



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):
24Q049

PRINCIPAL: ANTHONY LOMBARDI

EMAIL: ALOMBAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MADELENE CHAN

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
Anthony Lombardi	*Principal or Designee	
Marion Osojnak	*UFT Chapter Leader or Designee	
Alicia Vaichunas	*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	
Christina Dukagjini	Member/Teacher	
Linda McFarland	Member/Teacher	
Jeanette Morscher	Member/Teacher	
Marisa Rahaman	Member/Teacher	
Richard Hallenbeck	Member/IA Assistant Principal	
Joann Tabeek	Member/Parent	
Donna Murphy	Member/Parent Coordinator	
Carl Chiamonte	Member/Parent	

Leticia Pastore	Member/Parent	
J. T. Lydon	Member/Parent	
Sheila O'Driscoll	Member/Parent	
Pamela O'Hara	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 Technology

100% of teachers will use technology to support instruction and to increase student/parent engagement as reflected by unit plans, homework assignments posted on the school webpage and parent/student log in to the online grading system.

Comprehensive needs assessment

Research shows that increased parental involvement improves student performance in all areas of academics. Therefore, we will use technology to coordinate classroom assessments, computer assisted instruction, communication of units of study to parents and immediate notification to parents about student progress.

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,
On line grading system, teacher created instructional support videos posted to school website, teacher iPads used to record student/teacher conferences in reading and writing, interactive school website with units of study available for math, ELA, science and social studies, 2 class sets of student iPads used for ELA, math and social studies. Interactive SMARTBOARDS will be installed in classrooms for use with daily instruction in math.
 - b) key personnel and other resources used to implement these strategies/activities,
Teachers will be supported in the above technology initiatives by Carmela DiMario, Technology Coordinator, Christian Llerena, CUNY Intern, Donna Murphy, Parent Coordinator, Richard Hallenbeck, IA Assistant Principal and Ken Spector, Teacher.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teacher teams will work with key personnel to implement technology initiatives and to receive professional development as needed.
 - d) timeline for implementation.
September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We are developing an interactive web page where parents/students can view units of study in ELA, math, science and social studies, view instructional videos for math and receive immediate notification of student progress.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have allocated \$37,000 from the budget to pay for technology purchases.

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 Mathematics

100% of teachers who teach mathematics will develop and revise a minimum of 2 units of study to support rigorous curriculum and alignment to the Common Core Standards in mathematics.

Comprehensive needs assessment

In NY State, effective 2012-13, assessments are changing to meet the Common Core Learning Standards. Therefore, existing curriculum needs to be revised or created to meet the needs of this transition.

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,
We will be using principles of backward design from the text, Understanding By Design (UbD) created by Grant Wiggins and Jay McTighe as published in the Association for Supervision and Curriculum Development.
 - b) key personnel and other resources used to implement these strategies/activities,
Richard Hallenbeck, IA Assistant Principal and Eric Siegel, Consultant, will support math teachers in designing units of study according to UbD principles.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will be provided with professional development where they will design pre and post assessments in collaboration with their colleagues, Mr. Hallenbeck and Mr. Siegel. These assessments will be reviewed by the principal and/or assistant principal and revisions will be made by the teacher teams as necessary.
 - d) timeline for implementation.
September 2012 to June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Units of study will be posted on the website by grade and parent workshops will be conducted throughout the year. Our first workshop was held before a PTA meeting on November 28, 2012.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have allocated \$58,750 to pay for AUSSIE staff developer. Also dedicated money from tax levy funds to have professional development days with grade teachers and/or math department.

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 ELA

100% of teachers who teach ELA will develop and revise a minimum of 2 units of study to support rigorous curriculum and alignment to the Common Core Standards in ELA.

Comprehensive needs assessment

In NY State, effective 2012-13, assessments are changing to meet the Common Core Learning Standards. Therefore, existing curriculum needs to be revised or created to meet the needs of this transition.

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,
Teachers are using Appendix B of the Common Core Learning Standards for ELA and The NYS Educator Guide to the 2013 Common Core ELA Test.
 - b) key personnel and other resources used to implement these strategies/activities,
Mary Shannon, Curriculum Support Specialist and Katie Cunningham, LitLife Consultant will support teachers in creating, revising and aligning units of study to the Common Core Standards.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
Teacher teams work in collaboration with Mary Shannon and Katie Cunningham to develop and revise curriculum to align to the Common Core Standards in ELA.
 - d) timeline for implementation
September 2012 to June 2013. .

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be held after school to educate the parents on the 2013 ELA State Assessment and on determining a child's independent reading level and the use of running records.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have allocated \$30,000 to pay for LitLife staff developer. Also dedicated money from tax levy funds to have professional development days with grade teachers and/or literacy department.

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.

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.

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) key personnel 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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

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

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.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • iStation-computer assisted program • Guided reading • 0 period for middle school students • After school classes for 1, 2 & 4th grade • Saturday classes for grades 3-8 	<ul style="list-style-type: none"> • Small group • Whole class 	<ul style="list-style-type: none"> • During literacy block • Before and after school • Saturday
Mathematics	<ul style="list-style-type: none"> • 0 period for middle school students • Saturday classes for grades 3-8 • Small group work based on ECAM results 	<ul style="list-style-type: none"> • Small group • Whole class 	<ul style="list-style-type: none"> • During math block • Before and after school • Saturday
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	n/a	n/a	n/a

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Fortunately, I have a high number of resumes as well as potential Open Market transfer candidates who have submitted intentions for employment. These candidates all were either subject specific for the middle school or certified in elementary education, special education or ESL.

Professional development is an ongoing practice at the school site. There has been ongoing professional development in math, social studies and literacy. We are still in the process of developing a science professional development forum. All consultants and in house professional development are aligned with developing units of study which align to the Common Core Standards. The school uses the work of Wiggins and McTighe to support the development of essential and focused questions. Teachers then work on grade to develop individual goals, methodology, materials, etc., for individual lessons. All grades work collaboratively to develop appropriate assessments at the end of each unit.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN406	District 24	Borough Queens	School Number 49
School Name Dorothy Bonawit Kole			

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

Principal Anthony Lombardi	Assistant Principal N/A
Coach Mary Shannon	Coach type here
ESL Teacher Magdalena Kubiak	Guidance Counselor Laura Boyd
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Donna Jean Murphy
Related Service Provider Erica Levine-Irigoyen	Other Nancy Gluck Psychologist
Network Leader Sandra Litrico	Other D. Avallaneda Social Worker

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	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	1060	Total Number of ELLs	45	ELLs as share of total student population (%)	4.25%
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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. 

