



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 49X – THE WILLIS AVENUE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X049

PRINCIPAL: LAURA GALLOWAY **EMAIL:** LGALLOW@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Laura Galloway	*Principal or Designee	
Rita Di Pace	*UFT Chapter Leader or Designee	
Michelle LaFontaine	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daniel Berdugo	Member/Chairperson/Teacher	
Nica Bryant	Member/Secretary/Teacher	
Reema Marji	Member/Teacher	
Gwenn Strader	Member/Teacher	
Tabitha Torres	Member/Parent	
Deborah DeBuc	Member/Treasurer/Parent	
Alexander Moroto	Member/Parent	
Gregoria Mendez	Member/Parent	
Ooma Sennath	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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

- ***By June 2012, students in grades Pre-K - 5, will participate in a Balanced Literacy Program aligned to the CCSS, with a focus in writing, which will include rigorous performance based tasks resulting in a 5% increase of students, particularly our English Language Learner Population, performing at or above grade level. Performance will be measured by student portfolios, periodic assessments, teacher assessment binders, E-CLAS2/EI-Sol, E-Pal, Acuity, Scantron, Foundations, and the New York State ELA Assessment.***
- ***Our focus will be in writing and aligning our school's writing plan to address the CCSS. Our focus will be on the following genres: Narratives, Informative/Explanatory Text, Response to Literature (Poetry), and Argumentative/Persuasive Writing. We will integrate all curriculum (Science, Social Studies, and Math) into the Balanced Literacy Program.***

Comprehensive needs assessment

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

- ***We are a corrective action school cited in the area of ELA. We did not meet AYP in literacy, specifically in our ELL population. As per the results of our NYS ELA Assessment, QR, ESCA, and Progress Report, improvement is needed in the area of ELA.***

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Start Date: September 2011

Target Population: Students in Pre-K through 5th Grade

Frequency: Daily

Duration: 120 Minutes per day through June.

Instructional strategies/activities

- a) ***By September 2011 through June 2012, teachers will continue to participate in Professional Development Sessions designed around Balanced. Emphasis will be on writing.***
- b) ***By September 2011, one literacy coach will be hired to work with all teachers preK-5 on increasing their ability to plan for and facilitate writing within the Balanced Literacy block.***

- c) *By September 2011, teachers will be reissued their laptop computers to facilitate their access to online data.*
- d) *By September 2011, an effectively programmed schedule will be in place so that all teachers on a grade (as well as all bilingual teachers across the grades and Special Education teachers across the grades) will have common planning time to share best practices, discuss student work, and align the writing plans to address the CCSS.*
- e) *By October 2011, a representative from each grade will meet with the Assistant Principals bi-weekly to discuss vertical alignment of the writing plan while addressing the CCSS.*
- f) *By October 2011 and monthly thereafter, teachers in grades 1-5 will submit Appendix I to their immediate supervisors to track and monitor reading level progress of all students. Kindergarten will begin in February 2012.*
- g) *By October 2011 and for every unit covered, teachers will submit Foundations Test Tracker to their immediate supervisor to track phonics progress for all students in grades 1 and 2. Additionally, this data will be displayed outside every classroom.*
- h) *By December 2011 and after each Acuity assessment, teachers in grades 3-5 will display results outside every classroom.*
- i) *By October 2011, all students in grades 2-5 will be appropriately placed in guided reading groups. By November 2011, students in grade 1 will be appropriately placed in guided reading groups. By February 2012, students in grade K will appropriately placed in guided reading groups.*
- j) *By September 2011 and ongoing weekly, teachers will engage in the inquiry process with a focus on writing using protocols to examine student work and teaching strategies to develop effective plans to address student needs.*
- k) *By October 2011, teachers will engage in collaborative planning and decision making regarding the school-wide writing plan. Teachers will create rubrics and map out activities that address the CCSS.*

Responsible Personnel

Teachers, Literacy Coaches, Assistant Principals, Principal.

Implementation

September 2011 and on-going through June 2012.

Indicators of Interim Progress and Success

- *Regular examination of Teacher's Lesson Plans for evidence of rigorous Writing Instruction aligned to the CCSS. Informal Observations to see the implementation of the plans.*
- *By the end of the school year, all teachers will have a collection of rigorous writing plans (based on collaboration between teachers), aligned to the CCSS, across all grade levels and abilities, which will engage students in writing activities designed to produce quality published pieces.*
- *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.*
- *Grade Conference discussions around planning writing instruction, data and differentiated instruction.*
- *Movement in reading Levels (Fountas and Pinnel), as evidenced by Appendix I and informal observations.*
- *Progress on classroom assessments, (teacher made tests, foundations, ect.) .*
- *Progress on performance Tests (Predictive and Diagnostic).*
- *5% increase of students, particularly our English Language Learner Population, performing at or above grade level, as measured by student*

portfolios, periodic assessments, teacher assessment binders, E-CLAS2/EI-Sol, E-Pal, Acuity, Scantron, Foundations, and the New York State ELA Assessment.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Monthly parent workshops will be offered in all areas of Balanced Literacy to inform and engage parents in activities that can be used at home with their children. These workshops will be offered by the Literacy Coach. Translation is provided during these workshops so that all parents, particularly our parents of ELL student, can participate.*
- *Our parent involvement in these workshops is growing in number as evidenced by attendance.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- *100% of teachers are State certified.*
- *Additionally, Professional Development is offered to teachers, and all other staff, via Lunch and Learns, common preps, and PD 360.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Our Parent Coordinator, Family Workers, Social Workers, and Guidance Counselors continue to outreach and articulate with current local service programs and CBO's to support the community of P.S. 49. All Federal, State, and local services and programs are coordinated to provide students and families with the necessary instruction, materials, and other resources to experience success in elementary school (i.e. after school programs, supplies, books, uniforms, school bags, a mid-winter and April Academy).*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, ELLs, 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. Funding sources will include Title I SWP and TL Fair Student Funding.*

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

- ***By June 2012, students in grades Pre-K through 5 will participate in a Mathematics program aligned to the CCSS, which will include rigorous performance based tasks resulting in a 5% increase of students performing at or above grade level. Performance will be measured by student portfolio, periodic assessments, teacher assessment binders, E-CAM, Acuity, Scantron, student math journals, and State-wide standardized assessments.***
- ***Our focus will be on modeling with mathematics (solving real world problems), constructing viable arguments, and critiquing the reasons of others. Unit tests and/or Performance Based Tasks will be done at the end of every unit.***

Comprehensive needs assessment

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

- ***Although we continue to meet AYP in mathematics, we strive to work towards meeting and exceeding the new rigorous CCSS, and meeting the changes of the State Standardized assessments.***

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Start Date: September 2011

Target Population: Students in Pre-K through 5th Grade

Frequency: Daily

Duration: Pre-K through 2nd grade, 75 minutes and 3rd-5th grade, 90 minutes.

