

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24q049

School Name:

PS/IS 49 QUEENS

DOROTHY BONAWIT KOLE

Principal:

TOM CARTY

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tom Carty	*Principal or Designee	
Marion Osojnak	*UFT Chapter Leader or Designee	
Dorena Schneider	*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	
Richard Hallenbeck	Member/ Assistant Principal	
Irene Williams	Member/ Teacher	
Angela DeLeo	Member/Teacher	
Jeanette Morscher	Member/ SLT Secretary	
Helaine Berkowitz	Member/ Teacher	
Stacey Woods	Member/SLT Chairperson	
Carl Chiamonte	Member/Parent	
Barbara Burns	Member/Parent	
Inna Picioane	Member/ Parent	
April Alberghini	Member/ Parent	
Jane Ducey	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 49 is a K-8 school with 1,129 students from grade kindergarten through grade 8. The school population comprises 1% Black, 27% Hispanic, 56% White, and 16% Asian students. The student body includes 6 % English language learners and 10% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 97.6%. The school's mission is to create an environment which fosters lifelong learning. To this end, we offer a liberal arts program complimented by technology, music and arts programs. Our goal is to stimulate, encourage and support growth and learning through problem solving and independent thinking. Students should be trained and educated so that they can be receptive and responsive to the complexities of a pluralistic society. Our program strives to provide a dynamic environment and quality education which prepares students for the rigors of high school, college and careers. Through partnerships with Studio In a School, the New York Historical Society and Carnegie Hall, students are exposed to a variety of experiences at cultural institutions throughout New York City that support the curriculum. Last year the number of students attaining proficiency on the NYS Common Core ELA exam increased by six percentage points while the number of students attaining proficiency remained unchanged in math. As a result, adjustments to the math curriculum and increased professional learning opportunities for math teachers will be implemented to bring about improved levels of proficiency in math.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • Percentage of students achieving level 3 or 4 on 2014 NYS Common Core assessment in both ELA and math exceeded both peer and city groups. • Based on results of 2013-2014 Quality Review, school received Well Developed rating for indicator 1.1 highlighting the school’s commitment to the implementation of a rigorous curriculum. • Despite outperforming the district in overall scores on the 2014 NYS Common Core math exam, cohorts in grades 5, 6 and 8 showed a decrease in proficiency as compared with previous year’s cohort.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June of 2015, 80% of students in grades 1-8 will show improvement on performance based assessments as measured by rubrics on a minimum of three Common Core aligned performance based assessments that students complete during the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Six teachers scheduled for professional learning with Lucy West’s Metamorphosis Group to assist teachers in developing common core aligned performance tasks.	Select Teachers	November 2014-April 2015	Assistant Principal
Math teachers will work in PLC’s to ensure vertical alignment of curriculum to better prepare students for the rigors of the common core.	Math teachers/All students	October 2014-June 2015	Assistant Principal
Teacher practice will be guided by the work of John A. Van De Walle.	Math teachers	September 2014-June 2015	Assistant Principal/Math teachers

Parental workshops will be conducted to keep parents informed of teacher practice and curriculum adjustments.	Parents	November 2014-June 2015	Assistant Principal/Parent Coordinator/Math teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Math teachers, coverage for teachers to plan and conduct workshops, per session hours for same.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Assessments will be given in fall, winter and spring. Student progress will be monitored following each assessment and curriculum will be adjusted based on the results.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • According to 2014 School Quality Snapshot, 81% of students felt the schools’ offerings were enough to keep them interested in school. This exceeds the city average by 6%. • According to the 2014 School Quality Snapshot, 72% of students said feel they are treated with respect by their peers. This exceeds the city average by 13%. • According to the 2014 School Quality Snapshot 78% of students said that they feel safe in the school. This is 3% below the city average and 14% below the district average. Furthermore while both of the indicators referenced above exceed city averages, each falls 6% below the district averages for their respective categories.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By November of 2014 100% of students will be engaged in a character education program in order to help them develop strong moral character and become tolerant individuals whose actions reflect six key character traits (caring, responsibility, respect, fairness, trustworthiness and citizenship) This will lead to improved school culture as evidenced by a 4% increase in each of the School Quality Snapshot indicators referenced in the Needs Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
School staff will develop comprehensive character education curriculum modeled after the Josephson Institute’s Center for Youth Ethics “Character Count’s” program	All Students	November 2014-June 2015	Principal, Literacy Coach, Parent Coordinator, Dean
Monthly read alouds and shared art and/or music lessons connected to the month’s theme will be implemented into the literacy curriculum. In addition, weekly character quotes will be included in morning announcements and will be reinforced by all school staff. Students will engage in monthly self-reflection to assess the impact of the month’s activities and identify strategies to continue the work.	All Students	November 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Teachers

