

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

DBN: (i.e. 01M001):

07X049

School Name:

P.S. 49X – THE WILLIS AVENUE SCHOOL

Principal:

FRANK HERNANDEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 07X049
School Type: Public Grades Served: Pre – K through 5th
School Address: 383 East 139th St. Bronx, New York 10454
Phone Number: 1 -718- 292 - 4623 Fax: 718 - 292-4568
School Contact Person: Christopher Alden Email Address: Calden2@schools.nyc.gov
Principal: Frank Hernandez
UFT Chapter Leader: Joseph Gage
Parents' Association President: Celia M. Blackman
SLT Chairperson: Christopher Alden
Student Representative(s): _____

District Information

District: 7 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Cortlandt Avenue Rm 102 Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718 – 742 – 6500 x425 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 109 Network Leader: Maria Quail

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)
Frank Hernandez	*Principal or Designee	
Joseph Gage	*UFT Chapter Leader or Designee	
Celia M. Blackman	*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	
Christopher Alden	Member/ Chairperson/Teacher	
Jessika Lynch	Secretary/ Teacher	
Alixandra Vecker	Speech-Language Pathologist/Teacher	
Michelle Lafontaine	Parent	
Gregoria Mendez	Parent	
Maritza Batista	Parent	
Claudia Rolon	Parent	
	Member/	

**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

administrators value each other.

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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 49X The Willis Avenue School, located within the Mott Haven neighborhood of the South Bronx, serves the needs of 716 students who represent the diversity of the community. P.S. 49X serves a diverse population. Our school demographic is as follows:

Total Number of Students 716

Asian 0.28%

Black 28.91%

Hispanic 68.30%

White 0.56%

Free Lunch 95%

General Education 86.03%

Special Education 13.97%

English Language Learners 16.48%

Our school's mission statement illustrates the belief that there must exist a positive relationship between school and community. "In a collaborative effort, the Mott Haven Community, parents, staff and students of P.S. 49X will create a nurturing and safe environment that promotes respect and high standards, fosters the love of learning and celebrates diversity. Our mission is to encourage our students to become critical thinkers and to ensure that they are on or above grade level in literacy, mathematics, science, technology and social studies upon promotion."

In order to help meet the needs of our students, we have established collegial relationships with two learning partner schools. Identifying the social emotional needs of the students as a priority, we have collaborated with P.S. 307 to implement a school-wide social emotional learning curriculum. There is also an ongoing collaborative effort with P.S. 249K which includes many school and classroom inter-visitations focusing on strengthening teacher pedagogy and implementing best classroom practices in all content areas. In helping to serve the needs of the whole child, our school has also joined forces with Children's Health Fund to provide on-site health services to the students and families of our school community. To reinforce and strengthen student growth, P.S. 49X has instituted a school-wide STAR initiative. Students begin every day with the STAR student declaration stating: "P.S. 49 students are STARS. We are Scholars, who Treat others with kindness, Act responsibly and, Respect themselves and others".

We take pride in establishing a learning environment conducive to maximizing the learning experience for each and every student. The tone of the building and classroom environments are warm and welcoming, providing a safe space for learning experiences.

Classrooms in the upper grades have become departmentalized, giving classroom teachers the opportunity to become experts in their subject areas. Classrooms grades 2nd through 5th now reflect math/science and ELA/social studies learning environments.

Areas of school strengths noted in our most recent Quality Review states, "The school is a learning community that conveys high expectations to staff, students and families leading to a system of accountability for all stakeholders. (3.4)".

As well as setting high expectations we are giving upper grade students the choice of arts majors as a form of enrichment. Giving students the ability to choose an area of interest is leading to wonderful experiences for both

students and staff. We will showcase our students at two celebratory events in both the winter and spring seasons. Students representing music, art, dance and theater majors will have the opportunity to showcase their talents for the entire school community.

A challenge for us has been to raise the literacy rate of proficiency for our school. For two consecutive school years our school has registered a proficiency rate of just over ten percent at 10.2%. A major focus moving forward is to help strengthen language development and acquisition in earlier grades to help build levels of fluency.

Academically, we made our most growth in the area of mathematics. As a school, proficiency in mathematics has risen from 10.2 % in 2012-2013 to 15.8% demonstrating a 5% growth of proficient students at levels 3 or 4. We will continue to push for greater gains this year by developing instruction that is differentiated to meet the needs of all learners in our classrooms.

Our most recent Quality Review states that we need to “Refine systems to ensure that all teachers use common assessment results to provide consistent actionable feedback to students resulting in academic mastery and intellectual independence. (2.2)”. Taking this into strong consideration with regards to instruction, two major areas of focus are improving student engagement and using assessment in instruction. We have had, and will continue to focus on these components of the Danielson framework. With professional developments and collaborative meetings between ELA and math departments, we anticipate taking a step forward in closing the achievement gap.

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.

Last year, the Quality Review rated P. S. 49X’s rigor as “proficient.” However, the school was rated “developing” in 1.2 that P. S. 49X needs to strengthen “teacher pedagogy to ensure that effective scaffolds further provide all learners with differentiated entry points for higher levels of student thinking and participation.” Such entry points would strengthen the school’s rigor.

This need was reflected in the fact the school is approaching the established target in student progress, student achievement, and closing the academic gap. While clearly overall purposeful decisions were made to build coherence in Common Core aligned curricula and content, more differentiation needs to be done.

Some of the needs of ELLs and Sife students are presently being addressed through push-in and/or pull out ESL instructors. It should be noted that lowest academic third of the students have made the greatest gains, which could be attributed to these students receiving effective RTI services for mathematics and ELA.

Differentiation could be accomplished through the continued use of a workshop model in ELA and mathematics with the classroom teacher or other pedagogues providing both additional scaffolding of instruction, to students performing below grade level, and enrichment opportunities to students who have demonstrated abilities to perform at a higher level. Professional development focusing on tiered instruction, lesson engagement, and updated best classroom practices in mathematics and ELA will assist in more effective instructional delivery thereby increasing student achievement.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in all Pre-K-5 classrooms will utilize the workshop model in ELA and mathematics instruction to scaffold and differentiate instruction to meet the needs of students as evidenced by unit plans, lesson plan, and RTI provider data binders in testing grades, as well as the appropriate documentation of other (e.g. SETTS and ESL) providers.