Instructional strategies/activities

- a) ***By September 2011, one Math Coach and one MST Coach will in place to work with all teachers (Pre-K-5), budget pending, on improving their ability to align and implement the CCSS to our curriculum (i.e. performance based tasks, higher order thinking, and number talks).***
- b) ***By September 2011, an effectively programmed schedule will be in place so that all teachers on a grade, as well as across grade levels, bilingual teachers, and special education teachers, will have common planning times to share best practices, and participate in professional***

development sessions (*Lunch and Learns* , common preparation time, monthly grade meetings) focusing on subjects of interest (i.e. CCSS, differentiation, higher order thinking units, number talks, performance tasks, data driven instruction).

- c) *From September 2011 through June 2012, teachers will develop and utilize assessment binders that reflect ongoing assessments and conferences with students. These binders will contain ongoing conference notes, assessments, and checklists, will enable the teachers to effectively track student progress and plan for “next steps” using various techniques (i.e. Depth of Knowledge).*

Indicators of Interim Progress and Success

- *Regular examination of conference binders, which contain ongoing conference notes in Mathematics with evidence of feedback.*
- *Lesson Plans are based on CCSS, rigor, data driven instruction and reflect teaching strategies that differentiate and improve a deeper understanding of mathematical concepts.*
- *Interim Assessments (3 times a year) will show incremental increases in student performance and movement within the proficiency levels.*
- *Student math journals reflect a deeper understanding of performance based math concepts.*
- *Standard-bearing products in portfolios will be reviewed on a quarterly basis by teachers and administrators.*
- *Classroom observations (formal and informal).*
- *Teacher made assessments, Acuity and Scantron will be used to measure for indicators of interim progress.*
- *5% increase of students performing at or above grade level, as measured by student portfolio, periodic assessments, teacher assessment binders, E-CAM, Acuity, Scantron, student math journals, and State-wide Standardized Assessments.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Monthly parent workshops will be offered in all areas of Mathematics to inform and engage parents in activities that can be used at home with their children. These workshops will be offered by the Math Coach. Translation is provided during these workshops so that all parents, particularly our parents of ELL student, can participate.*
- *Our parent involvement in these workshops is growing in number as evidenced by attendance.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *100% of teachers are State certified.*
- *Additionally, Professional Development is offered to teachers, and all other staff, via Lunch and Learns, common preps, and PD 360.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Our Parent Coordinator, Family Workers, Social Workers, and Guidance Counselors continue to outreach and articulate with current local service programs and CBO's to support the community of P.S. 49. All Federal, State, and local services and programs are coordinated to provide students*

and families with the necessary instruction, materials, and other resources to experience success in elementary school (i.e. after school programs, supplies, books, uniforms, school bags, a mid-winter and an April Academy).

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ***All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, ELLs, 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. Funding sources will include Title I SWP and TL Fair Student Funding.***

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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

- ***Teachers will engage in job embedded year long professional development to hone their teaching skills; thereby, increasing teacher effectiveness.***

Comprehensive needs assessment

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

- ***As per our Quality Review, progress report and ESCA there is a need to increase differentiation in daily lessons to meet the needs of all students.***

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Start Date: September 2011

Target Population: All Teachers and Staff

Instructional strategies/activities

- ***By September 2011, administrators will engage in short frequent observations of all classes giving immediate feedback to teachers.***
- ***By September 2011, all teachers will be given access to PD 360, an online professional development Tool, designed to increase teacher effectiveness by utilizing "Best practice" video clips for the purpose of discussion, reflection and replication.***
- ***By September 2011, a needs assessment will be given to teachers to identify areas of interest and concern.***
- ***By October 2011 and every month thereafter, Lunch and Learns professional development opportunities will be offered to teachers which address identified topics based on the needs assessment survey. These Lunch and Learns will be led by teachers who are qualified in specific/identified topics, coaches, assistant principals, principal, and network staff.***
- ***By September 2011, network staff will offer professional development in the areas of writing, ELL support, special education support, and differentiation.***
- ***By September 2011, select teachers will be offered opportunities to attend and engage in off-site professional development.***
- ***As needed, teachers will be offered opportunities to visit colleagues to view best practices and network with other teachers on the grade and across the grades.***
- ***By September 2011 and ongoing, teachers will be offered the opportunity to hone their technology skills through personalized professional development by an outside consultant during their prep periods and through Lunch and Learns.***

- *On going, professional development and classroom support will be offered to teachers of English Language Learners to effect classroom instruction and thus leading to greater academic success for our ELL students.*

Implementation

September 2011 and on going through June, 2012.

Indicators of Success

- *Increase in teacher effectiveness as measured by student progress.*
- *Teacher participation in onsite Professional Development Workshops, as evidenced by attendance sheets.*
- *Teacher participation in offsite Professional Development Workshops, as evidenced by the school's Daily Log.*
- *An increase in the utilization of technology, as evidenced by student portfolios, student displays, and the laptop sign out log.*
- *Utilization of PD 360, an online professional development Tool, as evidenced by PD 360 utilization reports.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Monthly parent workshops will be offered in all academic areas to inform and engage parents in activities that can be used at home with their children. These workshops will be offered by teachers, coaches, network staff, assistant principals, and principal. Translation is provided during these workshops so that all parents, particularly our parents of ELL student, can participate.*
- *Our parent involvement in these workshops is growing in number as evidenced by attendance.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *100% of teachers are State certified.*
- *Additionally, Professional Development is offered to teachers, and all other staff, via Lunch and Learns, common preps, and PD 360.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Our Parent Coordinator, Family Workers, Social Workers, and Guidance Counselors continue to outreach and articulate with current local service programs and CBO's to support the community of P.S. 49. All Federal, State, and local services and programs are coordinated to provide students and families with the necessary instruction, materials, and other resources to experience success in elementary school (i.e. after school programs, supplies, books, uniforms, school bags, a mid-winter and April Academy).*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ***All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, ELLs, 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. Funding sources will include Title I SWP and TL Fair Student Funding.***

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

- ***By June 2012, parental involvement will have increased by 10% as measured by attendance sign-in sheets at PTA Meetings, parent workshops and by an increased involvement by parents in school/student activities.***

Comprehensive needs assessment

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

- ***Educational research shows a positive correlation between effective parental involvement and student achievement. Parent Involvement in a crucial component of our school's success. It is our goal to encourage maximum Parent Involvement in all aspects of school life. As indicated by our Parent Survey and Progress Report, although Parent Involvement is on the rise, more involvement is needed. A Parent's needs assessment and interest inventory will enable us to provide parents with interesting and beneficial workshop opportunities. These workshops will help parents assist their children in all areas of school life. Translation will be available at all workshops, meetings and events.***

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Start Date: September 2011

Target Population : Parents of Students in Pre-K through 5th Grade

Duration: September, 2011 through June, 2012.