Paste response to questions 1-6 here

ELL Identification Process:

1. Initial Assessment

When new students enroll at PS/IS 49 the identification process begins with an informal interview with the family. During the intake process, ESL teacher's job is to gather information about the child. When the ESL teacher is not available, there are alternate staff members who are trained to assist with this process. Oral interview in the native language with a parent and a student is conducted. We explain the HLIS form to parents and discuss its purpose: to obtain information that will help us best meet the needs of their child. The translation unit is contacted for assistance with translation when necessary. ESL Teacher assesses the HLIS and determines the home language of the child.

Once we determine that the student's dominate language is a language other than English, the ESL Teacher administers the LAB-R within 10 days of the admission date. Raw scores are calculated by hand, copies of LAB-R answer sheets are made and filed with the ESL teacher. Raw scores help us determine entitlement status of each student. Students who fall within the range of Beginner, Intermediate, or Advanced levels are then placed in an appropriate language program. The scores are then submitted to the Borough Assessment Office.

Spanish LAB-R is administered to eligible ELLS whose home language has been determined to be Spanish. Those documents are also hand scored and copies of answer documents are made and kept on file with the ESL Teacher. The documents are then delivered to the BAO. The data from Spanish LAB-R is valuable because it helps us utilize the literacy skills children possess in their native language and transfer them and develop English fluency and literacy.

The school then sends invitation to parents regarding parent orientation meeting. Placement of students is a partnership between school and parents. Parents have the right to choose a placement for their child. Thus, we hold a parent orientation meeting. In order to annually evaluate ELLs using the New York State English Language Achievement Test (NYSESLAT) and to ensure that all students take NYSESLAT all the necessary reports are printed and reviewed before the exam: RLER, (NYSESLAT and LAB-R reports: all students entitled to take NYSESLAT and all students eligible for LAB-R).

2. The following are the structures that are in place at our school to ensure that parents understand all three programs:

School sends an invitation home in student's home language. The meeting is held by a trained pedagogue: usually the ESL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the three program choices provided by the Department of Education: Dual Language, freestanding ESL, and Transitional Bilingual

Education. An agenda and a sign in sheet (in English and in parents' native languages) are distributed to the parents and are thereafter kept on file. The agenda included the following items: sign in, welcome (purpose of orientation), CR Part 154 and Title III, questions, orientation videos, questions, parent surveys/ program selection forms, tips for parents, resources for parents.

The video detailing the three programs choices is shown to the parents. We have laptops with headphones ready so that the parents can watch the video in their native languages. We also give out the pamphlets in their native languages about the three programs.

Before viewing the video we provide an overview of the three program choices. We have translators available during the orientation.

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. We feel the Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs.

Once students are enrolled in the ESL program, they are required to take the NYSESLAT to track their progress as an English Language Learner. All students who fall into the category of Beginner, Intermediate and Advanced Language Learners take this exam annually in the spring. We use the ATS document-RLER to account for all students who are eligible to take this exam. The data from this exam provides insight into the students' strengths and weaknesses among the modalities of language and gives a baseline of what kinds of instruction the student needs in order to achieve proficiency in English.

All ELLs are placed in the parents program of choice within 10 days of enrollment. Additionally, starting this year the ELL Parent Choice Update (ELPC) was created in ATS for schools to record ELL program parent choice for all new admits with a home language other than English. Therefore, we recorded ELL parent choices within 10 days of enrollment on ELPC and we will continue to record all new admits with a home language other than English throughout the school year. If a family requests a bilingual program in a language your school does not offer, the students will be admitted to ESL program and we will contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov. to alert them about the request.

For the parents who have previously chosen TBE/DL program, the parents will be informed if this program becomes available in our school in a timely manner. We will send letters home in their native languages offering parents this option.

3. The 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)

When parents first enroll their child in our schools, it is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. After the ESL teacher identifies ELL students (HLIS, interview, LAB-R, Spanish Lab-R) the ESL teacher stays in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the

parent's program choice for their child. For students who scored below proficiency on the LAB-R, the ESL teacher sends out Entitlement Letters home in the native languages of the parents. For students who scored at or above proficiency on the LAB-R, the ESL teacher sends out Non Entitlement Letters in the native languages of the parents. For students who scored below proficiency on the NYSESLAT, the ESL teacher sends Continued Entitlement Letters in the native languages of the parents. In addition, this year the ESL teacher sent out NYSESLAT reports to the parents of these students. For students who scored at or above proficiency on the NYSESLAT, the ESL sends out Non Entitlement/Transition Letters in the native languages of the parents, together with NYSESLAT reports.

The ESL teacher provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, the ESL teacher sends letters to the parents in a timely manner in order to get their input. Parents' choice, coupled with program availability, determines program placement for ELLs. Because ELL parents often speak a language other than English, we use the translated Departmental materials (brochures, DVDs, DOE website with the video) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The ESL teacher holds informational and question-and-answer sessions at the beginning of the year and throughout the year in a number of ways, including one-on-one meetings, phone conversations, and through informational packets.

Once the ESL teacher received parent survey and program selection forms, she reviews them and places ELLs in the programs of parents' choice. Thereafter, the ESL teacher sends out Placements letters in the parents' home languages.

The ESL teacher uses parent information, entitlements letters, non entitlement letters, continued entitlement letters, as well as properly maintains and stores them in her room to ensure that parent choices are honored. Thereafter, she follows the mandates of providing a parent orientation. In order to maximize parent choice, the ESL teacher continuously monitors parents choice trends. Also, parent choice information is shared at each school's annual language allocation policy, as parent demand dictates what ELL programs schools should provide. Parent coordinator, as well as other designated school personnel are able to access these forms throughout the year.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs:

If a student is determined to be an ELL parents may opt for one of the three educational programs: Transitional Bilingual Education, Dual Language Program, or Freestanding ESL Program.