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- 			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>1. Curriculum and Instruction</p> <p>a. Continue implementing literacy curriculum Ready GEN in K-5.</p> <p>b. Continue implementing mathematics curriculum Go Math in K- 5.</p> <p>c. Modify and scaffold Ready Gen & Go Math on each grade level to meet the needs of all learners.</p>	Teachers	September 2014 and ending June 2015	<p>a. Assistant Principals and instructional leads will assist teachers in implementing ReadyGen.</p> <p>b. Assistant Principals and instructional leads will assist teachers in implementing GoMath.</p> <p>c. Teachers, Administrations, Consultants, data specialist</p>
<p>2. Professional Development</p> <p>a. Provide continued professional development in the understanding of the Common Core Learning Standards, differentiation, and scaffolding during grade conferences and professional development days.</p> <p>b. Provide professional development on unpacking the common core aligned units of study in literacy and mathematics and implementing scaffolding differentiation.</p> <p>c. Teachers will participate in Citywide and network ReadyGEN & Go Math professional development.</p> <p>d. Utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/or selection of literacy and mathematics tasks.</p>	Teachers	September 2014 and ending June 2015	<p>a. Assistant Principals will meet weekly with grades k-5 teachers for professional developments in the understanding of the Common Core Learning Standards either during Monday Professional Development periods or other appropriate times.</p> <p>b. Administrators and coaches will provide professional development weekly either during the Monday Professional Development Periods or other appropriate times to continue on unpacking the common core align units of study and guiding how to scaffold those alignments in literacy and mathematics.</p> <p>c. Selected teachers will participate in citywide and</p>

			network ReadyGen and GoMath professional development. d. Teachers will utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/ or selection of literacy and mathematical tasks.
<p>3. Supervision:</p> <p>a. School leaders will collect and analyze data as contractually appropriate (Mathematics: unit exam and Literacy: performance based assessments; lesson plans). Together with staff, they will develop an action plan to determine the next steps.</p> <p>b. The Principal, Assistant Principal, Coaches, Instructional Leads, and our network instructional support specialists and consultants will help K – 5 teachers modify curriculum in ELA and Mathematics, to meet the needs of all learners including English Language Learners and Special Education students.</p> <p>c. The Principal and Assistant Principals will conduct at least one formal / informal classroom observation a month to monitor the successful implementation of the curriculum to ensure instruction and student work is CCLS-aligned.</p>	Teachers	October 2014 and ending June 2015	<p>a. Administration will collect data and regularly analyze data beginning September 2014 through June 2015.</p> <p>b. Beginning October 2014 and ending June 2015, Instructional Leads and Administrators will meet monthly during the Monday Professional Development time to modify programs to meet the needs of learners.</p> <p>c. Beginning October 2014 and ending June 2015.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Materials and Anchor texts for ReadyGen and GoMath! Consumables need to be purchased yearly. Instructional coaches in both literacy and math are needed to help successfully implement these programs.

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.									
	Tax Levy	X	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.

Through the use of data binders and school wide SAMS reports, we can monitor progress of each and all identified students. By the mid-point benchmark, we are looking for students in ELA to have risen by 1 reading level and students in math to show 10 – 15 % growth in previously assessed standards based exams. Mid-point monitoring will take place between December 2014 and January 2015.

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

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

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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.

“37 % of teachers feel that order and discipline are maintained at this school.” 2013-14 P.S. 49X School Quality Snapshot

For our 2013-14, our school survey indicates a school culture satisfaction percentage of 82%. This is nine percentage points lower than the average for all NYC elementary schools. In an effort to establish a stronger and safer school environment, P.S. 49X will engage in an ongoing social emotional learning curriculum to help address these needs. Introducing a social emotional learning curriculum establishes the ability to strengthen a school culture where students feel safe, supported and challenged by their teachers and peers. By addressing the social emotional needs of the student, their ability to communicate feelings and thoughts effectively will provide access to feeling safer within their school environment. Establishing the support emotionally from teachers and peers will strengthen notions in other academic areas as well. Support will be more evident through awareness and a culture of a risk taking and safe environment will begin to take shape.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in all PK-5 classrooms will implement a Social Emotional 4Rs curriculum as evidenced by weekly lessons. Teachers will receive bi-weekly professional development as well as engage students in a school wide STAR initiative.

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"> 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 			
<p>The 4Rs Program (Reading, Writing, Respect & Resolution) The 4Rs builds on an engaging, interactive curriculum that</p>	Students in grades PK – 5	September 2014 – June 2015	Classroom teachers will teach weekly lessons on

uses great children's literature as springboard. In weekly lessons, teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior			a given theme school wide during 5 week units. The school's SEL (Social Emotional Learning) team will oversee the school's use and implementation of the program.
<p>School-wide STAR Initiative – In September, students were given STAR student expectations that were established for all areas of the school. Students will engage in a daily declaration. Students are recognized daily and monthly for exhibiting strong social emotional awareness. There is a common language and expectation throughout the entire school community. All student populations participate in this program, the classroom teacher has the ability to teach the material to meet the needs of each student in their classroom.</p> <p>During upcoming parent engagement afternoons there will be workshops designed to discuss the themes and messages of current and upcoming units in the 4Rs curriculum. The curriculum has a parent/home component giving families the opportunity to participate in similar discussions from that week's lesson. During monthly award ceremonies, the family of the STAR student of the month is also asked to join their child on stage in recognition.</p>	Students in grades PK – 5	September 2014 – June 2015	The P.S.49X school community including staff, teachers and administrators will reinforce STAR student behavior at all times within each school day.
	Parents/Guardians of P.S. 49 students.	January 2015 – May 2015	Classroom teachers and support staff will lead workshops on 4R themes and units.
Trust will be strengthened when staff, students and their families can communicate effectively. The P.S. 49X community will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, an emphasis of respect will be reinforced through weekly lessons in school and at home.	P.S. 49X staff, parents, students and administrators.	September 2014 – June 2015	P.S. 49X staff, parents, students and administrators.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Classroom teachers will receive a grade level kit that provides the resources needed to teach weekly lessons. A designated time of 1 instructional period (45 minutes) will be used weekly to teach the program. Lessons will be taught school wide during the same instructional period. A staff developer from Morningside Center will come bi-weekly to P.S. 49X to help support the implementation of the program.

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

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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.

Teachers will be given a social emotional survey to measure the social emotional needs of their students. The survey will be given at three points of the school year in September of 2014, January, and May of 2015. The survey will measure social emotional progress based upon teacher observations. At January’s mid-point check in survey, average scores in each of the identified areas should grow by 1 scale point.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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

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|-----|---|
| 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. |

Strengthen teacher pedagogy to ensure that effective scaffolds further provide all learners with differentiated entry points for higher levels of student thinking and participation. (1.2)

- the use of visuals and questioning techniques help students visualize and think critically and provide students with opportunities to discuss their work.
- implementing a variety of instructional techniques such as the use of technology as a tool for students to explain their mathematical thinking through visual representation provides learners and teachers with vital information on how some students conceptualize and problem solve.

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 2015 teachers will receive ongoing professional development in the understanding of the common core learning standards as well as the Danielson framework to implement best practices in ELA and Math as evidenced by unit plans and lesson plans.

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			
Teachers participate every Mondays on Professional Development on topics such as depth of knowledge, Danielson framework, SEL, and data driven instruction to further build pedagogy to further provide all learners with differentiated instruction.	Teachers, Support Staff	Sept 14- June 15	Assistant Principals, Coaches
Teachers meet with ELA and Math consultants to receive ongoing professional development to unpack common core standers to align units of study with the common core standards.	Teachers	Sept’14- June ‘15	Assistant Principals, Coaches

Teachers meet during common prep to prepare unit plans	Teachers	Sept'14- June '15	Assistant Principals, Coaches
Teachers prepare workshops and events to keep parents involve and informed about unit of study	Parents	Sept '14- June '15	Assistant Principals, Coaches, Teachers

Part 4 – Resources Needed

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

Consultants and instructional coaches are needed to help facilitate and deepen teacher understandings of CCSS. Professional development will be utilized for staff on Mondays and teacher teams during preparation periods.

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.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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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.