Instructional strategies/activities

- ***By September 2011, as active, functioning Parent's Association will be in place to encourage and engage parents in school life. PA will make up 50% of the School Leadership Team, as per Chancellor's Regulation.***
- ***By September 2011, 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***
- ***By September 2011 and through June 2012, the Parent's Association, with the assistance of the Parent Coordinator, coaches, Assistant Principals and Principal, will provide monthly Calendars of school programs and events to parents in order to improve home-school communication. These monthly calendars will be distributed to students before the beginning of each month.***
- ***By September 2011, a "School Messenger" phone system will be in place to alert and remind parents of school events, absenteeism and Parent***

Workshops. *These messages will be sent in the Home Language, as recorded on A.T.S., for each student.*

- *By September 2011, a needs assessment and interest inventory will be discussed with parents to plan for yearlong workshops and events.*
- *By September 2011, develop the 2011-2012 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.)*
- *By October 2011, meet with Coaches, Assistant Principals and parent coordinator to discuss workshops for parents.*
- *By October 2011, "Meet and Greet Curriculum Teas" will be held for all grades.*
- *By March 2012, hold first of 2 "Family Movie Night" events.*
- *By May 2012, hold the second of 2 "Family Movie Night" events.*
- *By April 2012, hold the first of 2 "Ice Cream Socials".*
- *By June 2012 host a "Culminating Parent Involvement Luncheon."*
- *By June 2012 hold the second of 2 "Ice Cream Socials".*

Indicators of Success

- *10% increase in the number of parents participating in school programs, as evidenced by attendance sheets.*
- *Distribution of Monthly Parent Calendar.*
- *Workshop flyers and attendance sheets.*
- *Parent participation in classroom celebrations, trips, assemblies, movie nights, and other special events.*
- *Increased communication from School to Home, as evidenced by "School Messenger" Logs and Reports.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Our goal for Parent Involvement is aligned with the goals and objectives of our Parent Involvement Policy.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *100% of teachers are State certified.*
- *Additionally, Professional Development is offered to teachers, and all other staff, via Lunch and Learns, common preps, and PD 360.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Our Parent Coordinator, Family Workers, Social Workers, and Guidance Counselors continue to outreach and articulate with current local service*

programs and CBO's to support the community of P.S. 49. All Federal, State, and local services and programs are coordinated to provide students and families with the necessary instruction, materials, and other resources to experience success in elementary school (i.e. after school programs, supplies, books, uniforms, school bags, a mid-winter and April Academy).

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All resources will be aligned so that monies are apportioned to areas where support is needed for all students, General Education, ELLs, 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. Funding sources will include Title I SWP and TL Fair Student Funding.

1% of Title I monies will be used to support parent workshops 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, Culminating Parent Luncheon, ice cream social, etc.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	53	53	N/A	N/A	20	As needed	As needed	As needed
1	72	72	N/A	N/A	22	As needed	As needed	As needed
2	69	69	88	N/A	16	As needed	As needed	As needed
3	61	61	N/A	N/A	13	As needed	As needed	As needed
4	76	76			25	As needed	As needed	As needed
5	70	70			35	As needed	As needed	As needed
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <p>Fundations Kaplan Advantage Sundance Comprehension Strategies Kit Vocabulary Workshop United Streaming: Discovery</p> <p>Performance Series from Scantron</p> <p>Scholastic Cards Comprehension</p> <p>Board Games</p> <p>i-Ready</p>	<p>Extended day services 3 times per week, and AIS consisting of 40-minute sessions 5 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"> • <u>Fundations</u>: Phonological / Phonemic awareness, phonics, and spelling program. • <u>Kaplan Advantage</u>: Test taking strategies. • <u>Sundance Comprehension Strategies Kit</u>: Fiction & Non-fiction explicit & detailed instruction with six comprehension strategies using short text • <u>Vocabulary Workshop</u>: Improving English vocabulary. • <u>United Streaming/Discovery</u>: improve students' retention & test scores, educational videos to support lessons, content based videos (science and social studies) • <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. • <u>Scholastic Skills Cards</u>: improving strategic comprehension strategies based on student generated skills analysis • <u>Comprehension Board Games</u>: enhancing comprehension strategies based on student generated skills analysis • <u>I-Ready</u> is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, and a Common Core readiness screener.
<p>Mathematics</p> <p>Breakaway Math</p>	<ul style="list-style-type: none"> • <u>Breakaway Math</u>: Core math concepts with guided instruction, step by step problem solving, open responses, computation.

<p>Everyday Math Games Kaplan Advantage Math Steps</p> <p>i-Ready</p> <p>Performance Series from Scantron</p>	<ul style="list-style-type: none"> • <u>Everyday Math Games</u>: Students acquire knowledge and practice number skills. • <u>Kaplan Advantage</u>: Mini-lessons on strategies, imbedded test prep. • <u>Math Steps</u>: learn to evaluate expressions, learn how to interpret equations. • <u>I-Ready</u> is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, and a Common Core readiness screener. • <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.
<p>Science</p>	<ul style="list-style-type: none"> • Mini-lessons, imbedded test prep, hands on lab experience.
<p>Social Studies</p>	<ul style="list-style-type: none"> • N/A
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • 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.
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> • Push-in and Pull-out Services as needed throughout the school year.
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • Push-in and Pull-out Services as needed throughout the school year.
<p>At-risk Health-related Services</p>	<ul style="list-style-type: none"> • Push-in and Pull-out Services as needed throughout the school year, provided by our full time school nurse. Asthma and obesity related instruction for “at risk” student population.

P.S. 49 The Willis Avenue School

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

Laura B. Galloway Principal

Josette Weeks
Assistant Principal

Dr.Phil Caraher
Assistant Principal

Kevin Burke
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.

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

Signature of P.S. 49X Parents Association President _____

PS 49X School-Parent /Guardian Agreement

Topic	School Responsibilities	Parents’/Guardians’ Rights	Parents’/Guardians’ Responsibility	Student Responsibilities
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 frothier 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.

Topic	School Responsibilities	Parents'/Guardians' Rights	Parents'/Guardians' Responsibility	Student Responsibilities
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 to 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 de la Escuela en Acuerdo con el Padre/Guardián

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
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 l a 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.

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
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 tomarán 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

Este 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.