One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and the Native Language arts promoting proficiency in the native language. The idea is that the students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ration of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when number increase. We monitor the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, bi-literate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated and students are being encouraged to use their languages when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models in a freestanding ESL: pull-out, push-in and self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes.

Once the ESL teacher received and reviewed parent survey and program selection forms, she places ELLs in the programs of parents' choice. Thereafter, the ESL teacher sends out Placements letters in the parents' home languages.

The ESL teacher uses parent information, entitlements letters, non entitlement letters, continued entitlement letters, as well as properly maintains and stores them in her room to ensure that parent choices are honored. Thereafter, she follows the mandates of providing a parent orientation. In order to maximize parent choice, the ESL teacher continuously monitors parents' choice trends. Also, parent choice information is shared at each school's annual language allocation policy, as parent demand dictates what ELL programs schools should provide. Parent coordinator, as well as other designated school personnel are able to access these forms throughout the year.

5. After reviewing the Parent Survey and Program Selection forms the following is the trend in program choices that parents have requested:

We reviewed the Parent Surveys and Program Selection forms and for the past three years the parents have requested Freestanding ESL for their children. The program model offered at our school is aligned with parents' requests.

During our parent orientation this year (2011-2012), all parents selected Freestanding ESL as their first option (14 parents). However, we will continue to monitor ESL students' parent selection forms and trends as the school year progresses. Should there be 15 or more students in consecutive grade levels that request a bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at PS/IS 49Q. Therefore, at this time there is insufficient number of students to create a bilingual class. As a result, we only offer a Freestanding ESL program for the 2011-2012 school year.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignments between parent choice and program offerings? Describe specific steps underway.

We reviewed the Parent Surveys and Program Selection forms and for the past three years the parents have requested Freestanding ESL for their children. The program model offered at our school is aligned with parents' requests.

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	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										0
Dual Language										0
ESL	41	0	5	4	0	2	0	0	0	45
Total	41	0	5	4	0	2	0	0	0	45

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	3	1	0	1	3	1					13
Chinese	1	1	0	4	1	1	0	1	0					9
Russian	4	2	0	4	1	1	3	1	2					18
Bengali	0	0	0	0	2	0	0	0	0					2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish						1								1

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
Albanian														0
Other					1									1
TOTAL	7	4	1	11	7	3	4	5	3	0	0	0	0	45

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?

Paste response to questions 1-7 here

1. At PS/IS 49 we follow a pull-out and adhere to all CR Part 154 mandates. ELLs spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction. The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K-2, 3-4, and 5-8) and are of mixed proficiency levels. ESL teacher plans carefully with general education teachers to ensure curricular alignment. We only have a few ESL students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. The number of instructional minutes students receive is calculated based on their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL instruction.

There are 45 students receiving ESL services ranging from Kindergarten to 8th grade. The breakdown is as follows; Kindergarten – 7 students, First Grade – 4 students, Second Grade – 1 student, Third Grade – 11 students, Fourth Grade – 7 students, Fifth Grade – 3 students, Sixth Grade- 4 students, Seventh Grade – 5 and Eighth Grade- 3 students . The largest language group among the ELLs is the Russian/Uzbek speaking group (19), followed by Spanish (13), Russian (9), Bengali (2), Pilipino (1), Korean (1), and Polish (1). Our English Language Learners make up approximately 4.25% of our total school population.

A. Programming and Scheduling Information

2. Based upon our ELL population, the needs of our 45 students are addressed through a pull-out program serviced by a fully certified ESL teacher. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ESL strategies and techniques to develop their academic language. The Teacher's College Reading and Writing Program incorporates the state standards speaking, listening, reading and writing.

The teacher pulls out students from grade kindergarten, one and two and then from grades three and four, and five through eight. With these two groups of students (grades K-2, 3-4 and grades 5 – 8), the teacher utilizes a balanced literacy approach again applying ESL strategies to develop academic language through the four modalities. The ESL teacher is involved in the same staff development as all grade teachers and has the opportunity to review plans and expectations with the literacy staff developers in early childhood and grades 5-8.

As per CR-Part 154 Regulations, ELL students who are at the beginning and intermediate levels receive 360 minutes of ESL instruction per week while the advanced students receive only 180 minutes of ESL instruction. The latter group then receives 180 minutes of ELA per week from their classroom teacher. The ESL teacher differentiates instruction to meet the needs of the students' English Language Proficiency Level as determined by the NYSESLAT and LAB-R. Student data is carefully analyzed and instruction is designed to meet individual needs in the development of both content and academic language. The teacher maintains an appropriate classroom environment consistent with Teachers College's Reading/Writing Project. Instruction reflects the NYS ESL standards and Common Core Standards. Our ESL program focuses on literacy using scaffolding strategies to enhance the success of our students as they prepare for the NYSESLAT as well as the NYC and State standardized tests, ESL listening and speaking skills and reading and writing connections for ELLs. In addition to professional development provided by Columbia University, we utilize strategies in Pauline Gibbons' book, *Learning to Learn in a Second Language* as well as the New York State ESL Resource Guide. Classroom libraries in the ESL room meet the needs of beginning, intermediate and advanced students. Ongoing teacher assessment as evidenced through individual writing portfolios, as well as ELL periodic assessments and the NYSESLAT's scores determine the focus of our instruction. We hope to include technology to also enhance and develop academic language. Music, art and literature also support the development of academic language through ESL strategies.

The ESL program is consistent with the mandated balanced literacy program. Students receive two periods of ESL instruction per day, which is parallel to the one hundred minute literacy in general education. The advanced students, in addition to the 4 periods of ESL instruction per week, receive an additional 11 periods in balanced literacy. Native language is supported by grouping ELL with the buddies, providing glossaries to students in content area subjects (social studies, science and math), word to word dictionaries, native language materials, multicultural books, utilizing the help of other teachers and paraprofessionals speaking home language of ELLs and providing them with support in terms of conversations about school life and homework.

All mandated ELL students have also been involved in the 37.5 minute extended day session to further enhance language proficiency. The students who have the least language proficiency are supported by the ESL teacher.