By January 2015, all staff will receive professional development in regards to ELA, mathematics, and unpacking of CCSS. These professional developments will focus on best practices as well as unit planning. Progress will be determined through evidence of teacher attendance and participation. Progress will also be determined through successful completion of ongoing unit plans.

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

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

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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.

2013-2014 Quality Review

1.2 (Developing)

* Developing teacher pedagogy: Strengthen teacher pedagogy to ensure that effective scaffolds further provide all learners with differentiated entry points for higher levels of student thinking and participation.

○ Students’ access to quality education paired with a keen focus on multiple entry points and learning styles is the school’s core belief on how students learn best. The importance of implementing a variety of instructional techniques such as the use of technology as a tool for students to explain their mathematical thinking through visual representation provides learners and teachers with vital information on how some students conceptualize and problem solve. Also, in some classrooms, the use of visuals and questioning techniques help students visualize and think critically and provide students with opportunities to discuss their work. As students turn and talk with their partners, they check for understanding and try to hold each other accountable by using a self-assessment checklist that challenges them to provide feedback to each other. Teachers working in teams deliver instruction through the parallel teaching method to hone in on students’ individual needs through customized scaffolds. In addition, in some classrooms, standards are differentiated with “I can” statements with key ideas and details that help students focus on learning objectives for each lesson. Response-to-intervention teachers also push-in to classes to support at-risk students and classroom teacher strategies and next steps for individual students. However, these practices to provide targeted support so that multiple entry points are provided to all learners are not consistently evident in all classrooms leading to uneven student engagement, participation and thinking.

Learning Environment Survey

School Culture

63% of the teachers felt supported by the principal
62% of the teachers felt supported by the assistant principal

Overall, my professional development experiences this school year have...
been sustained and coherently focused, rather than short-term and unrelated (73%)
included opportunities to work productively with colleagues in my school (77%)
provided me with content support in my subject area (71%)

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders and teacher teams will facilitate three to four monthly professional development in the following: curriculum & instruction, Danielson’s Framework, and social-emotional learning to enhance teacher effectiveness and ensure students’ social-emotional and academic performance and progress. As a result, we anticipate our score in QR indicator 1.2 to increase from developing to proficient.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Professional Development:</p> <p>a. Teachers will receive ongoing professional development in the following instructional/curricular areas: Common Core Learning Standards, Danielsons Framework, ReadyGEN, GO Math, analyzing & using data, unit planning, instructional technology, etc.</p> <p>Teachers will receive ongoing professional development in the following social-emotional learning areas: 4R’s Curriculum (Reading, Writing, Respect, & Responsibility), S.T.A.R.s Initiative, Collecting anecdotal evidence, and developing behavior intervention plans.</p>	<p>All Pre-K - 5 teachers, cluster teachers, paraprofessionals, and guidance counselors</p>	<p>September 2014 – June 2015</p>	<p>School leaders, teacher teams, instructional leads, consultants, instructional coaches, etc.</p>
<p>2. Strategies for ELL’s & Special Education Students:</p> <p>a. Professional learning opportunities will be differentiated to meet the needs of all learners including ELLs and Special Education.</p> <p>*ELL strategies include SIOP Model, ELL Standards, common planning time for ELL and general ed. teachers, providing appropriate scaffolds for learners, etc.</p> <p>*Special Education: writing quality IEPs, meeting the needs of all learners, implementing IEP goals and objectives, creating FBA/BIP’s, understanding and using RtI strategies to support SWD’s, etc.</p> <p>b. Educational software will be purchased to support all</p>	<p>SWD’s, ELL’s, SIFE, Overage and Lowest third</p>	<p>September 2014 – June 2015</p>	<p>ESL, Bilingual, Special Ed, Classroom & Cluster Teachers ST, PT, & OT</p>

students including SWDs, ELLs, SIFE, & Overage students. c. Daily small group instruction for targeted populations including SWD's, ELL's, SIFE, Overage and Lowest third.			
3. Strategies to increase parental involvement & engagement: a. 1 st Tuesday of each month: Parent-Teacher Conferences b. 2 nd Tuesday of each month: Parent Workshop (3 Ways to Help Your Child...) c. 3 rd Tuesday of each month: Parent Newsletter d. 4 th Tuesday of each month: Family Night Additional workshops provided by the Children's Health Fund, United Way, Parents Association, consultants & others	Parents & families	September 2014 – June 2015	School leaders, teachers, CBO's, Parent Association, Consultants
4. Trust: Fostering and developing trust among all stakeholders will be accomplished by: a. developing and supporting teacher teams b. strengthening communication with families and providing opportunities to engage with families across academic and extracurricular activities c. providing teacher and staff members with support including human and instructional resources build community using the 4R's curriculum	Students, parents, teachers and staff members	September 2014 – June 2015	School leaders, teacher teams, instructional leads, consultants, instructional coaches, etc.

Part 4 – Resources Needed

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

Human Resources:
Consultants (Teaching Matters: Literacy & Math, Morningside Center, Math), Instructional Coaches & Leads
Instructional Resources:
professional materials, SEL kits, scanner for scoring and analyzing data,
Schedule:
Common preparation periods, professional development time (Marvelous Mondays)

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.

	Tax Levy	X	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 February 2015, teachers will engage in 4 to 6 professional learning opportunities in the following areas: curriculum & instruction, Danielson’s Framework, and social-emotional learning to enhance teacher effectiveness and ensure students’ social-emotional and academic performance and progress.

Part 6b. Complete in February 2015.

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

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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.

- As a school we were scored as “Approaching Target” in our most recent School Quality Report (2013 – 2014). The report states, “92% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services”. Even though this percentage is 1 percent greater than the city average, we feel the need to have more progress in utilizing community resources to enrich the civic life of our school.
- The needs of children with disabilities can be addressed with OT, PT, and ST. The school nurse can also address the medical needs such as providing asthma treatment or administer medication during school hours. The guidance counselor and school SW play an important role to help the high need student and bilingual students with self-esteem issues or help them get acculturated to the school and its environment.
- Presently P.S. 49 students are receiving medical, dental, vision care and counseling from an outside agency. The goal of this provider is to ensure the wellness of each child and ensuring that the health needs of every child is address.
- Through P.S. 49’s partnership with United Way NY City, we are allied with East Side Settlement to provide a variety of services to children and their family. Currently, East Side Settlement offers after school services to children from the school.
- Develop a relationship with Dominican Sisters Family Health Service Family Life Program that also offers a variety of services to family. This agency can assist with those who are un-domiciled, in risk of placement in foster care or victim of domestic or familial discord. The needs of undocumented children can a possible challenge since they have to become acclimate to the school and society in general.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, PS 49X will partner with 2 CBO’s (i.e. Children’s Health Fund and United Way) to increase family and community ties. We expect an increase of 10%- 15% in parental involvement and engagement as evidenced by monthly attendance.

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			
Monthly Parent outreach and conference night, Parent workshops on curriculum, newsletter, and a monthly Family night.	Parents	Sept 2014-June 2015	Teachers and Administrators
Monthly workshops	Parents	Nov 2014-June 2015	Parent associations in conjunction w/administration and other outside resources
Develop relationship with Dominican Sisters and East Side Settlement House	Parents	Nov 2014-June 2015	Parents, Administration

Part 4 – Resources Needed

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

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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.