- **Our teachers are engaging in Professional Development around increasing differentiation in the classroom and developing academic rigor. This Professional Development will be ongoing throughout the school year. Most recently, teachers attended a Professional Development session on “Curriculum Alignment and Rigor to Meet the CCSS” offered by the Office of ELL’s. This workshop was designed to help the teachers develop integrated bi-literate curriculum maps that meet NYS, CCLS and NLA standards. There will be additional offerings throughout the year. Our network is also offering a series of workshops. The first set will engage our teachers of ELL’s in “looking at student work”. The second set will engage our teachers of ELL’s in the inquiry process. This will equip the teachers with the “tools” to effectively utilize data to drive instruction to meet the differentiated needs of their students.**
- **“I-Ready”, an online assessment and instructional program has been purchased for all students in grades 2 – 5. This online diagnostic tool evaluates each student and prescribes differentiated instruction and practice in the area of ELA. It accommodates all students by allowing for multiple entry points. The program continually assesses and automatically makes adjustments to challenge or provide interventions based on student responses. It also provides teachers and administrators with reports that can be monitored and reviewed.**

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.**

Consistent with NCLB legislation, our Title I Funds are utilized to hire our Literacy Coach and our MST Coach. These staff members provide Professional Development to our teachers in the areas of literacy and the integration of technology to support literacy instruction. The focus of our Professional Development will be in the area of Literacy, particularly in writing, and aligning our school’s writing plan to address the Common Core State Standards. Teachers are constructively collaborating with coaches, administrators and network staff to develop and implement school wide writing units, across the grades, aligned to the CCSS. Examination of writing produced by the implementation of these units will provide the teachers opportunity to reflect and revise the units to ensure “best teaching practices.” Throughout the year, grade cohorts of teachers will meet to discuss the effectiveness of the writing plan and amend components to improve student outcomes leading to exemplary samples of student writing.

Our coaches also provide monthly parental workshops to enhance parent’s ability to support their children’s academic success at home. These workshops strengthen the home-school connection and provide for a positive partnership between the school and the home.

2. **Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.**

Instructional support is provided through the following ongoing Professional Development opportunities and activities. Specifically:

- **Inter - visitations to teachers who have been identified as “effective”, based on class performance (within this school and in other schools). Teachers will inter-visit other teachers to view “Best Practices”.**
- **Consultation with Coaches, including modeling of lessons.**
- **Lunch and Learn Sessions are offered by coaches, AUSSIE Consultants, teachers and administrators addressing implementation of the CCSS.**
- **Inquiry Teams will focus on examining student work (utilizing newly developed, task specific rubrics), planning to address the needs of the students and identifying exemplars in writing.**
- **Study Groups led by an AUSSIE Consultant specializing in ELA supporting ELL students is offered to all teachers.**
- **Professional Development around increasing differentiation in the classroom and developing academic rigor. This Professional Development will be ongoing throughout the school year. Most recently, teachers attended a Professional Development session on “Curriculum Alignment**

and Rigor to Meet the CCSS” offered by the Office of ELL’s. This workshop was designed to help the teachers develop integrated bi-literate curriculum maps that meet NYS, CCLS and NLA standards. There will be additional offerings throughout the year. Our network is also offering a series of workshops. The first set will engage our teachers of ELL’s in “looking at student work”. The second set will engage our teachers of ELL’s in the inquiry process. This will equip the teachers with the “tools” to effectively utilize data to drive instruction to meet the differentiated needs of their students.

- Grade Conferences will provide opportunities for professional discussions around implementing the CCSS while looking at and analyzing student work.
 - Common planning time across grades and programs (Vertical and Horizontal), allow for the development of the school wide writing plan.
 - Network support is provided to all teachers to address and implement the CCSS.
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.

This information will be discussed during the Parent Association meeting held in December 2011 (Our “School Messenger” phone system will be used to remind the parents of this important meeting). Our accountability phase and interventions to address this phase will be explained to the parents. Translation will be available so all parents can understand what is being discussed. A time will be set aside for questions and answers so that any clarification of information can be addressed. Additionally, we will notify the entire community through the Parent Notification Letter. This letter will be distributed in English and Spanish to the entire school community. (Another School Messenger phone call will be made alerting parents to look for this important letter in student’s backpack.)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/Renardo Wright	District 07	Borough Bronx	School Number 049
School Name PS 49			

B. Language Allocation Policy Team Composition [i](#)

Principal Laura Galloway	Assistant Principal Josette Weeks
Coach Marlene Schacter	Coach Harnitha Hamilton
ESL Teacher Debra Colon / Angel Santiago	Guidance Counselor Lisa Zwerling
Teacher/Subject Area Daniel Berdugo/ 3rd Bilingual	Parent Michelle Lafontaine
Teacher/Subject Area Sonia Gonzalez/2nd Bilingual	Parent Coordinator Alexia Rodriguez
Related Service Provider Hanna Calderon / Speech	Other type here
Network Leader Renardo Wright	Other type here

C. Teacher Qualifications [i](#)

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	2	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	683	Total Number of ELLs	138	ELLs as share of total student population (%)	20.20%
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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. PS 49 is a Pre-K through Fifth grade school which provides Transitional Bilingual Education (TBE) and English as a Second Language (ESL) services to its ELL population. During registration, the pupil accounting secretary gives a packet to parents; the HLIS is included in the packet. A trained school staff member meets with parents to make an initial determination of a child's home language. If a language other than English is identified, the trained bilingual or ESL certified pedagogues conduct an informal oral interview with both student and parent in English or Spanish. If the parent does not speak English and their native language is not Spanish, the Office of Translation and Interpretation is contacted for assistance. The HLIS will then be completed by the parent with the assistance of the trained pedagogues to determine the student's home language. Once the school determines that a language other than English is spoken in the child's home, the child is administered the LAB-R within the first 10 days of enrollment to determine English proficiency. The Spanish LAB is administered if the student is determined eligible and the home language is Spanish. Both exams are hand scored so placement can be determined. Formal scores are shown in ATS at a later period. Students who score at the beginning, intermediate or advanced levels on the LAB-R, are placed in either a TBE or Freestanding ESL program based on parent choice.

All eligible ELLs who are identified in ATS (RLAT) are given the NYSELAT in the four modalities which are listening, speaking, reading and writing in the spring. This test is given annually until the student achieves proficiency in English. Our trained team of pedagogues reviews the scores when the NYSELAT results become available in ATS in August/September. Parents are notified with entitlement or non-entitlement letters and students are placed in the appropriate classrooms according to eligibility.

2. Parents of newly enrolled students receive entitlement or non-entitlement letters (based on LAB-R scores) within the first 10 days of enrollment. The parents of eligible students are invited to a parent orientation in which the 3 ELL program models (TBE, ESL and DL) are explained. Upon arrival, they sign in and receive an agenda. An orientation video provided by the NYC DOE which explains the three program models is shown in the parents' native language. After viewing the video, questions are answered and programs are discussed. Parents then complete the Parent Survey and program selection forms. Parent orientations are continuously offered throughout the year for all newly enrolled students. School personnel provides outreach for those parents who do not attend or complete the selection forms. Additional outreach is conducted during our annual parent orientations and during parent teacher conferences. We also follow up with phone calls and have the family worker conduct a home visit.