3. Content lessons are based on grade-level curriculum and language instruction is centered around the linguistic demands/ functions of a topic. We use data from the NYSESLAT, LAB-R, ELA, Math, ARIS, ACUITY, Periodic Assessment, I-Station and ECLAS (lower grades) as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often, we look at these assessments to create goals, in all areas of language development, for our ESL students. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. See below for content area programs/ lessons and differentiation below- 5b.

4. In order to ensure that ELLs are appropriately evaluated in their native languages we follow the following procedures. When Lab-R is administered to eligible students and the results are hand scored, we identify ELL students who are not proficient in English and we administer Spanish Lab-R to them. After that during the school year we administer I-Station diagnostic reading test in Spanish.

5.a. At the moment there are no SIFE students in PS/IS 49.

5.b. The needs of newcomers are met in the following manner. Parents are interviewed about the child's prior academic experiences, report cards are reviewed, the student is administered the LAB-R. The results of the LAB-R determine the child's proficiency level and ESL instruction is provided accordingly. Newcomers are serviced for the time allocated as per their proficiency level. Native language support in the form of the same native language buddies, picture dictionaries, content area glossaries and native language texts is provided to all newcomers. Strong emphasis is placed on visual thinking strategies (VTS) and multisensory language approach. In addition, classroom

A. Programming and Scheduling Information

charts and word walls present in the ESL classroom and ELLs' homerooms are rich in pictures and photographs to provide additional support to the newcomers. Picture book read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. In addition, students are provided with typed up copies of all mentor texts. Copies of read aloud books and other books are available on cds and tapes and help students enhance their listening skills. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc..) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc..). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context.

Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing students use various scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy, or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

Newcomers are also enrolled in 37 1/2 minute program and our Saturday program.

5c. Our plan for ELLs receiving service 4 to 6 years is to constantly review students' data (ELL Periodic Assessments, I-Station, ACUITY ITAs, Predictives, state exams, running records, on demands writing pieces), determine students strengths and weaknesses, set the goals and implement interventions based on the data. The ELLs receiving service 4 to 6 years are serviced for the time allocated as per their proficiency levels.

We emphasize their reading and writing development in English. The plan for these students is to connect reading and writing by carefully examining the various literature genres. Students will focus on features that make each genre unique by looking at areas such as organization, style, vocabulary, and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, Scaffolding Language, Scaffolding Learning. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then, through shared experiences, students write a joint text with the teacher, and finally, students will write on their own.

These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will still be provided with some scaffolds, but will rely mostly on each other, via discussions, to learn new vocabulary and ways of expressing similar ideas.

Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, non-fiction, poetry, etc... By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information needed to take the state Math, Science, and Social Studies exams. We do realize state exams measure knowledge of content areas.

These students are are enrolled in 37 1/2 minute program and a Saturday program (teachers are trained in ESL methodologies).

5d. At present, we do not have any long term ELL students.

6. The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency levels. We follow the

A. Programming and Scheduling Information

mandate of the IEP regarding ESL services. We also follow Jose P. governance and we make sure that students with disabilities are provided with a free public education in a timely manner.

We continue to support those students in achieving proficiency in English by establishing a system of articulation between the classroom teacher and the ESL teacher. They discuss the students' strengths and weaknesses and jointly decide on the best strategies in the four modalities to ensure continued growth in English. Interactive word walls, rich in pictures and visuals charts are displayed in the ESL classroom and in the students' homerooms and they reflect current units of study in reading, writing, vocabulary and word study instruction. Rich in content and vibrant language read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. Students are provided with typed up copies of all mentor texts. We are using Foundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension.

7. In order to meet the needs of ELL students with disabilities within the least restrictive environment our ESL teacher collaborates closely with their teacher. The teachers plan on supporting each other and teaching using both Special Education and ESL methodologies. Our ELL students are serviced for the time allocated as per their proficiency levels.

Because NCLB now requires ELA testing for ELLs after one year our instructional plan provides for additional support in the form of the test preparation morning program and Saturday program. In addition to that, throughout the school year the ESL teacher exposes the students to the format of the ELA test, test taking strategies and ELA key vocabulary words by providing the students with ELA word walls, ELA strategies charts and other kinds of support. ELL students are entitled to testing accommodation of receiving time and a half. Explicit ESL instruction is delivered through our pull out program.

Other:

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor their progress. Students who have transitioned into the mainstream classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given these modifications as needed. If students need additional support, they will be invited to attend a Saturday program that will help them prepare for the New York State exams.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