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

Parent volunteers and Parents Association staff will be needed to help facilitate Parent meetings and workshops. Teachers will be needed to help provide monthly workshops in regards to academic and social needs of students and families.

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, We expect an increase of 6% - 7% increase in parental involvement and engagement as evidenced by monthly attendance. This target range is based on a year end’s goal of 10% - 15% by June 2015.

Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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)	K-3: Students at risk for not meeting state standards or potential hold overs 4-5: Students who scored level 1 and 2 on the state tests	Foundations, Ready Gen, repeated readings, phonemic and phonological awareness	Small group, push-in	40 minutes sessions five times a week to provide additional support during the school day for those students identified as needing additional support in literacy
Mathematics	K-3: Students at risk for not meeting state standards or potential hold overs 4-5: Students who scored level 1 and 2 on the state tests	Go Math, benchmark assessments, math centers based on skill levels	Small group, push-in, one to one	40 minute sessions five times a week to provide additional support during the school day for those students identified as needing additional support in math
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance/Children’s Health Fund: for those students identified as needed guidance or being at risk for crisis Speech: for those students identified as being at risk for needing IEP services SETSS: for those students identified as needing additional academic intervention	Screenings, academic intervention as needed	Guidance/Children’s Health Fund: one to one, push-in and pull out as needed throughout school year Speech: one to one, or small group, push-in and pull out as needed throughout the school year SETSS: one to one, small group, push-in and pull out as needed throughout the school year	Guidance/Children’s Health Fund: Throughout the school day, one period a week or as needed Speech: Throughout the school day, one period a week or as needed SETSS: Throughout the school day, one period a week, or as needed

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.

Our school is a hard to staff school so we use many ways to attract Highly Qualified Teachers. We have partnered with Lehman College to recruit HQT. We have also established a hiring team, which consists of coaches and administrators. The team then interviews the aspiring teacher and if the team deems it necessary, they request the aspiring teacher to conduct a demonstration lesson in the classroom as h/she is observed. A post observation conversation is conducted to debrief the lesson and recommendations are provided.

****The Principal and Assistant Principal visit teacher recruitment fairs to interview teachers from across the boroughs.****

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).

*Providing high quality ongoing professional development is the primary goal of school leaders. Teachers are provided and participate in the following professional development opportunities: job-embedded, city-wide (Ready-Gen and Go Math!), as well as network professional development. These opportunities allow teachers to examine and refine curriculum, assessment, and classroom instruction as well as strengthen teacher practice in Literacy and Mathematics. Teachers will learn to create learning paths for students using multiple entry points based on student strengths. In doing so, each teacher will personally analyze and utilize data to inform instruction based on the new Common Core Learning Standards. Secondly, teachers will use the inquiry student samples as exemplars to raise their expectations of required student work for all students in their classrooms. Thirdly, teacher teams will discuss implications for teaching and learning by developing an action plan for student improvement.

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.).

To assist Pre-K children from early childhood programs to the elementary programs, families are provided with opportunities to engage in discussion with the current pre-K and Kindergarten teachers. Expectations are discussed through a Kindergarten fair, parent meeting about the results from individual assessments, and workshops with the family worker as well as the pre-K social worker. Also, pre-K children visit Kindergarten classrooms to observe future expectations.

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.

Stakeholders should be involved in the decision making process regarding how the school will assess academic growth. At the beginning of the 2014-2015 academic year, a Measures of Student Learning committee met as a team comprised of teachers and administrators to identify the assessments that will be used to measure student academic growth. Also, instructional lead teachers were selected to meet monthly to discuss the use of assessment results to improve instruction. Based on those discussions, decisions are made on which professional developments to provide teachers to help them best assess data to drive instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	\$607,764	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	N/A		

Title II, Part A	Federal	\$149,939		
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$14,912	X	
Tax Levy (FSF)	Local	\$4,082,357	X	

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

P.S. 49X The Willis Avenue School

383 E. 139th Street Bronx, New York 10454

Tel: (718)292-4623 Fax: (718) 292-4568

Frank Hernandez
Principal

Kevin Burke
Assistant Principal

Philip Caraher, Ed. D
Assistant Principal

Anjelica Jordan
Assistant Principal

P.S. 49X Parent' Association School-Level Title I Parent Advisory Guidance Policy

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

Goals and Objectives

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

5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can be best utilized to support the needs of all Title I parents.

Title I Parent Advisory Structure Membership

Eligibility

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

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

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

Voting Privileges

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

Officers

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

Term of Office

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

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

Duties of Officers

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

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

to the end of his/her term of office.

The Parents Association Vice-President shall:

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

The Parents Association Recording Secretary shall:

- prepare Parents Association meeting notices, agendas, sign-in sheets
- record the minutes at all Parents Association meetings
- prepare and read the draft minutes at Parents Association meetings and make minutes available upon request
- share responsibility with other Parents Association officers for safeguarding all Parents Association records
- sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the Parents Association
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office

The Parents Association Treasurer shall:

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

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

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

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

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

PIP Schedule of Events

Date	Time	Topics	Site
Wednesday, October 29, 2014 PA Meeting	8:30am – 11:30am	<ul style="list-style-type: none"> Welcome School Year 2014-2015 SLT Election Introduction to PA/Title One Board Presentation of Years Agenda and Vote 	383 E 139 th Street Auditorium
Tuesday, November 25, 2014 PA Meeting Presenter: SSgt Joe, NYC Fire Department	8:30am – 11:30am	<ul style="list-style-type: none"> Title 1 Option Vote Fire Safety Awareness 	383 E 139 th Street Auditorium
Friday, December 12, 2014		<ul style="list-style-type: none"> Picture Day 	383 E 139 th Street Auditorium
Tuesday, December 23, 2014 PA Meeting Presenter: Robin Ambrosi ELA Instructional Coach	8:30am – 11:30am	<ul style="list-style-type: none"> Introduction to Parent Survey ELA Workshop Guided Reading Level Descriptions and Examples 	383 E 139 th Street Auditorium
Tuesday, January 27, 2015 PA Meeting Presenter: Math Instructional Coach	8:30am – 11:30am	<ul style="list-style-type: none"> Results of Parent Survey Incentive Introduction of Parent College Tours Math Workshop Understanding the Curriculum 	383 E 139 th Street Auditorium
Friday, February 6, 2015		<ul style="list-style-type: none"> Picture Day #2 Retake and Make-up Day 	383 E 139 th Street Auditorium
Tuesday, February 10, 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	Lehman College
Tuesday, February 24, 2015 PA Meeting Presenter:	8:30am – 11:30am	<ul style="list-style-type: none"> Parent Teacher Conference Questions Mental Health Strategies 	383 E 139 th Street Auditorium
Thursday, March 5, 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	City College
Tuesday, March 24, 2015 PA Meeting Presenter:	8:30am – 11:30am	<ul style="list-style-type: none"> Preparation for City Wide Testing Health and Nutritional Awareness 	383 E 139 th Street Auditorium
Thursday, March 26, 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	Fordham University
Thursday, April 2, 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	Hunter College
Tuesday, April 28, 2015 PA Meeting Presenter:	8:30am – 11:30am	<ul style="list-style-type: none"> Understanding the IEP and its Process ??? 	383 E 139 th Street Auditorium
Tuesday, April 24, 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	Bronx Community College
Thursday, May 7 2015 College Tour for Parents		<ul style="list-style-type: none"> Parents to receive an overview and tour of college campus. 	Hostos Community College
Tuesday, May 26, 2015 PA Meeting Presenter:	8:30am – 11:30am	<ul style="list-style-type: none"> Domestic Violence Workshop ??? 	383 E 139 th Street Auditorium