This will be shared with parents each month.			
Students will participate in community service projects throughout the school year. Parent volunteers will be enlisted to assist students in completion of this work.	All Students	November 2014- June 2015	Principal, Assistant Principal, Parent Coordinator, SLT and PTA members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All School Staff Members, Approximately 30 copies per month of monthly read aloud book, monthly song and/or art piece for use in classroom, outreach to community for service opportunities, weekly assembly periods will be utilized to reinforce themes and promote program, 2-3 instructional periods dedicated to program per month.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

School funds may be utilized to purchase incentives or rewards for student participation.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By March of 2015, teachers and parents will monitor students’ monthly self-evaluation for evidence of program’s impact. Effectiveness of program will be evident in teacher observations of student behavior and monitoring of dean’s referrals.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • 2013-2014 Quality Review points to exemplary practices of teachers across grades and content areas in using data and student work to plan and refine curricula. • 2011-2102 Quality Review area of focus stated that school lacked systematic approach to gather comprehensive information on student learning outcomes and utilize data to make curriculum adjustments. • 2011-2012 Quality Review area of focus stated a need to improve the effectiveness of structured professional collaboration, capacity building and leadership development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015 100% of teachers will implement systems to effectively use data to drive instruction and improve student outcomes as evidenced by adjustments made to lesson and unit plans as a result of an analysis of student work at teacher team meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
One professional period per week will be built into each teacher’s program. Weekly assembly program will be implemented to ensure teachers can meet in grade level professional learning communities during professional period to analyze student work and make curriculum adjustments.	All Teachers	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Data Specialist
Monday’s professional development time will be dedicated to content area professional learning communities. Teachers will analyze student work to ensure vertical alignment of curriculum.	All Teachers	November 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Data Specialist

Data specialist will have five professional periods per week dedicated to supporting teachers in data analysis. The work of Paul Bambrick-Santoyo will guide this practice			Principal, Assistant Principal, Data Specialist
Work of Richard Darfour will guide shift from teaching to learning in professional learning communities. SLT will be updated monthly regarding work of PLC's. Teachers will provide specific examples of impact of PLC work.			Principal, Assistant Principal, Literacy Coach, Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional coach, part time data specialist, weekly assembly period for each grade, weekly professional period per teacher.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<u>By Feb. 2015 professional learning communities will be self-driven, autonomous entities that will begin to implement protocols taken from the work of Blythe, Allen and Powell to guide their analysis of student work.</u>				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • According to May, 2014 PPO, school administration communicates clear, consistent high expectations. • According to May, 2014 PPO administration has systemized process to conduct frequent, low inference observations aligned with the Danielson Framework and Teaching • Feedback from 2014 Quality Review indicated that lessons lacked high quality supports and extensions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June of 2015 instruction in all content areas will include high quality supports and extensions to provide students with multiple entry points and equal access to content.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Through observation cycle and use of the Danielson Framework, administration will identify teachers’ strengths and areas in need of improvement in order to provide targeted feedback and support.	Teachers	September 2014-June 2015	Principal, Assistant Principal
Literacy coach will provide targeted support to teachers identified as below proficient in differentiation strategies.	Select Teachers	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach
Network special education liaison and ESL teacher will provide professional development in using multiple entry points to provide all learners with access to content. Special education teachers will meet periodically during professional learning time to share best practices and identify strategies to better support students.	All Staff/ELLs and SWD’s	January 2014-June 2015	Administration, Network personnel, ESL teacher

Support will be grounded in the work of Tomlinson and McTighe.	All Staff	September 2014-June 2015	All Staff
Parent workshops will be conducted to familiarize parents with work surrounding goal.	Parents	January 2015-June 2015	Select Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Literacy coach, Network Special Education Liaison, ESL teacher, Monday professional learning time, teacher coverage to engage in professional learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By March of 2015 all teachers will have engaged in two hours of professional learning to provide them with the tools necessary to ensure instruction is scaffolded to meet students’ varied needs.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • According to 2014 School Quality Snapshot 96% of parents are satisfied with the education their child has received - this exceeds both city and district averages. • School is meeting target in School Environment section of 2014 School Quality Guide. • According to the 2013-2014 NYC School Survey 45% of parents said they have been invited to an event at school 2 times or less. • According to the 2013-2014 NYC School Survey 74% of parents said they had attended two or fewer parent teacher conferences with 42% never having attended a meeting.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 effective systems will be in place to improve communication between home and school leading to increased parental involvement in school functions and PTA activities as evidenced by results of school survey and increased attendance at PTA and school functions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
In conjunction with PTA, school will implement Learning Leaders program to increase parental involvement by training parent volunteers to assist teachers in better meeting the varied needs of students.	Parents, ELLS, SWD’s, at risk students	January 2015-June 2015	Parent Coordinator, PTA President
School Messenger System and Remind App will be utilized to provide school community with alerts regarding important school announcements. Notices will be distributed in multiple languages to ensure access for all parents.	Parents	September 2014-June 2015	Parent Coordinator