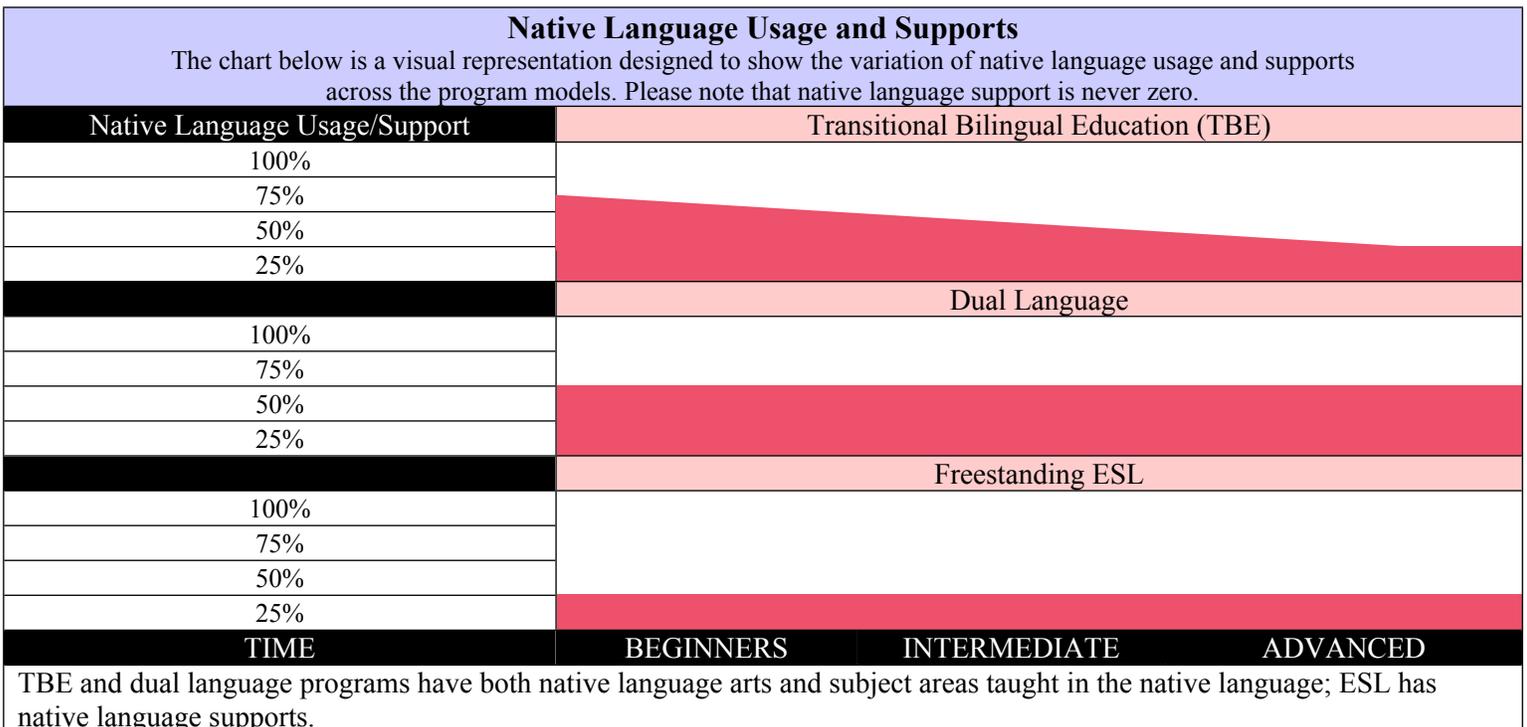
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/a			
Social Studies:	N/a			
Math:	N/a			

Science:	N/a

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 8-17 here

8. Based upon our ELL population, the needs of our 45 students are addressed through a pull-out program serviced by a fully certified ESL teacher. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ESL strategies and techniques to develop their academic language. The Teacher's College Reading and Writing Program incorporates the state standards speaking, listening, reading and writing.

The teacher pulls out students from grade kindergarten, one and two and then from grades three and four, and five through eight. With these three groups of students (grades K-2 , 3-4 and grades 5-8), the teacher utilizes a balanced literacy approach again applying ESL strategies to develop academic language through the four modalities.

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Newcomers who are beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing students use various scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy, use content based bilingual glossaries and dictionaries, or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

There is an added benefit to teaching ESL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, non-fiction, poetry, etc... By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information needed to take the state Math, Science, and Social Studies exams. We do realize state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of the content in their home language, they will be provided with a way to express that in their language by means of a test in their native language or a translator. Lastly, ESL students receiving content instruction will have an easier time transitioning to the push-in

model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

Although newcomers who are beginners and intermediates, make up a majority of our ESL population, we have a number of Advanced students as well. Therefore, during their ELA instructional minutes, we plan on emphasizing their reading and writing development in English. The plan for these students is to connect reading and writing by carefully examining the various literature genres. Students will focus on features that make each genre unique by looking at areas such as organization, style, vocabulary, and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, *Scaffolding Language, Scaffolding Learning*. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then, through shared experiences, students write a joint text with the teacher, and finally, students will write on their own.

These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will still be provided with some scaffolds, but will rely mostly on each other, via discussions, to learn new vocabulary and ways of expressing similar ideas.

Native language is supported by grouping ELLs with the same native language buddies, providing glossaries to students in content area subjects (social studies, science and math), word to word dictionaries, native language materials and multicultural books.

9. Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor their progress. Students who have transitioned into the mainstream classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given these modifications as needed. If students need additional support, they will be invited to attend a Saturday program that will help them prepare for the New York State exams. Students reaching proficiency on the NYSESLAT continue to receive transitional support in their classrooms in the form of content area glossaries, testing accommodation of time and a half and remaining for 37 ½ minutes program. We will offer Saturday academy and morning test program to them.

10. This year we plan on utilizing personal computers during our Literacy Block in ESL classroom. The ESL teacher will be able to utilize technology in the form of reading and writing intervention lessons (I-station program) to monitor and intervene based on students needs on daily basis.

11. No programs will be discontinued.

12a. ELLs are afforded equal access to all of our school programs. ELL students in our school participate in a variety of school programs such as art studio, ballroom dancing, NY Philharmonic program and computers. Parents are informed about different programs in our school by letter and during PTA meetings. This year we started a Karate club for grades 7 & 8 and piano lessons for younger children. In addition to letters being sent home, we provide visual posters advertising these programs by the main office and entrances.

12b. Our school's Title III program provides support for ELLs in the form of a Saturday program which ELL students attend, providing supplies and instructional materials such as books on tapes and cds, multicultural books, reading theater props, picture books, high interest beginner and intermediate level fiction and nonfiction books for students in upper grade, projectors and stereos. Our ELL students will also participate in a morning test prep program, after school Karate club and morning piano lessons.

13a. The instructional materials, including technology, are used to support ELLs.

Content area dictionaries (available in Spanish, Russian, Bengali, Polish, Korean and Chinese) , leapfrog pads (beginners and intermediate students), books on cassettes, smart boards, ELMOs and computers are used in order to support ELLs in content areas as well as in ESL.

Leveled libraries, vocabulary workbooks, word study workbooks and word sorts with pictures match students' proficiency level, age and ability. For example, students in upper grades are provided with high interest beginner and intermediate level fiction and nonfiction books in English and multicultural books in Spanish.

Content area instructional materials in the form of picture dictionaries (Russian, Spanish, Polish), content dictionaries, content area bilingual glossaries (Spanish, Russian, Bengali, Polish, Korean and Chinese), realia, visuals, charts (Spanish-English), ESL goals for Beginners, Intermediate and Advanced students translated into Spanish, Russian, Chinese and Polish. Launching of the unit (reading and writing) worksheets explaining the unit's goal and purpose and some of the teaching points translated into Spanish, Chinese, Korean and Polish (ESL Class). Computers, projectors are used to facilitate and support students' linguistic and content area development.