3. The certified ESL teachers are responsible for the distribution and collection of all entitlement letters, as well as, parent surveys and program selections forms. To ensure that all letters and forms are returned, the ESL teachers maintain records of letters sent out and returned. If forms are not returned, outreach is made through phone calls, parent teacher conferences or during grade orientations. Once returned, the forms are placed in a binder located in the ESL room. Consistent with the newly received guidelines, all eligibility results are entered into the ELPC screen on ATS.

4. Students are placed in the appropriate program within the first ten days of enrollment. Parents are informed of students eligibility and entitlement in the home language preference listed on the HLIS. Placement is determined by parent choice and program availability. Parents of eligible students are invited to attend the parent orientation where the Parent Orientation video is shown in the parent's native

language. If a child is eligible for testing and their home language is Spanish, they are placed in the TBE class until eligibility is determined. If the child is determined eligible but the parent chooses not to have the child placed in a TBE class, the child is placed in monolingual class and is provided with ESL services. Non-Spanish speaking ELLs are placed in monolingual classes and receive ESL services. If a non Spanish speaking parent is interested in TBE or Dual Language, the school provides information of where these programs are available. Information communicated to parents is provided in their native language. Translated materials provided by the Office of ELLs and services provided by the Translation and Interpretation Unit is used when needed.

The ESL teachers review NYSELAT scores once they become available. A continued entitlement letter will be given to each student who has not reached proficiency on the NYSELAT. The parents must sign and return the letter to the ESL department. The signed entitlement letter

will be kept on file in a binder in the ESL room. If a letter is not returned to the school, the ESL teachers will follow up with a phone call to advise the parents that their child continues to be entitled to ELL services. For those students who reach proficiency on the NYSELAT, a non-entitlement letter will be sent to parents. Students who transition to all English monolingual classes will continue to receive bilingual or ESL transitional support for two years.

5. After reviewing the Parent Survey and program selection forms over the last few years, we noted that there appears to be an equal number of parents requesting Bilingual or ESL programs. We will continue to review this data to ensure that parents program choices are being served.

6. The program models offered at the school are aligned with parental request. We will continue to monitor parent choice to ensure parent program choices are being met. Currently, P.S. 49 offers TBE and ESL programs which 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Push-In														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	16
SIFE	3	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	75	0	3	12						87
Dual Language										0
ESL	37		10	14		6				51
Total	112	0	13	26	0	6	0	0	0	138

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	19	14	15	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
TOTAL	19	14	15	14	14	11	0	87						

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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	
TOTAL	0										

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	5	5	11	5	8	11								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other		2		2	2									6
TOTAL	5	7	11	7	10	11	0	51						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The programs implemented at PS49 to serve our ELL population are Transitional Bilingual and Freestanding English as a Second language. Instruction in the TBE model is delivered in the native language so that students develop conceptual skills which can be transferred as they learn English. As per CR PART 154, students who are in the TBE program and are at the beginning and intermediate level receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL per week and 180 minutes of ELA. Depending on the proficiency levels of the class, time allotted to native language and English is as follows: Beginners receive 60 percent of their instruction in Spanish and 40 percent in English; Intermediate level students receive 50 percent Spanish and 50 percent English; students at the advanced level receive 25 percent Spanish and 75 percent English. Since classes are heterogeneously grouped, instruction is differentiated according to students English proficiency level. In the ESL programs, native language is supported through the use of native language books available in the school library and the ESL room.

Our school uses Pushin/Pullout model of instruction for our ESL program. Students at the beginning and intermediate levels will receive 360 minutes of ESL a week. Students with advance proficiency receive 180 minutes of instruction a week. The two certified ESL teachers either push- in or pull-out for 45 minute blocks. The ESL teacher and classroom teachers articulate in order to address students needs. The collaboration between the two teachers encompass the content to be covered in class and any ESL strategies that will facilitate student learning. Some these strategies are the following: scaffolding, TPR, songs and chants, repetition, graphic organizers, modeling,

A. Programming and Scheduling Information

interactive read aloud, retelling, sequencing, academic, language experience approach, accountable talk and the use of picture dictionaries.

Both the TBE and ESL programs use a heterogeneous model, which means that students are placed in classrooms of mixed proficiency levels. Instruction is differentiated since the levels of proficiency are mixed.

2. Our school is a Pre-K to Grade Five school. The organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. Our 2 ESL teachers work with the ELLs who are in monolingual classes. In compliance with CR PART 154, ELL students who are at a beginner or intermediate level receive 360 minutes of ESL services per week and those who are at the advanced level receive 180 minutes of ESL per week. 3. Students continue to receive ESL services until they attain proficiency in the English language. Instruction is differentiated based upon proficiency levels.

Consistent with CR PART 154 ESL, ELA, and NLA instructional minutes are as follows: at the beginning and intermediate levels students will receive 90 minutes of ESL per day. At the advanced level, students receive 45 minutes per day. For ELA instruction students at the intermediate level will receive either 45 minutes of ELA and 45 minutes of native language depending on their literacy level. Advanced students receive 90 minutes of ELA. Students at the beginning and intermediate level receive 90 minutes of NLA daily and advanced students receive 45 minutes of ELA daily.

In the ESL program, the certified ESL teachers provide 360 minutes of ESL per week if the student is at the beginner or intermediate level. If the student is advanced, then 180 minutes of ESL is provided per week. In order to provide the required minutes of ESL per week, the ESL teachers provide 45 or 90 minutes blocks of time and the teachers either push-in, pullout, or do a combination of both.

3 In the TBE program, the content areas such as math, science and Social Studies are delivered either in English or Spanish using either native language support or ESL strategies. The percentage of native language used varies according to the degrees of dominance. Translated versions of textbooks are available in science, social studies and math. Libraries are available in both English and Spanish. Additionally, we have available Hampton Brown's "Avenues" for grades K through 5. It is a content based program that incorporates both visual and audio learning. In order to make content comprehensible, our staff uses scaffolding strategies such as modeling where students are presented a task and with the teachers assistance are shown what is expected of them. Bridging, another scaffolding strategy where the teacher tries to make new content comprehensible by tapping student prior knowledge, is used to facilitate learning of the task at hand. Other scaffolding techniques such as contextualization, schema building, text re-presentation and the use of metacognition process are used as the needs arise.

Content areas are taught in English using ESL methodologies. In the ESL program, the teacher also 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. The language of instruction is simplified when necessary to facilitate content learning.

4. When students are enrolled in our school, their parents fill out the HILS to identify the child's home language. If the child is an eligible candidate for ELL services, he or she is administered the LAB/R. Furthermore, if the child's home language is Spanish and the child does not score above the LAB/R cut off score, then he or she is administered the Spanish LAB. The ELL students who are placed in bilingual classes are assessed through EL SOL, Estrellita, teacher observations and assessments. Eligible ELLs who are not Spanish speaking, are assessed through the use of non-verbal tasks, informal observations and review of student work. Spanish speaking ELLs have access to translated versions of the city and state assessments. In addition, all ELLs are entitled to use glossaries or a translator if the test translation is not available in their native language.