Teachers and parent coordinator will consistently monitor and update school website to ensure school community has unfettered access to information.	Families, All Students	September 2014-June 2015	Teachers, Parent Coordinator
Administration, teachers and parent coordinator will offer series of workshops on various topics to provide parents the opportunity to better support their students.	Parents, All Students	September 2014-June 2015	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, Parent Coordinator, Parent Volunteers, various communications systems such as, Remind App, School Messenger, School Website.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February of 2015 systems will be firmly in place to ensure effective communication between home and school.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teachers met in professional learning communities to identify students in the lowest third.	Programs directly support classroom instruction with skills identified through teacher observation and work of PLC's.	Small Group	Before/After School, Saturday
Mathematics	Teachers met in professional learning communities to identify students in the lowest third	Programs directly support classroom instruction with skills identified through teacher observation and work of PLC's.	Small Group	Before/After School, Saturday
Science	Teachers met in professional learning communities to identify students in the lowest third	Programs directly support classroom instruction with skills identified through teacher observation and work of PLC's.	Small Group	Before/After School, Saturday
Social Studies	Teachers met in professional learning communities to identify students in the lowest third	Programs directly support classroom instruction with skills identified through teacher observation and work of PLC's.	Small Group	Before/After School, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[School name], 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 with 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.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Dorothy Bonawit Kole</u>	DBN: <u>24Q049</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 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: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</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/ IS 49, a K – 8 school implements a free standing ESL program in accordance with CR Part 154 and Title III guidelines for approximately 50 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 and NYS exams. Our ELL student population is a diverse group who speak a variety of languages, some of which include Russian, Uzbek, Spanish, Chinese, Polish and Hungarian. Upon examining the NYSESLAT scores (2014), and state assessments, benchmark assessments and running records, we determined that our ELL students needed supplementary instruction in literacy and math in grades K-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, NYSESLAT test materials).

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

* Saturday Academy: 8:50-11:50 October 18, 2014 to March 28, 2015 Exclusive of Holiday Weekends: 18 sessions. The Saturday program will be managed by 2 ESL certified teachers and 1 CB teacher for the cost of 18- 3 hour sessions will be charged to Title III. CB teacher is trained in ESL methodologies. In order to provide English language development support students are provided with interactive picture word walls, bilingual dictionaries and glossaries.

Part C: Professional Development

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

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

Begin description here: In order to support the instructional programs, the ESL teacher will continue 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

Part C: Professional Development

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, NYSITELL and NYSESLAT.

In addition, we will provide three pd sessions that will be tailored to support the four Title III service providers in implementing the Title III program activities described in the narrative.

Rationale: To ensure teachers are receiving receiving support to provide a successful Title III program, as well as classroom teachers that work with ELLs, there will be opportunities to attend professional development. The DELLSS- "News and Opportunities for Educators" will be a resource we can use to provide training to staff.

2. Teachers to receive training: Title III service providers.

3. Schedule and Duration: Teachers, who work with ELLs in Title III program/ Teacher of parents of ELLS, will be invited to discuss ESL strategies and methods and implementation of these in their teaching. Three PD meetings will take place for 50 minutes before Saturday school and will start on November 8, 2014 (three sessions) .

4. Topics to be covered:

-Scaffolding: We will be addressing how to scaffold tasks so ELLs can be provided with support while engaging rigorous tasks. Scaffolds for ELLs should support them academically and linguistically. We will use Engage NY's Scaffolding Instruction of English Language Learners: Resource Guides for English Language Arts and Mathematics, Kaylene Beers: When Kids Can't Read, and Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons. In addition, The Teaching Channel Core Videos for ELLs will be used to model lessons for ELLs.
-Bolstering Advanced Literacy Skills for English Language Learners: Professional Development given by DELLSS.

5. Name of Provider: Magdalena Kubiak, ESL teacher

24Q049 will use other funding sources to complement all additional costs..

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:

Due to the fact that our ELL population is growing, we noticed that there is a need to start an ESL class for parents of ELLs. The classes take place every Saturday and last 2 hours. (from October 18, 2014 to March 28, 2014. Provider: Theresa Lackman - General Ed Teacher.)