Content area instructional materials and language materials correspond to ELL's ages and grade and proficiency levels. Books match students' reading levels. Word study workbooks and word sorts match students' age, proficiency and phonemic awareness stages.

14. Native language support is delivered in our ESL program in the form of bilingual content glossaries, dictionaries, multicultural books (Spanish), computers, access to laptops and online translators, translations of some of the reading and writing lessons' objectives.

Our school assists newly enrolled ELL students before the beginning of the school year by providing them and their families with welcome kits in their home languages.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. As always, extensive professional development activities will continue to take place for the ESL teacher and all the personnel who work with ELL students including common branch teachers, subject area teacher, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational / physical therapists, speech therapists, secretaries and parent coordinator. Professional development activities will be consistent with the school's training for the balanced literacy program and the Teachers College model. In addition, the ESL teacher will participate in training sessions to address the needs of the ELL students. The schedule for professional development will be determined based upon the pending schedule for the extended days. Strategies addressed will include differentiated instruction, scaffolding, read alouds, shared reading, interactive word walls for ESL/ELA, word families, linking math with literature and using interactive word walls for math. There will be a workshop for all members of the staff explaining time allocations for ESL instruction, the use of ESL methodology in content areas and ways to differentiate and provide support for all ESL students in their classrooms. Staff development will be aligned with the grade that serves the most amount of ELL students. Staff development topics will be aligned to the units of study in reading and writing developed by Columbia University Reading/Writing Project. There will be at least 5 sessions devoted to increasing an ELL students' lexicon, consistent with the overall goals and objectives of increasing student academic vocabulary throughout the school. Teachers will also be trained in VTS (Visual Thinking Strategies) which will help them differentiate and support instruction for ELLs. Teachers will get further professional development on how to use the results of the assessments (specifically ACUITY, ARIS, RNMR report and ELL PEriodic Assessment data) to make informed instructional decisions that will move ELL students towards academic gains.

2. Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language.

Parent coordinator will continue to facilitate language translation services for the parents and students during parent teacher conferences, PTA meetings and other times. The guidance counselor will guide ELL students and their parents as they transition to high school by providing them with information about different high schools and programs suitable to the needs of ESL students.

3. The school monitors teachers' completion of the mandated 7.5 and 10 hours of Jose P training by reviewing teachers' transcripts and professional developments attended outside the school. These records are being updated and kept in the central file in the office. If any of the teachers need additional training the school will provide that on needs basis during grade conferences and faculty conferences. In addition to that the school will monitor the minimum 7.5 hours of ELL training for all staff by keeping copies of agendas.

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?

Paste response to questions 1-4 here

1. Within the first ten days of school, parents of all potential ELL students are invited to attend an orientation workshop where they will be informed regarding various ESL/bilingual programs that are available in our region. Parents of new admits will be encouraged to attend ongoing workshops which will address such topics as Understanding the NYSESLAT and Linking the ESL standards to instruction. Parents are

offered the option both at registration and then at a formal parent meeting that they may select one of three options for ELL students: an ESL program, a transitional bilingual program or a dual language program. We provide those parents who request the TBE program information and the location of the schools which have these programs. After reviewing the Parent Survey and Program Selection forms for the past few years, parents have chosen the ESL program. Therefore, our ESL program reflects the parent selection of program for ELL students.

In addition all parents of ELL students are invited by the school to attend PTA meetings. The PTA sends a survey home to evaluate the needs of the parents and the DOE provides the school survey in the parents' home language.

Additional support to encourage parents of ELL students is provided by the parent coordinator and the principal. All parents are encouraged to have ongoing meetings with teachers and when necessary, translators are provided by the school. Copies of all letters are sent home to parents and translated as necessary. Parents of ELL students are included in our school community.

2. At the moment we do not have partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

In addition our school has a website with individual teachers' web pages, emails and blogs. Daily homework, expectations, goals and teaching points for each day are listed under each grade, together with copies of word wall, art pieces and music pieces studied in class. In addition, parents and students are encouraged to use the website and communicate with teachers via emails and blogs.

3. The PTA sends a survey home to evaluate the needs of the parents and the DOE provides the school survey in the parents' home language. Also we translate all major forms that the school uses into major languages (Spanish, Chinese, Russian, Polish). Some examples of the forms include: Extended Day form, Permission Slips, report cards and parent surveys.

4. Based on the survey we sent out last year we know that some parents including ELL parents need help setting email accounts and the parent teacher coordinator will hold a workshop devoted to this topic. She will arrange translators to be present at the workshop.

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)	7	2		6	2	2	1	2						22

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)		2		4			3		3					12
Advanced (A)			1	1	5	1		3						11
Total	7	4	1	11	7	3	4	5	3	0	0	0	0	45

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4	2				2
5	2				2
6	3	3			6
7	1	3			4
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					2	1			3
4	1		1						2
5		1	2						3
6	1		4		1				6
7			2		1			1	4
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

Level 1	Level 2	Level 3	Level 4	Total
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	English	NL	English	NL	English	NL	English	NL	
4	2								2
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)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Our school uses various assessment tools to assess the early literacy skills of our ELLs. ELL Periodic Assessments, as well as TCRWP running records that are utilized to assess student reading ability, help provide information on students' reading levels. Last year our school began using I-Station Assessment and Intervention tool. It is used monthly in grades K-8. In addition, monthly on demand writing pieces are administered to monitor students' progress in writing and to help target and address areas of weaknesses. Words Their Way spelling inventory assessment is administered to ELL students at the beginning of the school year by the ESL teacher and based on the results of the assessment students are placed in different ability groups (grades 3-8). Early literacy skills of ELL students in Grades K-2 are also assessed with ECLAS-2, TCRWP running records and Foundations Word Study Program.