5. Consistent with our CEP, we are continuing to focus on differentiated instruction. Differentiation has been addressed at faculty conferences, during the weekly inquiry group grade meetings, and during lunch and learn meeting. We are deepening professional development through PD 360, an online program that gives teachers access to the experts in the field. It also provides access to their peers via online courses and demo lessons. We have additionally contracted a Supplemental Education Services (SES) contractor, One on One academic tutors to provide afterschool or one-on-one home tutoring. The program will begin December 5 and duration of the program will depend on the number of enrolled students. The target areas in this program will be reading and math and the program that will be used is called "Study Island". This program will run Monday through Thursday from 3:10 pm to 5:10 pm. Students will attend 2 of the 4 days a week on a rotating basis. Parents will also have the option of requesting one on one tutoring at home instead of attending afterschool at PS 49. This tutoring will be available 7 days a week for the same amount of hours as the inschool program. All PS 49 students will have access to the online version of "Study Island".

A. Programming and Scheduling Information

SIFE students will be invited to participate in ETS, AIS and the newcomers after school program. AIS is everyday from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 4 days, Monday through Thursday from 3:10 to 5:10 pm. The NYSESLAT Modality Report and teacher assessments will be used to diagnose the needs of students and to differentiate instruction.

The newcomers who have been in the US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. There will be an afterschool program for Newcomers slated to begin in November. The program supports differentiated instruction for the targeted group. English to a Beat is an ESL program which develops oral language, grammar, vocabulary and writing. This programs helps move students from learning language in literature to speaking and writing in everyday contexts. In addition, these students will be offered AIS and ETS. AIS takes place Monday through Friday from 2:20 to 3:00 pm and ETS takes place Monday through Wednesday from 8:02 am to 8:40 am. The newcomers who arrive in third grade or above are required to take the ELA after one year of enrollment. Besides the interventions mentioned above, students will receive small group and differentiated instruction to enhance academic language.

Students receiving service for 4 to 6 years will be offered AIS, ETS, and after school instruction. AIS is everyday from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 4 days, Monday through Thursday from 3:10 to 5:10 pm. To promote reading and writing skills during the AIS and ETS periods, programs such as, the "Sundance Comprehension Strategies Kit" and "Scholastic Reading Kits" will be used. Periodic assessments and NYSESLAT scores will be used to differentiate instruction for students with different proficiency levels.

Long term ELLs will continue to receive TBE or ESL services. They are offered AIS, ETS and afterschool services. AIS is everyday from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 4 days, Monday through Thursday from 3:10 to 5:10 pm. Assessments will be looked at to determined areas of need. We currently do not have long term ELLs.

Students with special needs are offered AIS, ETS and afterschool programs. AIS is everyday from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 4 days, Monday through Thursday from 3:10 to 5:10 pm. Students needs will be addressed through appropriate grouping and collaboration of classroom teacher, ESL teacher, and SETSS teachers.

6 Teachers of ELL-SWDS use similar techniques used with their monolingual counterparts. Teachers differentiate instruction and review student work and data. Specifically programs such as Write Source and Literacy Development assist students with grammar and Tier II vocabulary. The various online programs used in the classrooms are tailored so students can pace/track their programs in reading and math. The IEP teacher and bilingual speech and language teacher meet with the classroom teacher to address IEP goals and discuss

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	of students with special needs have a common preparation period once a week where they can discuss modifications made to the curriculum to address students needs. The IEP teacher reviews schedule flexibility with the classroom teacher. All programs, reading, writing, math, science and social studies have components which address the needs of ELL-SWDS.		
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs for ELLs in ELA, math and other content areas are SETSS, ESL, Extended Day (ETS), Academic Intervention Services (AIS), Occupational and Physical Therapy, Speech and Language, Guidance counseling, and afterschool. The language used for instruction or services is English and/or Spanish as needed. Consistent with special education guidelines, our evaluations and parent meetings are conducted in a non-discriminatory manner, in both English and Spanish for our students with special needs. Teachers differentiate instruction for all students, including ELLs, according to their needs. Programs such as "Voices" allow for ESL strategies to be used. They focus on the academic, social and emotional development of students. The "Sundance Comprehension Strategies Kit" and the "Scholastic Reading Strategy Kit" are intervention programs used which cover a wide range of strategies. They also allow for differentiation since they accommodate different reading levels. Within the academic content areas, Everyday Math and Harcourt Science have ESL components available which allow for differentiated instruction. Remedial materials, such as Math Steps, are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet NYS state standards, in reading, math, science and social studies. Vocabulary Workshop and Write Source skill books are used and support writing and vocabulary. Empire State NYSELAT is a program our school uses to support ELLs in the modalities of listening, speaking, reading and writing.

9. ELL students who reach proficiency on the NYSESLAT continue to receive transitional support in their classrooms for up to 2 years. These students are still entitled to NYS/NYC ELL testing accommodations which are receiving time and a half and having listening passages read 3 times. They are offered AIS, ETS and are invited to the afterschool program. AIS is offered daily from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 3 days, Tuesday through Thursday from 3:00 to 5:00 pm.

10. This year, in order to align with the common core standards and address writing, P.S. 49 is using a writing curriculum map for grades K-5. To address alignment and strengthen reading, the K through 2 bilingual classes, will be using the Estrellita program. It is a phonics program for Spanish speakers in grades K through 2 in the TBE classes. Estrellita is an accelerated, systematic, Spanish reading program which encompasses instruction in explicit phonemic awareness, phonics and fluency. The program provides scaffolded layers of support and differentiated instruction.

11. Achieve 3000 and READ 44 are two programs used by ELLs which will be discontinued this year. Other existing programs in our school already integrate the skills covered in these two programs.

12. All ELLs have equal access to all school programs and supplemental services offered in the building. All ELLs are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. They are also eligible for AIS and ETS. Parents are made of program availability through translated letters, parent workshops and meeting where translators are available and through phone calls.

13. In order to support our ELLs and increase both academic rigor and discourse, PS 49 utilizes instructional materials which promote the reading, writing, speaking and listening development. All classrooms have smartboards, computers or have access to our laptop carts which can be moved from room to room. In addition, the social studies and science programs contain materials which support content based ESL instruction. Additionally, the ESL teachers have programs such as Leap Pad, Leap Pen, RAZ-Kids and Reading A to Z which support literacy and writing.