Friday, June 5, 2015		<ul style="list-style-type: none"> Health Fair for Parents 	383 E 139 th Street Location to be announced
Tuesday, June 23, 2015 PA Meeting Presenter:	8:30am – 11:30am	<ul style="list-style-type: none"> Pre- K to Kindergarten Workshop ??? 	383 E 139 th Street Auditorium

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

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

School-Parent Compact (SPC) Template

[SCHOOL-PARENT COMPACT

• **PS 49X School-Parent /Guardian Agreement**

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

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

Signature of Parent

Signature of Student

Signature of School

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

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• **EP 49x de la Escuela en Acuerdo con el Padre/Guardián**

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

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

Firma del Padre

Firma del Estudiante

Firma de la Escuela

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 49	DBN: 07X049
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 49 will use the Title III funds to enrich and supplement the existing programs. Our goal is to provide additional support to our ELL's so that they may advance in their english language proficiency levels. The program will service students in grades 1 to 5. Newcomers, beginners, intermediate, and long term ELL's will be our target population.

Number of Teachers: There will be a total of four teachers working with our students.

Number of weeks of operation: We will operate for 14 weeks and a total of 28 days. The program will operate 2 days a week for 90 minutes on Wednesdays and Thursdays from 2:45pm till 4:15pm. The program will begin on January 8, 2015 through May 7, 2015. The program will serve students in grades 1 - 5. The teachers will be working with students in the areas of reading, writing, listening, and speaking. The following program will be used: New York State English Language Learner text. Students will be expected to develop Tier II vocabulary and build real world connections.

In addition to the infusion of technology, the program will include the following: TPR, modeling, scaffolding, graphic organizers, accountable talk and hands-on activities. English will be the language of instruction and all the teachers will have ESL certification.

Part C: Professional Development

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

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

Begin description here: During the 2014-2015 school year, teachers will participate in ongoing professional development on the SIOP model on designated dates. The professional development will cover the 8 SIOP Model Components and Features. This PD will be available to our bilingual, ESL as well as monolingual teachers who have a high concentration of ELLs in their classrooms. It is designed to

Part C: Professional Development

help teachers develop stronger language objectives and techniques. The training will occur on the third Monday of every month beginning in December through the month of June. From 2:40pm till 3:25pm. The professional development will be provided by teachers who have attended the SIOP training. Teachers will also receive supplies and materials to implement the program. Teachers will use "Making Content Comprehensible for English Learners" Then SIOP MODEL by Jane Echevarria, MaryEllen Vogt and Deborah J. Short.

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: To provide cultural enrichment and academic knowledge to the families of our ELL's , so that they in turn can provide better academic support for their children. By accessing various resources we are improving the opportunities for our students success, at our school and for the future. Parents will meet on the second Tuesday of each month beginning in December and ending in June (12/9, 1/13, 2/10, 3/10, 4/7, 5/12, & 6/9). From 2:40 pm to 3:25 pm. Topics to be covered are as follows: Orientation of future sessions, at this time parents will receive informational packets that will include calendar of events, health related pamphlets and goals. Immigration, improvement of health and attendance, how to navigate various websites to support classroom learning, family literacy. We will also provide field trips for parents to enhance academic and cultural awareness (trips will take into account the school year calendar and parent's schedules). Providers include: Debra Colon, ESL teacher, Angel Santiago, ESL teacher, Alexia Rodriguez, parent coordinator, Nydia Santiago, school health coordinator.

We will serve approximately 20 parents. Parents will receive notification about the program through flyers, P.A. meetings, monthly newsletters. Outreach will also be done via phone calls. All notifications will be translated and distributed to families in their native language. In addition, translators will be available to provide translation to families in their native language using translation devices.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 07	Borough Bronx	School Number 049
School Name P.S. 49		

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 Frank Hernandez	Assistant Principal Josette Weeks
Coach Gina Hutchinson	Coach Angelica Jordan
ESL Teacher Debra Colon/Angel Santiago	Guidance Counselor Lisa Zwerling/Shernette Grant
Teacher/Subject Area Daniel Berdugo/5th Bilingual	Parent /Alejandra Moretto
Teacher/Subject Area MarlixHernandez/5th Bilingual	Parent Coordinator Alexia Rodriguez
Related Service Provider Mariana Peralta	Other type here
Network Leader(Only if working with the LAP team) Karen Ames	Other type here

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.	2	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	6	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)	637	Total number of ELLs	131	ELLs as share of total student population (%)	20.57%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
Pull-out	5	0	0	0	0	2								7
Total	7	2	2	2	2	4	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	14
SIFE	2	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	83	2		4						87
Dual Language										0
ESL	30		11	14		3				44

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	113	2	11	18	0	3	0	0	0	131
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
Spanish	20	14	14	12	13	14								87
SELECT ONE														0
SELECT ONE														0
TOTAL	20	14	14	12	13	14	0	87						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	4	9	7	4	9	5								38
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2	1	1									4
TOTAL	5	9	9	5	10	6	0	44						

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)	9	3	5	3	1	5								26
Intermediate(I)	3	14	4	4	7	3								35
Advanced (A)	12	6	13	8	13	11								63
Total	24	23	22	15	21	19	0	0	0	0	0	0	0	124

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	14	4			18
4	9	5			14
5					0
6					0
7					0
8					0
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	15		15						30
4	3		7	1	2		1		14
5									0
6									0
7									0
8									0
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	1	3	2	3	1	14
8									0

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	13	18	7				
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.
 We use both formal and informal data to assess early literacy skills. We use the following: DRA, EDL and Estrellita. As a school that selected Ready Gen, we use the PBAS as well. In addition, we use the LAB and NYSESLAT to obtain insights into instructional level. Lastly, the teachers use conferencing notes, student work and running records to assess literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that approximately 34 students are classified as beginners, 35 are classified as intermediate and 63 are classified as advanced. The majority of our advanced students are placed in grades 3-5. As a result, instruction is in English for the majority of the day.
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](#))
It is currently not possible to use the AMAQ. The patterns for modalities are not yet established since the new NYSESLAT was administered last year. There are some similarities between our monolingual and bilingual students. As a result, the whole school used Wordly Wise to strengthen vocabulary, Lexia to develop phonological awareness, fluency and comprehension. We incorporate language modalities during the lesson via group discussions, journals, charts, graphic organizers. Lastly, teachers collaborate to create a reflective community as they plan and review their lessons.
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?