2. The data patterns across proficiency levels on the LAB-R and grades reveal varying results. At the moment we have 22 beginners in grades K-7: seven beginners in kindergarten, two in first grade, six in third grade, two in fourth grade, two in fifth grade, one in sixth grade and two in seventh grade. We have twelve intermediate students: two intermediate students in first grade, four in fourth grade, three in sixth grade and three in eighth grade. We have eleven advanced students: 1 advanced student in second grade, one in third grade, five in fifth grade, one in sixth grade and three in seventh grade. The data patterns across proficiency levels on the LAB-R reveal that some of our ELLs have strong speaking and listening skills but they are weak in reading and writing, and yet others need to improve in all four modalities. The data patterns across NYSESLAT modalities reveal that 37 ELLs in our school are proficient in listening and speaking, 3 ELLs are advanced, 6 are intermediate and 7 are beginners. 21 ELL students are proficient in reading and writing, 8 are advanced, 10 are intermediate and 8 are beginners.

3. The majority of our ELLs in all grades made progress in all four modalities. Most of our ELLs are proficient or advanced on Listening and Speaking modalities and they need to improve their reading and writing skills. Therefore, in all grades, a strong emphasis is placed on strengthening reading and writing skills. Scaffolding strategies that are designed for strengthening reading and writing, are provided to the students and are differentiated based on their language proficiency levels and their grade. Listening and speaking strategies are still being implemented for all ELL students to help them achieve proficiency across grades. Majority of our proficient and advanced students did well on the state exams. Intermediate students and beginners have varying results. Out of 18 ELL students who took NYS Math, one student taking the test in his home language scored 4, four students taking this test in English and one student taking the exam in her native language scored 3. Nine ELL students who took NYS Math test in English scored 2. One student taking the exam in his native language and one student taking the exam in English scored 1 on the test. These students were newcomers with less than one year of ELL services and with weak literacy backgrounds in their native languages.

4a. This data supports the connection between students' ability and literacy in L1 and learning content material in L2 and ability to transfer content area information from L1 to L2.

4b. The school leadership and teachers are using the results of the ELL Periodic Assessments to monitor ELL students' progress across listening, reading and writing modalities. We examine each assessment and identify areas students struggled with. We examine item analysis report and we formulate our goals for us and for students.

Areas of success:

- All ELL students met Annual Measurable Achievement Objectives.
- Out of 52 ELLs 23 students passed the 2011 NYSESLAT.
- 24 students went up 1 proficiency level.
- 9 students went up 2 proficiency levels.
- Remaining students maintained the same proficiency level but made a total score gain of 43 points between two years (2010 and 2011), and therefore they met their AMAO1. They also have received Proficient scores in Speaking and Listening.
- All except 3 ELLs received a 2, 3 or 4 on the State Math exam.

Conclusion

Overall, we have great results among most students. We need to develop better ways to enhance English language proficiency of advanced students in upper grades (5-8). We will continue to use new data to track and develop our ELL

Strengths

- Most of our students who are in Grades K-2 and Newcomers possess alphabet awareness, recognize K, 1 dolch sight words, show concept about print awareness.
- Students in Grades 1 and 2 possess basic skills, such as picture cues, to decipher new words and gain meaning.
- Students in Grade K-2 check the beginning sounds with the picture.
- Students in Grades 1-2 are able to recall sight words when reading.
- Students are able to retell books they read
- Students in all grades are able to express in writing and/drawings stories from their lives (small moments/ personal narratives), create procedural writing (how to), create nonfictional writing (writing and or drawing and labeling), produce poetry and other genres (historical fiction, autobiography in upper grades)

Students' Needs and Instructional Plan

- All students in Grades K-2 were unable to monitor their comprehension on various levels: words, phrases, pages, and stories. Students also had difficulty when encountering new vocabulary. One strategy we will use to introduce monitoring skills is the Language-Experience Approach. This method can be used in many ways and is beneficial because it is centered around learner's own interests, background knowledge, and language proficiency. This also works well for older preliterate students who need age-appropriate texts since the material is of interest to them. As we write stories with students will encourage them to predict words that come next, connect that to letter/sound/word relationships, and ask them if it makes sense. We will connect the strategies we utilized during the language experience lesson as students read independently. This strategy also incorporates all modalities of language.
- Introducing new "chunks" as they naturally come up in stories we read.
- Provide language prompts/ starters
- Meaningful and multicultural mentor texts and teacher models
- Use Story Maps and other graphic organizers to develop comprehension skills such as retelling and main idea. Graphic organizers can help students plan thoughts and be used during Speaking activities as well.

Although the greatest areas of need are Reading and Writing, all modalities of language will be emphasized during instructional time. ESL lesson plans incorporate listening, reading, writing, and speaking components.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Lombardi	Principal		10/11/11
	Assistant Principal		
Donna Jean Murphy	Parent Coordinator		10/11/11
Magdalena Kubiak	ESL Teacher		10/11/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Mary Shannon	Coach		10/11/11
	Coach		
Laura Boyd	Guidance Counselor		10/11/11
Sandra Litrico	Network Leader		
Erica Levine-Irigoyen	Other <u>OT</u>		10/11/11
Nancy Gluck	Other <u>Psychologist</u>		10/11/11
Deborah Avellaneda	Other <u>Social Worker</u>		10/11/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24q049 **School Name:** The Dorothy Bonawit Kole School

Cluster: _____ **Network:** 406

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 parent survey was distributed in June of 2011 asking parents:

- 1) In what language do they prefer to receive information;
- 2) What form would they prefer translation i.e., written, verbal, or over the phone.

The parent survey was translated into the predominant languages of our school population. In late August, the Home Language Surveys were reviewed to ascertain the language composition of incoming families. In Mid- September each homeroom teacher was given an in house document entitled "Home Language Needs", which asked them to identify the student's names whose parents read or spoke a language other than English at home. A copy of the completed Home Language Needs form, for each class is kept in the Parent Coordinators office for easy reference. The original stays is displayed by the teacher in a prominent place for easy reference throughout the year. The ELL teacher works with the Parent Coordinator and school staff throughout the year to ensure that the translations needs of the students are met. A spreadsheet of ELL students that require translations for state exams is kept in the Parent Coordinator office as well as with the ELL teacher.

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.

Translation and interpertation is deemed important by the parents and therefore a strong need. They feel part of the community when they can understand what is going on in school. While they are not sure that they can effectively help their children with homework, due to the language barrier, they are confident that they will be able to support them better if they have a deeper understanding of our school. The data indicates that the languages predominant in our school community is: 1) Spanish 2) Chinese 3) Russian 4) Polish

The findings were shared with the PTA executive board in September to ensure that they are providing information in the appropriate languages.