In addition, we will use different funding to support 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:

Part D: Parental Engagement Activities

*Parents will become familiar with our school's website and many resources on the website. Parent workshops will be conducted and facilitated by the principal, math and literacy coaches and parent coordinator. Most workshops last one hour and are held throughout the school year.

*Parents will become familiar with the ESL learning standards and NYSESLAT assessment. (one 50 minute session, provider: Magdalena Kubiak, ESL Teacher)

In order to ensure that all participating parents /families of ELLs benefit from these workshops we will provide parent volunteer translators. 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.

24Q049 will use other funding sources to complement all additional costs.

Part E: Budget

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

Allocation Amount: \$24

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 	\$8,181.00	Saturday program (three teachers X3 hours x 18 sessions x\$50.50)=\$8,181.00 Total direct instruction=\$8,181.00
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. 	\$3,019.00	Books with cds and tapes (10), cd players (1), dictionaries (Uzbek-20), Hungarian (2), Chinese (10), Spanish (2), glossaries, picture dictionaries (20), headphones (10), cassette player (1), library- levels A-N (picture books) =\$1,339.10 Continental Press NYSESLAT student books and teacher's books (grades K-8) (\$46.75 x 8= \$374.4), student books (\$18.65x 70= \$1,305.5)= \$1,679.90
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$24

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200</u>	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 49
School Name Dorothy Bonawit Cole		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Anthony Lombardi	Assistant Principal Richard Hallenbeck
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(Only if working with the LAP team)	Other D. Avallaneda Social Work

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1119	Total number of ELLs	60	ELLs as share of total student population (%)	5.36%
--	-------------	----------------------	-----------	---	--------------

Part II: 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	6	8	11	7	5	9	6	4	4					60
SELECT ONE														0
Total	6	8	11	7	5	9	6	4	4	0	0	0	0	60

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	59	0	1	0	0	0	1	0	1		60

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	59	0	1	0	0	0	1	0	1	60
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section 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	3		2				2							7
Chinese	2				1	4								7
Russian			1	2	2		2	1	1					8
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	6	7	5	2	5	4	4	3					37
TOTAL	6	6	10	7	6	9	8	4	4	0	0	0	0	60

Part III: Assessment Analysis

Assessment Breakdown

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

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)	1	2	4	7	2	5	4	4	3					32
Intermediate(I)	4	1	2		2	2	2							13
Advanced (A)	1	3	4		1	2	2	1	1					15
Total	6	6	10	7	5	9	8	5	4	0	0	0	0	60

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	1	0	3
4	6	2	0	0	8
5	3	0	0	0	3
6	1	1	1	0	3
7	2	2	0	0	4
8	2	0	0	0	2
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					3			1	4
4		1		6		2			9
5				3		5			8
6				3				2	5
7		1		3		1			5
8				2					2
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				4		5			9
8				2					2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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. In addition, monthly on demand fiction and nonfiction 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the LAB-R and NYSESLAT and grades reveal varying results. At the moment we have 32 beginners in grades K-8: 1 beginner in kindergarten, two in first grade, four in second, seven in third grade, two in fourth grade, five in fifth grade, four in sixth grade, four in seventh grade, and three in eighth grade. We have thirteen intermediate students: three intermediate students in kindergarten, one in first grade, two in second grade, two in fourth grade, two in fifth grade, and two in sixth grade. We have fifteen advanced students: one advanced student in kindergarten, three in first grade, four in second grade, one in fourth grade, two in fifth grade, two in sixth grade, one in seventh grade, and one in eighth grade. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that some of our beginners and intermediate ELL students have strong speaking and listening skills but they are weak in reading and writing, and yet others need to improve in all four modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

4. For each program, answer the following:

- a. 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?

4a.

Majority of our proficient and advanced students did well on the state exams. Intermediate students and beginners have varying results. Out of 33 ELL students who took NYS Math, three students taking the test in their home languages scored 4, one student taking this test in English and five students taking the exam in their native languages scored 3. Seventeen ELL students who took NYS Math test in their native languages scored 2. Two students taking the exam in their native languages 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. 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. Our

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.

4c. ELL Periodic Assessments give us some data about our intermediate and advanced students. However, the data about our beginners shows that they still need more native language support in order to yield better results in reading, writing and listening. ELL Periodic Assessment does not measure students' speaking ability and therefore it does not present a valid picture of what our beginners can do in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

As a first step in a universal screening process, a Home Language Identification Survey (HLIS) is completed for students entering a NYC public school for the first time. Responses on HLIS influence and guide our school's instructional choices. Based on the HLIS we are able to identify many factors that influence the language learning process and academic development of our ELL students. By analyzing parents' responses on HLIS we are able to see the degree of proficiency in English and the native language, familiarity with/and exposure to English, prior schooling experience, whether both languages are being learned at the same time or whether one is learned, followed by the other. This data helps us identify ELLs who may be at risk for poor learning outcomes.

