills in the content areas.

To support our bilingual teachers, there are plans to provide study groups as well as professional development sessions during and after school hours. At the present time, bilingual teachers share a common preparation period to discuss “best practices” (i.e. differentiation, how to teach content areas in the native language, and classroom environment) in a bilingual class. The teachers will soon participate in a study group offered through the CEIS grant. It will be based on Pauline Gibbons' Scaffolding Language and Language Scaffolding.

2. For students who are transitioning from elementary to middle, our staff receives targeted professional development in literacy especially writing skills, and other organizational skills which help prepare our students. In addition, guidance counselors hold meetings with parents, students and teachers to provided assistance in completing

3. The 7.5 hours of ELL training will be offered by our Network Special Services Manager and our Compliance Performance Specialist.

## E. Parental Involvement

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

1. P.S. 49 offers various programs to support the parent of ELL's. The main source of support is the Parent Association at P.S. 49. The Parent Association meets parents on a monthly basis to discuss and inform on topics that are valuable in the academic development our students. Some of these topics have included New York state test preparation (ELA, math, social studies, and science), ARIS on-line computer training, Supplemental Educational Services (SES) workshops, and Middle School Choice workshops. Furthermore, the Parent Association sends an English and Spanish newsletter and calendar home on a quarterly or monthly basis that informs the parents of upcoming events (e.g. workshops, parent teas, and informational sessions).

2. Outside agencies are offered as resources to parents. This information can be obtained by parents through the parent coordinator at P.S. 49 (Alexia Rodriguez) and the Parent Association. Resources include but are not limited to the Mercy Center which provides English as a Second Language (ESL) classes, employment readiness workshops, and children's activities for families. The East Side House provides after-school programs for children to attend. The Bronx Health Link provides information on topics such as influenza, prenatal care, and other health related topics. Finally, there is information available for alternative pre-Kindergarten programs that are offered in the area in the event that there is limited space at P.S. 49 due to maximum enrollment.

3. The needs of the parents at P.S. 49 are assessed by surveys, questions, and answer sessions. These needs are addressed through the Parent Association and the Parent Coordinator at P.S. 49, as well as the administration at the school. Parents meetings are conducted at the beginning of the academic year and Parent Association meetings during the academic year. In addition, the parent coordinator is available during school hours to meet with parents to address any and all concerns.

4. There are various parent involvement activities that address the needs of parents. Parent-teacher conferences and grade assemblies are scheduled to promote the success of parental involvement. Parent and child luncheons are conducted to strengthen the cooperation between parent and child. Furthermore, P.S. 49 and the Parent Association cooperated to hold a family movie night to promote family unity. There are plans to implement programs to meet the social needs of our families. Parents have inquired about ESL, literacy, and computer training programs at P.S. 49. This academic year, the school is again planning for a Saturday program to address the ESL and native language literacy needs of our parents. Children of the parents who attend this program will attend the student component of this program.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

Beginner(B)	13	6	6	3	4	1								33
Intermediate(I)	0	17	9	12	6	5								49
Advanced (A)	12	3	8	7	16	17								63
Total	25	26	23	22	26	23	0	0	0	0	0	0	0	145

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	4	1	2	0							
	I		7	5	2	0	0							
	A		10	9	5	7	6							
	P		7	1	9	15	15							
READING/ WRITING	B		5	1	1	3	0							
	I		15	6	11	5	5							
	A		2	7	5	14	14							
	P		2	5	0	2	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	8	4		21
5	3	15	3		21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	2	9	6	3	2	1	0	23
5	0	0	9	4	1	4	1	2	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4					18	0	4	0	22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	2	9	13				

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

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

1. The assessment tools used assess early literacy skills of ELL students are: ECLAS, El Sol, Fountal and Pinnell, Writing Assessment binders and NYSESLAT modalities. This data is used to assess current functioning and also evaluates their progress over the year. This information is used to place students in the AIS, ETS and after school program. In addition, the approach used by the inquiry teams complement looking at student work and student goaks to guide instruction.

2. The data patterns reveal that the students show marked improvement each year. This trend is reflected with all ELL students. By the 4th and 5th grade more students score at the advanced level in all four modalities. The teachers are able to use and interpret this data to drive instruction.

3. Instructional decisions are based on student needs. The various components of the NYSESLAT allow for differentiated instruction. The different modalities are used to address individual learning styles. The patterns of proficiency vary across the grades. The results are monitored to evaluate needs and to drive instruction.

4. a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in both listening/speaking, reading/writing as they move up in the grades. Students are given the choice to take exams such as: Math, Science and Social Studies in their Native Language. It appears that they perform just as well in English as in Native language.

b) The results of the periodic assessments are used by teachers to differentiate instruction and materials are brought to support and reinforce areas that are in need.

c) By looking at the periodic assessments weakness and strengths are noted. The 2nd language acquisition is observable is used to enhance academic skills and strategies.

5. Dual Language: Not Applicable

6. The results of the NYESLAT, ELE, and periodic assessments will be evaluated to determine the success of the programs. guide instuction.l

**Additional Information**

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

## Additional Information

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		