B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs for ELLs in ELA, math and other content areas are SETSS, ESL, Extended Day (ETS), Academic Intervention Services (AIS), Occupational and Physical Therapy, Speech and Language, Guidance counseling, and afterschool. The language used for instruction or services is English and/or Spanish as needed. Consistent with special education guidelines, our evaluations and parent meetings are conducted in a non-discriminatory manner, in both English and Spanish for our students with special needs. Teachers differentiate instruction for all students, including ELLs, according to their needs. Programs such as "Voices" allow for ESL strategies to be used. They focus on the academic, social and emotional development of students. The "Sundance Comprehension Strategies Kit" and the "Scholastic Reading Strategy Kit" are intervention programs used which cover a wide range of strategies. They also allow for differentiation since they accommodate different reading levels. Within the academic content areas, Everyday Math and Harcourt Science have ESL components available which allow for differentiated instruction. Remedial materials, such as Math Steps, are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet NYS state standards, in reading, math, science and social studies. Vocabulary Workshop and Write Source skill books are used and support writing and vocabulary. Empire State NYSELAT is a program our school uses to support ELLs in the modalities of listening, speaking, reading and writing.

9. ELL students who reach proficiency on the NYSESLAT continue to receive transitional support in their classrooms for up to 2 years. These students are still entitled to NYS/NYC ELL testing accommodations which are receiving time and a half and having listening passages read 3 times. They are offered AIS, ETS and are invited to the afterschool program. AIS is offered daily from 2:20 pm to 3:00 pm. Extended day (ETS) is 3 days, Monday through Wednesday from 8:02 am to 8:40 am. Afterschool is 3 days, Tuesday through Thursday from 3:00 to 5:00 pm.

10. This year, in order to align with the common core standards and address writing, P.S. 49 is using a writing curriculum map for grades K-5. To address alignment and strengthen reading, the K through 2 bilingual classes, will be using the Estrellita program. It is a phonics program for Spanish speakers in grades K through 2 in the TBE classes. Estrellita is an accelerated, systematic, Spanish reading program which encompasses instruction in explicit phonemic awareness, phonics and fluency. The program provides scaffolded layers of support and differentiated instruction.

11. Achieve 3000 and READ 44 are two programs used by ELLs which will be discontinued this year. Other existing programs in our school already integrate the skills covered in these two programs.

12. All ELLs have equal access to all school programs and supplemental services offered in the building. All ELLs are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. They are also eligible for AIS and ETS. Parents are made of program availability through translated letters, parent workshops and meeting where translators are available and through phone calls.

13. In order to support our ELLs and increase both academic rigor and discourse, PS 49 utilizes instructional materials which promote the reading, writing, speaking and listening development. All classrooms have smartboards, computers or have access to our laptop carts which can be moved from room to room. In addition, the social studies and science programs contain materials which support content based ESL instruction. Additionally, the ESL teachers have programs such as Leap Pad, Leap Pen, RAZ-Kids and Reading A to Z which support literacy and writing.

14. Native language is supported in the TBE and ESL programs through the use of native language libraries within the bilingual

B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs for ELLs in ELA, math and other content areas are SETSS, ESL, Extended Day (ETS), Academic Intervention Services (AIS), Occupational and Physical Therapy, Speech and Language, Guidance counseling, and afterschool. The language used for instruction or services is English and/or Spanish as needed. Consistent with special education guidelines, our evaluations and parent meetings are conducted in a non-discriminatory manner, in both English and Spanish for our students with special needs. Teachers differentiate instruction for all students, including ELLs, according to their needs. Programs such as "Voices" allow for ESL strategies to be used. They focus on the academic, social and emotional development of students. The "Sundance Comprehension Strategies Kit" and the "Scholastic Reading Strategy Kit" are intervention programs used which cover a wide range of strategies. They also allow for differentiation since they accommodate different reading levels. Within the academic content areas, Everyday Math and Harcourt Science have ESL components available which allow for differentiated instruction. Remedial materials, such as Math Steps, are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet NYS state standards, in reading, math, science and social studies. Vocabulary Workshop and Write Source skill books are used and support writing and vocabulary. Empire State NYSELAT is a program our school uses to support ELLs in the modalities of listening, speaking, reading and writing.

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10. This year, in order to align with the common core standards and address writing, P.S. 49 is using a writing curriculum map for grades K-5. To address alignment and strengthen reading, the K through 2 bilingual classes, will be using the Estrellita program. It is a phonics program for Spanish speakers in grades K through 2 in the TBE classes. Estrellita is an accelerated, systematic, Spanish reading program which encompasses instruction in explicit phonemic awareness, phonics and fluency. The program provides scaffolded layers of support and differentiated instruction.

11. Achieve 3000 and READ 44 are two programs used by ELLs which will be discontinued this year. Other existing programs in our school already integrate the skills covered in these two programs.

12. All ELLs have equal access to all school programs and supplemental services offered in the building. All ELLs are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. They are also eligible for AIS and ETS. Parents are made of program availability through translated letters, parent workshops and meeting where translators are available and through phone calls.

13. In order to support our ELLs and increase both academic rigor and discourse, PS 49 utilizes instructional materials which promote the reading, writing, speaking and listening development. All classrooms have smartboards, computers or have access to our laptop carts which can be moved from room to room. In addition, the social studies and science programs contain materials which support content based ESL instruction. Additionally, the ESL teachers have programs such as Leap Pad, Leap Pen, RAZ-Kids and Reading A to Z which support literacy and writing.

14. Native language is supported in the TBE and ESL programs through 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

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

	Beginning	Intermediate	Advanced
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)?		
N/A			

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

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.		
1.	<p>Professional development is provided to all school personnel. The workshops are differentiated based on experience and need. The entire school has been trained on the use of PD 360, an online professional development program that provide access to experts in the field of education. Pd 360 enables teachers to tailor their own professional development and gives them access to professional learning communities. Additionally, the school has secured the services of an ELL literacy consultant to help teachers expand their teaching repoitore with respect to ELLs. 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 informed of schedules of webinars and Lunch and Learns. Staff is encouraged to participate in the webinars that meet the needs of their students. The content of these Professional Development days is turn-keyed to staff working with ELLs. Furthermore, there are plans to provide study groups as well as professional development sessions during and after school hours. At the present time, all teachers including bilingual teachers , share a common preparation period to discuss "best practices" with their grades and within their disciplines, including bilingual. School staff will continue to be offered the opportunity to attend future Professional Development days sponsored by our network and OELL.</p> <p>Below is a tentative P.D. calendar:</p> <p>October 2011--June 2012----- Meetings with Bilingual Teachers (K-5 Teachers)</p> <p>September and October 2011----- Estrellita Workshop (Grades 2--5 Teachers)</p> <p>September--June 2012----Monthly Meetings for Bilingual/ESL Coordinator</p> <p>December 2011---June 2012-----Technical Assistance Classroom Visits and Workshops with AUSSIE Consultant (All Bilingual and ESL Staff)</p> <p>November 2011--June 2012-----TBD-Workshops offered by OELL</p>		
2.	<p>For students who are transitioning from elementary to middle school, our 5th grade classroom teachers receive targeted professional development in literacy especially writing skills, and other organizational skills which help prepare our students. Guidance counselors hold meetings with parents, parent coordianators, students and teachers to provided assitance with the selection of middle schools. In addition, middle schools either hold presentations within our school or our students visit middle schools for open houses. Translation services are offered to our ELL parents via the parent coordinator, bilingual teachers, ESL teachers and when necessary through the Translation and Interpretation unit of the NYC DOE.</p>		
3.	<p>The minimum 7.5 hours of ELL training is given for all staff as needed. All teachers receive instuctional support in ESL methodology. This support is provided through Ell workshops, webinars, Lunch and Learns, and through teacher collaboration with the ESL specialists. Attendance and agendas are maintain.</p>		