In addition to our screening and identification for ESL services to support language development, all ELLs in our school take part in grade level benchmarks that are administered monthly, periodically, yearly (ELL Periodic Assessment, ACUITY in grades 3-9, NYSESLAT, LAB-R and Spanish Lab-R). Our ELL students are also assessed through running records and formal and informal classroom observations. At this time we examine students achievement at the classroom level. Then, we analyze the data through a language acquisition lens. If an ELL student is flagged as at risk or below –benchmark, the student receives targeted instructional support in the

general education classroom in coordination with language support services.

For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction.

We monitor progress overtime and plan for mid-course corrections.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We carefully examine data from various reports (NYSESLAT, LAB-R, RNMR and RYOS and RMSR) and we identify areas of strengths and weaknesses. Thereafter, depending on student's overall proficiency level, modality level, and success on state exams we discuss and design strong core instruction for our ELLs accompanied with intensive tailored instruction and English language support services. Intensive, targeted intervention is provided to support ELLs who are not showing sufficient progress (morning programs, Saturday academy). For ELLs students transitioning out of ESL we provide support in the form of time extensions on tests, morning test programs and Saturday academy.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Overall, we have great results among most students. We need to develop better ways to enhance English language proficiency of advanced students in grades 3-8. We will continue to use new data to track and develop our ELL
- 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)
- Although the greatest areas of need are Reading (grades 1-2) and listening (grades 3-8), all modalities of language will be emphasized during instructional time. ESL lesson plans incorporate listening, reading, writing, and speaking components.

Areas of success:

- All ELL students met Annual Measurable Achievement Objectives.
- Out of 54 ELLs 14 students passed the 2013 NYSESLAT.
- 9 students went up 1 proficiency level.
- 19 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 (2012 and 2013), and therefore they met their AMAO1. They also have received Proficient scores in Speaking and Listening.
- All except 2 ELLs received a 2, 3 or 4 on the State Math exam.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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.

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. 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.
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 leaning 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 form 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Describe the steps taken to administer all sections of the New York State English Language Achievement Test (NYSESLAT) to all ELLs each calendar year.

The NYSESLAT is administered annually to all English language learners in Grades K–12. This year, the test has been re-configured to consist of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Each grade band assesses four language modalities: Speaking, Listening, Reading, and Writing.

Before the test begins, all school personnel involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, is provided with and reads a copy of this entire manual.

Before the testing period begins, we create RLER report, which shows all ELLs eligible for NYSESLAT testing. We ran other reports (new admits/ transfers, etc.) to ensure that all ELLs are identified and administered NYSESLAT. If it turns out that some grids were not pre-slugged for some students, we bubble additional grids for them.

The Speaking subtest is administered to students individually at a location separate from other students. Scoring is done at the time of administration unless student responses are being electronically recorded so that they can be scored at a later time by a disinterested teacher.

The Listening, Reading, and Writing subtests are administered to groups of students. Our school chooses and plans NYSESLAT testing days and times within a given time period. The make-up test dates are any dates that remain in the primary administration period. The NYSESLAT is an untimed test.

For all grade bands, as per the Department of State suggestion, our school administers the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. The Writing subtest is administered last.

Scoring of the open-ended questions in the Writing subtest is done locally (with trained ESL teachers from neighboring school), but it does not begin until scoring guides and training sets arrive in schools. Scorers are cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions.

Once scores have been entered on the machine-scannable answer sheets, our school submits answer sheets to the scanning centers.

The student's teacher administers the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses.

For the Writing subtest, all of the student responses to the constructed-response questions are scored by committees of teachers. No one teacher scores more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. No teacher who is a student's teacher of English as a second language or English language arts scores any of the constructed-response questions in that student's Writing subtest booklet.

Students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
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 (2013-2014), all parents selected Freestanding ESL as their first option (15 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 2013-2014 school year.

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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, 3-5, 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 students receiving ESL services ranging from Kindergarten to 8th grade. The breakdown is as follows; Kindergarten – 6 students, First Grade – 6 students, Second Grade – 10 students, Third Grade – 7 students, Fourth Grade – 5 students, Fifth Grade – 9 students, Sixth Grade- 8 students, Seventh Grade – 5 and Eighth Grade- 4 students .