After the reviewing the testing data in science and math, there does not seem to be a significant difference in scores for tests taken in English as opposed to Native language. The ELL Periodic Assessment was administered last year, but the results of this assessment were not used since the assessment was no longer aligned with the NYSELAT, therefore NYSELAT scores were used to determine levels of proficiency and to guide instruction.
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](#))
To guide instruction for ELLs, the following assessments are used: Previous years's NYS Assessment (Grades 3-5), NYC Benchmark Assessment, E-CAM, DRA2, I-Ready, GoMath Baseline Assessment, Ready Gen/GoMath Unit Assessment, and Lexia Reading. After reviewing the assessments, students that need Tier 2 services are serviced within the classroom setting by out-of-classroom teachers. Tier 3 students will receive individualized instruction provided by related service providers. The focus will be in areas of academic difficulties using differentiated instruction. Progress monitoring data will be used to make continual decisions on instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The teacher confers with the ESL staff and student work is reviewed in inquiry groups. The student's proficiency level will determine the amount of English or native language the student will receive according to CR Part 154 mandated number of units. Parents are interviewed during the registration process and the information gathered is used to determine whether or not the child is an English language learner and if so the child will be given both the R-Lab and if necessary the Spanish Lab in order to determine proficiency levels. Content areas are taught using scaffolding strategies to help develop students English language skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In order to evaluate the success of our ELL programs, we use the results of the NYSELAT, DRA2, Performance Based Assessments in both Math and ELA, as well as the results of NYS State exams. Then, the analysis of the results is discussed amongst administrators and school staff in order to determine how to differentiate instruction for students.

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

Parents of newly enrolled students receive entitlement or non-entitlement letters (based on LAB-R scores) within the first 10 days of enrollment. The parents of eligible students are invited to a parent orientation in which the 3 ELL program models (TBE, ESL and DL) are explained. Upon arrival, they sign in and receive an agenda. Parents see an orientation video, which is available on line by the NYC DOE, that explains the three program models. This video is shown in the parents' native language. After viewing the video, questions are answered and programs are discussed. Parents then complete the Parent Survey and program selection forms. Parent orientations are continuously offered throughout the year for all newly enrolled students. School personnel provides outreach for those parents who do not attend or complete the selection forms. Additional outreach is conducted during our annual parent orientations and during parent teacher conferences. We also follow up with phone calls and have the family worker conduct a home visit.
3. 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 certified ESL teachers are responsible for the distribution and collection of all entitlement letters, as well as, parent surveys and program selections forms. To ensure that all letters and forms are returned, the ESL teachers maintain records of letters sent out and returned. If forms are not returned, outreach is made through phone calls, parent teacher conferences or during grade orientations. Once returned, the forms are placed in a binder located in the ESL room. Consistent with the newly received guidelines, all eligibility results are entered into the ELPC screen on ATS.
4. 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.

Students are placed in the appropriate program within the first ten days of enrollment. Parents are informed of students eligibility and entitlement in the home language preference listed on the HLIS. Placement is determined by parent choice and program availability. Parents of eligible students are invited to attend the parent orientation where the Parent Orientation video is shown in the parent's native language. If a child is eligible for testing and their home language is Spanish, they are placed in the TBE class until eligibility is determined. If the child is determined eligible but the parent chooses not to have the child placed in a TBE class, the child is placed in monolingual class and is provided with ESL services. Non-Spanish speaking ELLs are placed in monolingual classes and receive ESL services. If a non Spanish speaking parent is interested in TBE or Dual Language, the school provides information of where these programs are available. Information communicated to parents is provided in their native language. Translated materials provided by the Office of ELLs and services provided by the Translation and Interpretation Unit is used when needed.

The ESL teachers review NYSELAT scores once they become available. A continued entitlement letter will be given to each student who has not reached proficiency on the NYSELAT. The parents must sign and return the letter to the ESL department. The signed entitlement letter will be kept on file in a binder in the ESL room. If a letter is not returned to the school, the ESL teachers will follow up with a phone call to advise the parents that their child continues to be entitled to ELL services. For those students who reach proficiency on the NYSELAT, a non-entitlement letter will be sent to parents. Students who transition to all English monolingual classes will continue to

receive bilingual or ESL transitional support for two years.

5. 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.

In the spring, all eligible ELLs who are identified in ATS (RLAT) are given the NYSELAT in the four modalities which are listening, speaking, reading and writing. ESL teachers who have been trained in the administration of the NYSELAT, train a team of pedagogues so they are able to properly administer the test. This test is given annually during a testing administration window provided by New York State. We provide parents with a letter announcing that all ELL students will be administered the Speaking, Listening, Reading and Writing parts of the NYSELAT. Students will be tested individually for the Speaking portion of the exam by the ESL and other trained pedagogues. The Listening, Reading and Writing parts of the NYSELAT are each administered on a specific day. ELL and IEP modification are adhered to. We ensure that all parts of the test are administered and scored by a teacher other than that student's Bilingual/ESL teacher. If students are absent for any part of the NYSELAT, all efforts will be made to successfully administer any missing components through the end of the testing window. The students continue to take this assessment annually until they achieve proficiency in English. Our trained team of pedagogues reviews the scores when the NYSELAT results become available in ATS. Parents are notified with entitlement or non-entitlement letters and students are placed in the appropriate classrooms according to eligibility.

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 over the last few years, we noted that there appears to be a majority of number of parents requesting Bilingual programs. For example, this year for parents who filled out the Parent Survey the Lab-R testing eligible students, 23 parents requested a bilingual program, 14 requested a ESL program and 1 requested a Dual Language program. We will continue to monitor parent choice to ensure parent program choices are being met. Currently, P.S. 49 offers TBE and ESL programs which align with parental request. Paste response to question here:

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])?

The organizational models at PS 49X vary depending on the grade levels. Grades 3-5 are departmentalized by ELA/Social Studies and Math/Science. Grades PK-2 are not departmentalized. Across the grades, there are ICT classes and self-contained classes to accommodate our Special Education population. The schedule model for the school is set in block periods where students travel with their class together. Students are grouped heterogeneously across the grades.
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)?

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

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

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

In the TBE program, the content areas such as math, science and social studies are delivered either in English or Spanish using either native language support or ESL strategies. The percentage of native language used varies according to the degree of dominance. Translated versions of textbooks are available in science, social studies and math. Libraries are available in both English and Spanish. Other scaffolding techniques such as contextualization, schema building, text-representation and the use of metacognition process are used as the needs arise.

Content areas are taught in English using ESL methodologies. In the ESL program, the teacher also collaborates with the classroom teacher to plan for best strategies to facilitate the learning of content. Strategies such as the use of graphic organizers, Venn diagrams, visuals and realia are used to make the content comprehensible. The use of computers and smart boards also makes information more accessible. The language of instruction is simplified when necessary to facilitate content learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When students are enrolled in our school, their parents fill out the HLIS to identify the child's home language. If the child is an eligible candidate for ELL services, he or she is administered the LAB/R. Furthermore, if the child's home language is Spanish and the child does not score above the the LAB/R cut off score, the he or she is administered the Spanish LAB. The ELL students who are placed in bilingual classes are assessed through Estrellita, teacher observations and assessments. ELLs in bilingual classes are also administered the ELE (El Examen de Lectura en Espanol) assessment in grades 3 to 5 to assess their native language Spanish reading skills. Eligible ELLs who are not Spanish speaking, are assessed through the use of non-verbal tasks, informal observations and review of student work. Spanish speaking ELLs have access to translated versions of the city and state assessments. In addition, all ELLs are entitled to use glossaries or a translator if the test translation is not available in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use assessments such as DRA2, Performance Based Assessments (PBAs), teacher informal assessments, teacher created assessments, running records, conferencing and NYSELAT results. These evaluations will allow for us to provide differentiation of instruction for the students Speaking, Listening, Reading and Writing skills. Programs such as Worldly Wise 3000 and Lexia Reading Core5 utilized to evaluate students reading, writing and listening skills.