At the first PTA meeting the PTA President shared the findings with the parent body and a recap was sent home via email. During the process of creating the CEP, the administration shares the data and findings with regards to our families and their written and oral interpretation needs.

Part B: Strategies and Activities

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

All notices sent home from the administration will be translated into the four above noted languages. If time allows, it will be sent to the DOE translation department. If a notice is time sensitive a computer program, such as Google translate, will be used. When necessary, parent volunteer or school staff will be enlisted to translate documents. Classroom teachers are encouraged to also use computer programs to translate notes home. Any notes that are used through the grades or throughout the years are translated and kept on file for future use. By providing translation and a plan for the different timing of notices we can address the families written language needs.

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.

Parent volunteers are recruited to orally translate meeting with school staff and families. The vast majority of the time it is prearranged and done face to face. On rare instance the parent volunteer will do an over the phone translation. When a translation is needed and there is a staff member who is fluent in the language they are used to translate. School staff that is bilingual is recruited and paid per session wages so that they are on call during parent teacher conferences. When a parent volunteer or staff member is not available for translation the DOE over the phone translation department is utilized. By providing easy access to oral translation we are able to support our families and encourage their participation in their child's education.

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>.

Each family is provided with a "Guide to NYC Public Schools" in their home language. Noted on Page 13 is the website for the Parents' Bill of Rights. In addition, we print and copy the Parents' Bill of Rights in the families home language and backpack it home in the month of September. The Parent Coordinators office has additional copies on hand for anyone who is interested. Lastly the PS/IS 49 Website has a section dedicated to ELL families with all DOE and other relevant information available in multiple languages.

2012-13 Comprehensive Education Plan (CEP)

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: <u>The Dorothy Bonawit Kole</u>	DBN: <u>24Q049</u>
Cluster Leader: <u>Christopher Groll</u>	Network Leader: <u>Sandra Litrico</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</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:

PS 49, a K – 8 school implements a free standing ESL program in accordance with CR Part 154 and Title III guidelines for approximately 45 students. All students are provided with programs that will enable them to meet the NYS Performance Standards and the Common Core Standards. Our school vision includes developing a program that focuses on literacy, math and technology supported by the cultural arts. Our staff members are introduced to quality professional development that helps them align their lessons in accordance with our educational philosophy.

Our Title III program will provide English Language Learners with supplemental instruction in different School Instructional Programs on several levels according to NYSESLAT, Periodic Assessments, ACUITY Assessments and I-Station results. Our ELL student population is a diverse group who speak a variety of languages, some of which include Russian, Uzbek, Spanish, Chinese, Polish, Italian, and Bengali. Upon examining the NYSESLAT scores (2011-2012), Periodic Assessment, the ACUITY and I-Station results and state assessments, we determined that our ELL students needed supplementary instruction in literacy and math in grades 1-8.

In order to maximize success, materials will be purchased to maximize student performance (word to word bilingual dictionaries, foreign language dictionaries, glossaries, content area dictionaries, picture dictionaries, books on tapes/cds and native language books.

Our LEP students in grades 6-8 will participate in:

* Saturday Academy (which will begin on November 3, 2012 and ends March 20, 2013: 8:30-11:30): 23 sessions. The Saturday program will be managed by 1 CB teacher for the cost of 20- 3 hour sessions will be charged to Title III. This teacher is trained in ESL methodologies, and will also collaborate and plan with an ESL teacher. In order to provide English language development support students are provided with interactive picture word walls, bilingual dictionaries and glossaries.

* Morning test preparation program (which began in October 17, 2012 and ends in June 20, 2013, classes are held once a week on Wednesdays (grades 3-5) and Thursdays (grades 1-2) from 7:50 to 8:45) during which their literacy and math skills will be further enhanced: 33 sessions. The before school program will be managed by our ESL Teacher). Per session cost of 33- one hour session twice a week will charged to Title III. Our ESL teacher works on development of academic language vocabulary as well as word study and phonics. Therefore, students are provided with English language development support. 24Q049 will use other funding sources to complement all additional costs.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: In order to support the instructional programs, the ESL teacher continues to participate in various professional development opportunities provided by the network and by the Division of Students with Disabilities & English Language Learners, NYCDOE. For instance, this school year she participated in the following workshops: Children First Network 406 workshops: Nuts and Bold of CPR 154, Determining the Annual Measurable Achievement Objectives, Technical Assistance with the Language Allocation Policy and Implications with the Comprehensive Education Plan; The Division of Students with Disabilities & English Language Learners workshops: AMAOs and ELL student goals. Our ESL teachers also facilitated a professional development workshop for our math teachers: ESL Learning Strategies for Mathematics. And a similar workshop will be held for science teachers.

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:

We will use different funding to support several parent workshops and materials which will introduce parents to the educational program and provide them with strategies that they can incorporate to support the acquisition of English. The workshops will address the following:

*Parents will be coached in how to use math strategies in problem solving.

*Parents will become familiar with the ESL learning standards and NYSESLAT assessment.

*Parents will become familiar with the school's educational plan and how their children need to be prepared to meet state standards.

*Parents will be coached in how to access and analyze their children's ACUITY and ARIS data

*Parents will be coached in how to effectively use our school's website

Parent workshops will be conducted and facilitated by the principal, math and literacy coaches and parent coordinator, ESL teacher. Most workshop last one hour and are held throughout the school year.

The parents will be notified through translated notices that will be backpacked to the parents and they will be posted on the school's website.

Part E: Budget

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

Allocation Amount: \$11200

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 	6,775.65	<u>Saturday program (one teachers X3 hours x 23 sessions x\$50.19)=\$3,463.11</u> <u>Morning Program (one teacher x 2x 33x \$50.19)=\$3,312.54</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	4,424.35	<u>Books with cds and tapes (10), cd players (1), dictionaries (Uzbek-10), Bengali (2), Chinese (10), Tagalog (2), Korean (5), glossaries, picture dictionaries (20), headphones (10), cassette player (1), library- levels A-N (picture books),</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>11,200</u>	