The largest language group among the ELLs is the Uzbek speaking group (33), followed by Spanish (7), Russian (8), Farsi (1), Romanian (1), and Arabic (1). Our English Language Learners make up approximately 5.36% of our total school population.

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)?

Based upon our ELL population, the needs of our 60 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 workshop model while applying ESL strategies and techniques to develop their academic language. The workshop model incorporates the state standards speaking, listening, reading and writing. For the past two years, we have been align our curriculum with Common Core Learning Standards and our units are now fully aligned with new rigorous and challenging standards.

The teacher pulls out students from kindergarten, grade one and grade two and then from grades three, four, five, and six through eight. With these three groups of students (grades K-2, 3-5 and grades 6 – 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 workshop model and new Common Core Learning

Standards. 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 Lit Life, 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.

Many of our ELLs also attend Saturday academy and morning test prep programs.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content lessons are based on grade-level curriculum and language instruction is centered around vocabulary, oral and written language development.

Our teachers teach core rigorous instruction that promotes oral language development that is rich in both language and content. Building students' oral language skills means teaching specialized vocabulary and the often abstract concepts as well as the specialized structures of language in academic speech and text (academic language). Providing our ELLs with well-developed oral language will help them handle the language and the knowledge demands of the common core curriculum. Therefore, our teachers place great emphasis on vocabulary and language development. Some of the methods that make content comprehensible to foster language development and meet the demands of Common Core Learning Standards are:

- building background knowledge (previewing key concepts and challenging vocabulary, drawing on students' home languages when possible –glossaries, buddies)
- close and interactive reading aloud (pretaching vocabulary, sentence structure and concepts, including relevant multicultural literature)
- Storytelling using wordless books
- Teaching intensive vocabulary instruction (study words, word parts, word sorts, word families, words with multiple meanings)
- Teaching vocabulary learning strategies (visual cues, TPR, realia)
- Language frames for speaking and listening (conversational prompts and accountable talk charts)
- Shared classroom experience writing
- Dialogue journals
- Reading thematically related texts, across genred
- Modified guided reading
- Reading responses incorporating art, music, drama and poetry
- Shared reading
- Teaching students multiple ways to show what they are understanding and learning (oral, written, role play and drawing)
- Making connections between ELLs' home language and English (cognates, highlighting similarities and differences between syntax, spelling, punctuation in home language and English)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We analyze data from multiple sources of information: formal reports: Lab-R (newcomers), NYSESLAT , RNMR and RMSR. In addition to that our ELLs participate in ELL Periodic Assessment which measures their progress in reading, writing and listening. Throughout the school, our ESL teacher collaborates and exchanges information from classroom teachers about ELLs performance in their classes. The teachers share informal and formal observations, teachers notes (conferences), observations from read alouds, turn and talks, independent work, running records, benchmarks and other assessment, and look closely at ELL students' development of oral language, listening, reading and writing. There is an ongoing exchange of information and a support system among classroom teachers and ESL teacher.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.a. At the moment there are no SIFE students in PS/IS 49. However, our plan for a potential SIFE student would include developing academic literacy skills in native language (if possible) and English, building background knowledge needed to handle grade appropriate curriculum, teaching content knowledge in native language (if possible: content area picture dictionaries/ technology based learning), intensive ESL learning leading to mastery of English language.

6.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 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.

6c. Our plan for ELLs receiving service 4 to 6 years is to constantly review students' data (ELL Periodic Assessments, ACUITY, ITAs, state exams, running records, on demands writing pieces and benchmarks), 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 enrolled in 37 1/2 minute program and a Saturday program (teachers are trained in ESL methodologies).

6d. At present, we have one long term ELL who is also a SWD. This student is new to our school. At the moment we are evaluating him by conducting a universal screening in order to determine his needs, strengths and weaknesses. After we analyze data from various resources we will provide intensive, targeted intervention in addition to our strong core instruction. Consequently, we will monitor this student's progress and response to intervention. We will also offer targeted supplemental intervention during our extended day, morning programs and Saturday school.

6e. The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency levels. We follow the 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 Wilson's Foundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension.

7. 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?

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.

Our ELLs with disabilities are provided with visual word walls, bilingual picture dictionaries, content area glossaries, I pads and computers with preloaded translators and visual dictionaries.

Our ELLs with disabilities are provided with instruction that develops oral language and will help them handle the language and the knowledge demands of the common core curriculum.