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

SIFE and newcomers attend extended day Monday, Tuesday and Wednesday from 8:02 to 8:40. During this time, they use Lexia online reading program. They receive RTI services in the classroom throughout the day. "Project Read", is offered to students in grade 1 the program meets on Tuesday, Wednesday and Thursday from 3pm to 5pm. This program began on November 12 and will run until May. In addition, afterschool programs with a focus on Math and ELA are offered to students in grades 3, 4 and 5, Monday through Thursday from 3:00 pm to 5pm. These programs will run from 10/15/13 through 3/26/14. Students in grades 3, 4, and 5 can also attend the Saturday academy in which Math and ELA are the focus. This program runs from 10/26/13 through 4/26/14. Another Saturday program called ELLA is also being offered to Newcomers(0-3years) and ELLs in grades 3, 4, and 5 from 11/2/13 to 05/3/14. This program will focus on teaching English through literacy and arts activities. At this time we do not have any long term ELLs in our school. Former ELLs are offered the afterschool programs in Math and ELA or the Saturday Academy in Math and ELA. Former ELLs will continue to receive their ELL modifications for city and state assessments for up to 2 years.

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?

Related service providers offer a push in model in order to address needs. Our students have equal access to extended day, AIS and the afterschool program. The teacher of students with special needs have a common preparation period once a week where they can discuss modifications made to the curriculum to address student needs. The IEP teacher reviews schedule flexibility with the classroom teacher. All programs, reading writing, math, science and social studies have components which address the needs of ELLs-SWDS.

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?

P.S. 49 is departmentalized from grades 3-5. PreK-2 grades are not departmentalized. Most ESL services are provided using the push in model. There are ICT classes and self-contained classes on every grade. P.S. 49 has adopted the block period model. PreK-2 grades stay in the classrooms while grades 3-5 travel together as a group with their respective class. All classes are heterogeneously grouped. The programs implemented at P.S. 49 to serve our ELL population are Transitional Bilingual and Freestanding English as a Second Language (push-in model). Instruction in the TBE is delivered in the native language so that students develop conceptual skills which can be transferred as they learn English. As per CR Part 154, students who are in the TBE program and are at the beginning and intermediate level receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL per week and 180 minutes of ELA. Depending on the proficiency levels of the class, time allotted to native language and English is as follows: Beginners receive 60% of their instruction in Spanish and 40 % in English; intermediate level students receive 50% Spanish and 50% English; students at the advanced level receive 25% Spanish and 75% English. Since classes are heterogeneously grouped, instruction is differentiated according to students English proficiency level. In the ESL programs, native language is supported through the use of native language books available in the school library and ESL room. Our school uses Pushin/Pullout model of instruction for our ESL program. Students at the beginning and intermediate levels will receive 360 minutes of ESL a week. Students with advance proficiency receive 180 minutes of instruction a week. The two certified ESL teachers either push-in or pull-out for 45 minute blocks. The ESL teacher and classroom teachers articulate in order to address students needs. The collaboration between the two teachers encompass the content to be covered in class and any ESL strategies that will facilitate student learning. Some of the strategies are the following: scaffolding, TPR, songs and chants, repetition, graphic organizers, modeling, interactive read aloud, retelling, sequencing, academic, language experience approach, accountable talk and the use of picture dictionaries.

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

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

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

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

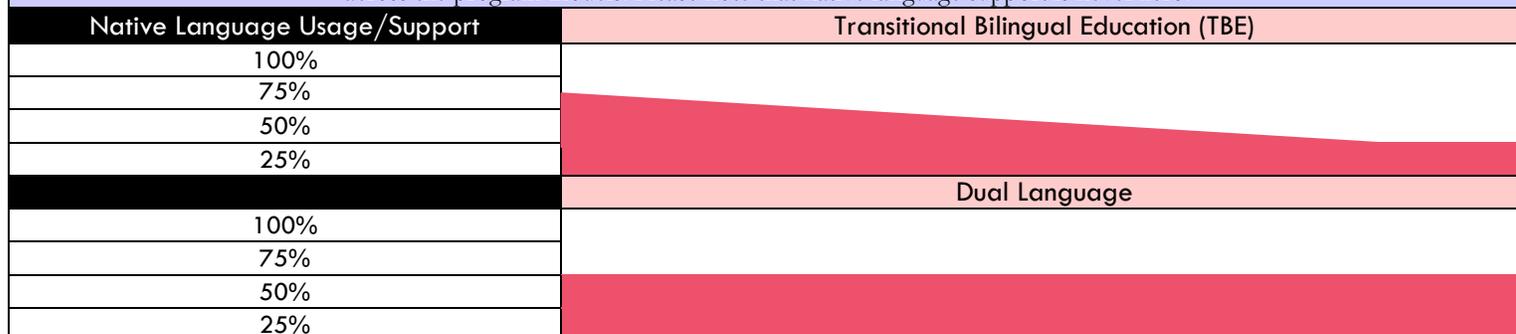
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

The targeted intervention programs for ELLs in ELA, math and other content areas are SETSS, ESL, Extended Day (ETS), RTI, Occupational and Physical Therapy, Speech and Language, Guidance counseling, and afterschool. The language used for instruction or services is English and/or Spanish as needed. Consistent with special education guidelines, our evaluations and parent meetings are conducted in a non-discriminatory manner, in both English and Spanish for our students with special needs. Teachers differentiate instruction for all students, including ELLs, according to their needs. Programs such as Ready Gen allow for ESL strategies to be used. Within the academic content areas, Harcourt Go Math and Harcourt Science have ESL components available which allow for differentiated instruction. , are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet Common Core state standards, in reading, math, science and social studies. Wordly Wise supports writing and vocabulary. Empire State NYSELAT is a program our school uses to support ELLs in the modalities of listening, speaking, reading and writing.

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 Bilingual programs support our ELLs in both content and language with the use of bilingual versions of Go Math, Harcourt Science and Social studies. Furthermore, within the bilingual classes teachers provide scaffolded ESL instruction for their ELL students. For students in monolingual English classes, their instruction is supported by ESL teacher who pushin and provide scaffolded instruction for these students during instructional Literacy and Mathematical blocks.

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

We are implementing a Saturday program for ELLs called ELLA, English Language and Literacy through the Arts.

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

At this time we are not discontinuing any programs/services for ELLs.

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

All ELLs have equal access to all school programs and supplemental services offered in the building. All ELLs are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. They are also eligible for RTI and ETS. There is also a Saturday program called ELLA which is available to all English Learner students. Parents are notified about program availability through translated letters, parent workshops and meeting where translators are available and through phone calls.

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

Go Math and Ready Gen are our Common Core aligned programs which include scaffolded activities and strategies for ELL students. Go Math, Harcourts Science and Social Studies are also available in Spanish translated versions to support native language. We use I-ready as a computer based math program. In addition, Lexia is interactive language program for ELLs that will be used this year.