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How much of the instructional day are EPs and ELLs integrated? 50%	

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 parents of ELLs. The PS 49 Parent Association is the main source of support. The Parent Association meets with parents on a monthly basis to discuss and to inform them about topics of importance in the academic development of our students. The 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 are some of the topics presented to our parents. Parents have access to SESIS and the ARIS parent link. Furthermore, the Parent Association sends an English and Spanish newsletter and calendar home on a quarterly or monthly basis which informs the parents of upcoming events (e.g. workshops, parent teas, and informational sessions). For the 201-2012 school year, our parent workshops will be held monthly with a focus on math, science, ELA and technology. We have begun an initiative called "Family Friday"; through this initiative, parents are invited into the classroom to participate in their child's education and observe professional practice.

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4. The family association has committees that will address the needs of parents to foster parental involvement throughout the year. The following are some activities that address the needs of parents:

- * Workshops that promote understanding of parents with respect to common core standards.
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B. Programming and Scheduling Information--Continued

8. 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.
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Additional Information

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

Paste additional information here

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?
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D. Professional Development and Support for School Staff

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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.

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November 2011--June 2012-----TBD-Workshops offered by OELL

2 For students who are transitioning from elementary to middle school, our 5th grade classroom teachers receive targeted professional development in literacy especially writing skills, and other organizational skills which help prepare our students. Guidance counselors hold meetings with parents, parent coordianators, students and teachers to provided assitance with the selection of middle schools. In addition, middle schools either hold presentations within our school or our students visit middle schools for open houses. Translation services are offered to our ELL parents via the parent coordinator, bilingual teachers, ESL teachers and when necessary through the Translation and Interpretation unit of the NYC DOE.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	5	5	4	5	5								38

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		12	6	11	6	3								38
Advanced (A)	10	4	15	6	13	14								62
Total	24	21	26	21	24	22	0	0	0	0	0	0	0	138

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	0	0	1	1							
	I		7	3	2	3	1							
	A		7	13	13	8	10							
	P		4	5	10	8	7							
READING/ WRITING	B		4	2	3	2	1							
	I		9	2	12	5	3							
	A		5	11	10	12	12							
	P		2	6	0	1	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	6	6	5		17
5	3	10	5		18
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			1	1					2
4	3	3	11	2	7				26
5	1		5		6	2	2	3	19
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			1		9	2	4	1	17
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	2	12	17				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS 49</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Galloway	Principal		1/1/01
Josette Weeks	Assistant Principal		1/1/01
Alexia Rodriguez	Parent Coordinator		1/1/01
Debra Colon / Angel Santiago	ESL Teacher		1/1/01
Michelle Lafontaine	Parent		1/1/01
Daniel Berdugo	Teacher/Subject Area		1/1/01
Sonia Gonzalez	Teacher/Subject Area		1/1/01
Marlene Schacter	Coach		1/1/01
Harnitha Hamilton	Coach		1/1/01
Lisa Zwerling	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X049 **School Name:** P.S. 49X - The Willis Avenue School

Cluster: Chris Groll **Network:** 402

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

Part A: Needs Assessment Findings

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

A yearly assessment of written translation and oral interpretation needs is 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
- Daily Attendance Phone Calls
- Schoolwide Phone Messages/Announcements

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. All Schoolwide phone messages, including daily attendance calls are made via "School Messenger" and are sent in the Home Language, as indicated in A.T.S.

Part B: Strategies and Activities

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

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 (Parent Coordinator, Family Worker, School Aides and Teachers) and parent volunteers will provide these 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. Our "School Messenger System", utilized for schoolwide announcements, reminders and daily attendance calls provide messages in the Home Language as recorded in A.T.S. Additionally, we use school staff and 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 49X - Willis Avenue	DBN: 07X049
Cluster Leader: Chris Groll	Network Leader: Renardo Wright
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: A New Comer Afterschool Program – to support acculturation into an English Language school system will be conducted 2 times a week (1 1/2 hours each session). Newcomer students (Beginning proficiency level) from grades K -5 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 (such as "English to a Beat and Rosetta Stone"). 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 to facilitate English language acquisition.

Targeted beginning date for program is December 12, 2011. Ending date will be March 29, 2012. A licensed bilingual teacher and an ESL teacher will be hired to teach these 2 classes. One class will have grades K, 1st and 2nd grade students. This class will be held on Monday and Tuesday, for a total of three hours a week for 17 weeks. The second class will have 3rd, 4th and 5th grade students. This class will be held on Wednesday and Thursday, for a total of three hours a week for 17 weeks. Class size will not exceed 15 students.

Part C: Professional Development

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

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

Begin description here: During the 2011-2012 schoolyear, 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".

Part C: Professional Development

- 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 2011-2012 school year. Teachers participating in this Professional Development will explore, discuss and implement these best practices which will positively impact their instructional practices so they can deliver more effective instruction to our ELL students. During one particular study group, participants will read “Working With English Language Learners...Answers to Teachers Top Ten Questions” by Stephen Cary. By reading this book together, participating teachers will be encouraged to network and discuss practical teaching strategies that will positively impact ELL students. This study group will be lead by the AUSSIE Consultant.

Part D: Parental Engagement Activities

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

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

Begin description here: On a monthly basis, parents will be invited to attend workshops designed to increase awareness of all curriculum areas. A minimum of 3 workshops will be offered per month. The workshops will be held during the school day and will be designed to provide parents with "hands-on" experiences that they can then utilize at home with their children. Subject areas covered will be mathematics, English Language Arts (Reading and Writing), Science and Social Studies. Workshops will be offered by classroom teachers, Instructional Coaches and ESL Teachers. Parents will be notified by flyers (written in English and native language) and the School Messenger Phone System (message will be spoken in English and native language). The Parent Coordinator (or another staff member if the PC in absent) will provide translation during the Parent Workshops.

Part E: Budget

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

Allocation Amount: \$16884

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$16884

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		