For ELL SWD students who score below the accepted benchmarks, a strong core instruction (Tier1) is provided, accompanied by rigorous interventions. Some interventions that provide access to academic content and accelerate English language development include:

- building background knowledge (previewing key concepts and challenging vocabulary, drawing on students' home

languages when possible –glossaries, buddies)

- close and interactive reading aloud (pretaching vocabulary, sentence structure and concepts, including relevant multicultural literature)
- Storytelling using wordless books
- Teaching intensive vocabulary instruction (study words, word parts, word sorts, word families, words with multiple meanings)
- Teaching vocabulary learning strategies (visual cues, TPR, realia)
- Language frames for speaking and listening (conversational prompts and accountable talk charts)
- Shared classroom experience writing
- Dialogue journals
- Reading thematically related texts, across genred
- Modified guided reading
- Reading responses incorporating art, music, drama and poetry
- Shared reading
- Teaching students multiple ways to show what they are understanding and learning (oral, written, role play and drawing)
- Making connections between ELLs’ home language and English (cognates, highlighting similarities and differences between syntax, spelling, punctuation in home language and English)

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

Planning curriculum, instruction and scheduling starts with the individual needs of students and their IEPs. A collaborative team of teachers and school administrators meets and analyzes the general education curriculum and students individuals needs, strengths and weakness. Our school uses differentiated instruction as a method of helping ELL-SWDs to experience success and attain their IEP goals and proficiency within the least restrictive environment. Teachers in our school use flexible grouping in order to enable diverse ELL-SWDs to achieve success. For instance, teachers begin with a whole class mini-lesson followed by small group or pair work. Grouping and regrouping is an ongoing process and is adjusted constantly to individual needs and goals of our ELLs-SWDs.

Supplemental reading, writing and language instruction is provided to our ELL-SWDs in our morning and Saturday programs, extended day, in addition to a rigorous ESL program.

Our ELLs- SWDS have access to and participate in many before, during and after activities. Our school offers band classes, music classes, karate, chess, robotics, basketball, baseball and other.

Whenever possible our ELLs-SWDs participate in art, gym and music classes during the day in the least restrictive environment.

Our school uses technology: computers, projectors, smart boards, student i-pad to make new rigorous content accessible to all ELLs-SWDs. Using technology gives our ELLs-SWDs opportunity to learn at the own comfort level, pace and modality of their choice.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

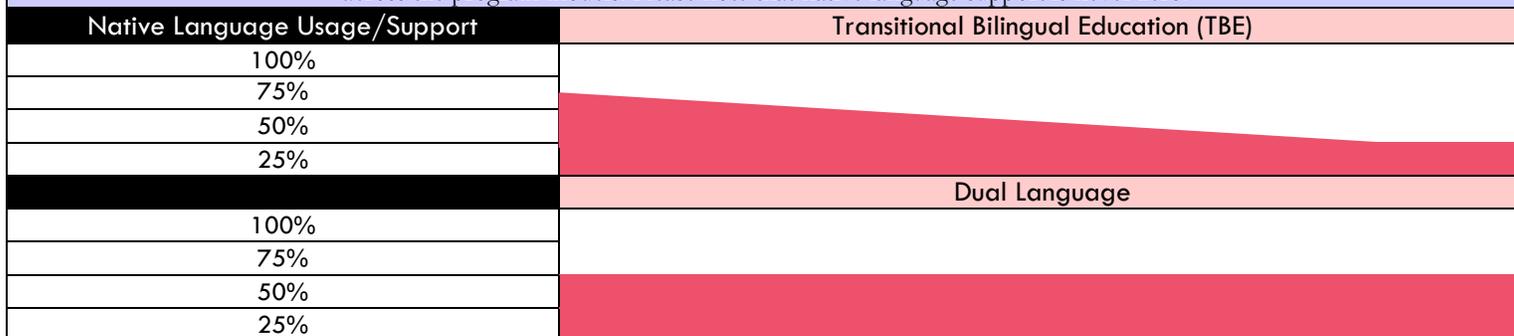
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Based upon our ELL population, the needs of our 60 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. In addition, all of our units of study are aligned with Common Core Learning Standards.

The teacher pulls out students from grade kindergarten, one and two and then from grades three, four and five, and five through eight. With these three groups of students (grades K-2 , 3-5 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, listening 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ESL program focuses on disciplinary literacy and teaches our ELLs to read and write about content in the academic disciplines, such as science, social studies and literature. For example, at the beginning of the school year we begin with narrative reading and writing and ELLs learn that one purpose for reading is to entertain readers and express a certain point of view. Read alouds used in this unit are multicultural and cross-disciplinary exposing our ELL to social studies topics such as early 19th century immigration, religious freedom, persecution, civil rights, holidays, etc. Later on, in the year, our reading unit focuses on reading biographies and writing unit focuses on writing an argument supported from biography-based texts. This unit focuses heavily on building social studies, science and literary vocabulary. Throughout these units our ELLs are also taught and exposed to the vocabulary, grammar, and text structures of the disciplines that can be challenging for ELLs : Text structures: cause and effect, main ideas, details, argument vs. counterargument, Vocabulary: generic terms (analyze, cite, essay) , discipline specific terms (experiment, inventor, invention, Tea party), discipline specific meanings of multiple meaning words (revolution, tea party).