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

Native language is supported in the TBE and ESL programs through the use of native language libraries within the bilingual classrooms, school library and ESL room. The ESL room is also available as a resource to all teachers in order to provide native language support. Our TBE and ESL classes have bilingual dictionaries, bilingual books and native language trade books which support native language. In addition to Estrellita, reading and writing in the native language is supported through the use of Lee and Low books; both programs promote academic vigor and are aligned with the common core standards. Additionally, the writing curriculum maps at every grade level promotes alignment and the acquisition of skills. Writing is also supported by programs and approaches such as Wordly Wise 3000, Tier II vocabulary and graphic organizers. Native language skills are reinforced through the content areas of math, social studies, and science through the use of translated versions of text books. To address alignment and strengthen reading, the K through 2 bilingual classes, will be using the Estrellita program. It is a phonics program for Spanish speakers in grades K through 2 in the TBE classes. Estrellita is an accelerated, systematic, Spanish reading program which encompasses instruction in explicit phonemic awareness, phonics and fluency. The program provides scaffolded layers of support and differentiated instruction.

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

Required support services and resources correspond to ELLs ages and grade levels. ELL students' periodic progress is monitored through formative and summative assessments such as the Lab-R, NSYELAT and this information is used to drive ESL instruction in the four English language modalities: speaking, listening, writing and reading.

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.
- A. trained bilingual or ESL pedagogue is available to parents during the preregistration and registration process. Those individuals assist with newly enrolled ELL students before the beginning of the school year and with new ELLs, who enroll throughout the school year.**
- 17. Besides the Spanish native language instruction within the TBE classes, language electives are not offered at our school. Paste response to question here:**
18. What language electives are offered to ELLs?
- Besides the Spanish native language instruction within the TBE classes, language electives are not offered at our school. Paste response to question here:**
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

Questions 1 & 2: Professional development is provided by school staff, network staff, the office of OELL, coaches, consultant and community learning support organizations. Our school staff includes all administrators and pedagogues: For the 2013-2014 year we are focusing on topics such as:

- English Language Literacy, Visual Arts and the Common Core
- Response to Intervention
- Using Lexia in the classroom
- Collaboration and C-teaching: Strategies for English Learners
- Implementing the Estrellita Program
- Using the DRA/EDL for our ELL students
- Strengthening Language and Mathematical Competence in the classroom
- Unpacking the NYSESLAT-Next Steps
- Planning and Preparation for ELLS
- Questioning Techniques in the Classroom: Engaging our ELLs
- The intake process for clerical staff

We keep a record of all professional development sessions attended by our staff, including maintaining copies of attendance records, agendas and topics provided throughout the year. Please note that some of the sessions consist of a series of workshops whereas others consist only of one workshop.

Question 3: Meetings are held with APs, the ESL teacher, parent coordinator and the guidance counselor to provide parents and students with information about different schools. The packet includes information on transition from elementary to junior high school. The guidance counselor attends meetings and has individual as well as group meetings with the parents and students. This year, we are also being joined by the LINC program at New York University who will discuss transition issues with our 5th graders.

Question 4: All professional development sessions will support the minimum of 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by network personnel. The minimum 7.5 hours of ELL training is given every school year. The classroom and enrichment teachers receive strategies and support with the instruction regarding ELL students, including Tier 1 and Tier II intervention. The payroll secretary maintains records for each teacher and all professional development sessions in the main office.

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. P.S. 49 offers various programs to support the parents of ELLs. The main source of support is the Parent Association at P.S. 49. The Parent Association meets parents on a monthly basis to discuss and inform on topics that are valuable in the academic development of our students. Some of these topics have included New York state test preparation (ELA, math, social studies, and science), ARIS on-line computer training, Supplemental Educational Services (SES) workshops, and Middle School Choice workshops. We will soon be offering SESIS. Furthermore, the Parent Association sends an English and Spanish newsletter and calendar home on a quarterly or monthly basis which informs the parents of upcoming events (e.g. workshops, parent teas, and informational sessions).
 2. Outside agencies are offered as resources to parents. This information can be obtained by parents through the Parent Coordinator at P.S. 49 (Alexia Rodriguez) and the Parent Association. Resources include but are not limited to the Mercy Center which provides English as a Second Language (ESL) classes, employment readiness workshops, and children's activities for families. The East Side House provides after-school programs for children to attend. The Bronx Health Link provides information on topics such as influenza, prenatal care, and other health related topics. Finally, there is information available for alternative Pre-Kindergarten programs that are offered in the area in the event that there is limited space at P.S. 49 due to maximum enrollment.
 3. The needs of the parents at P.S. 49 are assessed via surveys, questions, and question/ answer sessions. These needs are addressed through the Parent Association, the Parent Coordinator at P.S. 49, as well as the administration at the school. Parent meetings are conducted at the beginning of the academic year and Parent Association meetings during the academic year. In addition, The Parent Coordinator is available during school hours to meet with parents to address any and all concerns.
 4. There are various parent involvement activities that address the needs of parents. Parent-teacher conferences and grade assemblies are scheduled to promote the success of parental involvement. Assistant Principals hold monthly workshops with the parents both in morning and at night to discuss topics such as the Common Core Standards and student progress. Parent and child luncheons are offered to strengthen parental involvement. Furthermore, P.S. 49 and the Parent Association cooperate twice a year to hold a family movie night to further promote parental involvement. There are plans to implement programs to meet the social needs of our families. Parents have also inquired about ESL, literacy and computer training programs at P.S. 49. Last year, we implemented "Maestra en Casa" This academic year, the school is again planning to hold a Saturday program to address ESL and native language literacy. Childcare needs of our families attending this program will be addressed in order to ensure the success of the program.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		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: 07X049 School Name: P.S. 49X / The Willis Avenue School

Cluster: 406 Network: Karen Ames

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.

The Willis Avenue School/P.S. 49X is comprised of Hispanic students. We also utilize the Home/School Language survey to gather information as well as the ATS reports (RHLA & RPOB).

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.

School communication is sent home in Spanish and English. Letters are translated from English into Spanish by on-site bilingual staff. Additionally, when the need arises, we send letters to the Department of Education Translation and Interpretation Unit for translation. These documents are then reviewed by one of our on-staff translators. Our Parent Coordinator and our Family Worker are available to translate at meetings and workshops. In addition, we have a translation unit/machine which can accommodate the translation needs of 50 parents.

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.

The school will provide parents with school documents or notification in their home language. First, all large documents will go to the DOE Interpretation and Translation Unit. Then the letter will be reviewed by a P.S. 49 school staff member and sent out the next day. This will be done 2-3 weeks in advance of distribution. Smaller documents will be translated by on-site staff members.

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.

The Willis Avenue School/P.S. 49X makes every effort to communicate to parents in their native language as well as English. Phone calls are made to notify parents of important school wide events as well common day to day occurrences.

During All-School Meetings, i.e. State of the School Address, Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant.

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>.

As per the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, P.S. 49/The Willis Avenue School provides the following:

Home language preference sheets for translation and interpretation services for both written and oral communication.

This year, out of the new families who registered, 23 parents requested a bilingual program, 14 requested an ESL program and 1 requested a Dual Language Program.

The principal utilizes translation personnel during PTA, SLT, PTC and all school meetings. A school staff member or parent provides translation services.

The school sends out notifications to parents in both English and Spanish.

We share our findings with the school community through our SLT, PTA and school meetings.