Our ESL program is successful because it is rich in both content and language development and prepares our ELLs and reinforces a rigorous core being taught in their main- stream classes.

11. What new programs or improvements will be considered for the upcoming school year?

This year our Saturday school for ELLs will offer instruction in vocabulary enrichment and vocabulary building with the focus on nonfiction short text analysis. Our ELLs will also participate in math class on Saturdays.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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, , NY Philharmonic program and computers. Parents are informed about different programs in our school by letter and during PTA meetings. Our school continues to offer 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.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

This year we plan on utilizing personal computers and I-pads 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 to monitor and intervene based on students needs on daily basis.

In addition, all of our newcomers are provided with bilingual picture dictionaries (Russian, Spanish, Polis) and picture word walls, leap pads, books on tapes and Cds and bilingual books, our middle year ELL students who are literate in their home language also receive bilingual glossaries available in Spanish, Russian, Bengali, Polish, Korean and Chinese and dictionaries, multicultural books, leveled books. Our long term ELLs are provided with resources to raise the level of their vocabulary: thesaurus and idiom dictionary. Also students in upper grades are provided with high interest beginner and intermediate level fiction and nonfiction books in English and multicultural books in Spanish.

All of ELLs have access to computers and I-pads in their classrooms and in the ESL class.

ESL goals for Beginners, Intermediate and Advanced students are 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 are translated into Spanish, Chinese, Korean and Polish (ESL Class). Computers, projectors are used to facilitate and support students' linguistic and content area development.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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. We also use buddy system for our newcomers. Our ESL teachers speaks 4 languages (Spanish, Russian, Polish and English) and she utilizes them as needs arise.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

Content area instructional materials and language materials correspond to ELL's ages and grade and proficiency levels. For example, our ELLs in K-2 use a handwriting app, sight words app and skip counting app. While our ELLs in our grades use computers and I-pads to read short fiction and nonfiction passages with visual prompts, engage in word building and vocabulary enhancement. Our classroom and ESL libraries are rich in books on all levels. We match our ELLs' reading level with appropriate books and vocabulary books. Word study workbooks and word sorts match students' age, proficiency and phonemic awareness stages.

In addition, PS/Is 49 has its own website. There are many resources of ELLs and their families. Our ESL teacher created her own webpage with information for parents (forms, parent orientation video), NYSESLAT guides, content area glossaries, school calendar and other. All this information is available in 9 different languages.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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, providing them with bilingual dictionaries, lists of useful websites: google translate, starfall, etc.

18. What language electives are offered to ELLs?

At the moment, we offer afterschool Italian classes.:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

Our pupil secretary will attend DOE workshop pertaining to ELL topics.

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.

2. We will provide professional development opportunities to teachers of ELLs throughout the school year. Some of the topics discussed will be ELL considerations for common core aligned tasks in literacy and in math. Teachers will be presented with practical strategies and practices that accelerate academic achievement of ELLs in literacy classrooms. Some of the strategies to be discussed will include: vocabulary, scaffolding, use of native language and writing in native languages and English (skills transfer).

Some of topics in math will include: pre-teaching essential vocabulary/language functions before beginning the tasks, using visuals and realia when introducing new words and concepts, building background knowledge, promoting oral language, native language support (peers, native language materials), using graphic organizer and technology in order to enable access to content.

3. 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.

4. 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.

D. Parental Involvement

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

1. 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS/IS 49

School DBN: 24Q049

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Lombardi	Principal		9/25/13
Richard Hellenbeck	Assistant Principal		9/25/13
Donna Jean Murphy	Parent Coordinator		9/25/13
Magdalena Kubiak	ESL Teacher		9/25/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mary Shannon	Coach		9/25/13
	Coach		1/1/01
Laura Boyd	Guidance Counselor		9/25/13
	Network Leader		1/1/01
	Other <u>Nancy Gluck</u>		09/25/13
	Other <u>D. Avallaneda</u>		9/25/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q049**

School Name: **PS/IS 49 Queens**

Cluster:

Network: **CFN406**

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 2013 asking parents:

- 1) In what language they prefer to receive information;
- 2) In what form they would 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 is stored 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 interpretation 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. At present we have staff members able to translate into the following languages: Spanish, Russian, Polish and Korean. 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.