

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

24Q049

School Name:

P.S. 049 DOROTHY BONAWIT KOLE

Principal:

THOMAS CARTY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Dorothy Bonawit Kole School Number (DBN): 24q049
Grades Served: K-8
School Address: 63-60 80th Street, Middle Village, NY 11379
Phone Number: 718-326-2111 Fax: 718-894-3026
School Contact Person: Tom Carty Email Address: tcarty@schools.nyc.gov
Principal: Tom Carty
UFT Chapter Leader: Marion Osojnak
Parents' Association President: Kimberly Walters
SLT Chairperson: Frank Riggio
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona, New York 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: _____ Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City NY 11101
Director's Email Address: LPender@schools.nyc.gov

Phone Number: 718 828-5488 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tom Carty	*Principal or Designee	
Marion Osojnak	*UFT Chapter Leader or Designee	
Kimberly Walters	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Snell	Member/ Assistant Principal	
Deanna Oddo	Member/ Teacher	
Angela DeLeo	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeanette Morscher	Member/ SLT Secretary	
Helaine Berkowitz	Member/Teacher	
Frank Riggio	Member/ STL Chairperson	
Carl Chiamonte	Member/Parent	
Barbara Burns	Member/Parent	
Wayne Cook	Member/ Parent	
April Alberghini	Member/Parent	
Jane Ducey	Member/Parent	
	Member/ Parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 49 is a K-8 school located in the heart of the vibrant community of Middle Village, Queens. It serves 1,107 students from grade kindergarten through grade 8. The school population comprises 1% Black, 27% Hispanic, 56% White, and 16% Asian students. The student body includes 6 % English language learners and 10% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2014-2015 school year was 97.6%. The school's mission is to create an environment which enhances students' natural curiosity; fosters a desire for lifelong learning; and encourages students to use their diverse talents to bring positive change to their community. To this end, we offer a liberal arts program that challenges students to think critically and take ownership of their own learning that is enhanced by technology, music and visual arts. Our program strives to provide a dynamic environment and quality education which prepares students for the rigors of high school, college and careers. Students are afforded the opportunity to pursue their interests after school through a robust offering of extracurricular activities. Through partnerships with Studio In a School, the New York Historical Society, The Museum of the City of New York, and Little Kids Rock, students are exposed to a variety of experiences at cultural institutions throughout New York City that support the curriculum. Last year feedback following the Quality Review and Principal Performance Observation indicated a need for continued emphasis on providing all learners with supports and extensions to ensure equal access to the curriculum. To that end, administration and staff will focus on improving systems to implement effective differentiation strategies across the curriculum. The school community will continue to build on the growth that was shown in the Framework for Great Schools elements of Collaborative Teachers, Supportive Environment and Trust to meet the needs of all students with emphasis on English Language Learners and students with disabilities. Through continued partnership with the Learning Leaders Program, administration will focus on improving parental involvement as it relates to the element of Strong Family-Community Ties.

24Q049 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1129	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				13
Types and Number of Special Classes (2014-15)				
# Visual Arts	22	# Music	14	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	3.8%	% Attendance Rate		94.9%
% Free Lunch	38.3%	% Reduced Lunch		9.1%
% Limited English Proficient	5.4%	% Students with Disabilities		14.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.4%
% Hispanic or Latino	27.0%	% Asian or Native Hawaiian/Pacific Islander		15.5%
% White	56.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.6%	% Teaching Out of Certification (2013-14)		10.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	50.2%	Mathematics Performance at levels 3 & 4		56.0%
Science Performance at levels 3 & 4 (4th Grade)	92.3%	Science Performance at levels 3 & 4 (8th Grade)		77.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- 2014-2015 Quality Review indicated that the planning and revising of curricula has led to coherent curricula samples that provide rigorous habits and higher order skills for all students .
 - 2014-2015 Quality Review indicated a need for greater scaffolds to allow ELL students better access to content.
 - 2014-2015 written feedback from Principal Performance Observation indicated a need to promote a shared understanding of multiple access points and scaffolding that address the diverse needs of all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 100% of Professional Learning Communities will have employed effective protocols for analyzing student work and utilizing the results of that analysis to modify lesson and unit plans in order to differentiate instruction to meet the needs of all learners. This will be measured by monthly analysis of minutes of Professional Learning Communities, quarterly review of adjustments made to lesson and unit plans in ELA, math, social studies and science, and the analysis of the impact of curricular adjustments on student outcomes at PLC meetings all of which will lead to a 3% increase in proficiency on New York State ELA and math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Assistant Principals and Literacy coach will work with Professional Learning Communities to refine analysis of student work and strengthen connection between that analysis and curricular adjustments in order to provide students with rigorous instruction appropriate to their current levels of performance.</p>	<p>All Teachers/Students</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach</p>
<p>Common prep and professional periods will be instituted in the schedule to provide teachers adequate time to engage in work described above. Additionally, a portion of Monday's professional learning time and Tuesday's professional time will be dedicated to this work.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Teachers Leaders</p>
<p>Work of Carol Ann Tomlinson and Jay McTighe will guide teachers in identifying and implementing effective differentiation strategies.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Two assistant principals, literacy coach, weekly professional period per teacher, copy of “Integrating Differentiated Instruction and Understanding by Design” by Carol Ann Tomlinson and Jay McTighe per teacher.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

By February of 2016, teacher lesson and unit plans will include multiple access points for all students that are the direct result of the analysis of student work in professional learning communities as evidenced by snapshots of lesson and unit plans taken during February Professional Learning time.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- 2013-2014 School Survey Report indicates that 100% of teachers agree that teachers work together on teams to improve their instructional practice.
 - 2013-2014 School Survey Report indicates that 18% of teachers do not feel that their professional development has been sustained and coherently focused.
 - 2013-2014 School Survey Report indicates that 24% of teachers indicated that they did not receive enough support in their content area.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 100% of teachers will engage in differentiated professional development cycles that capitalize on teacher strengths while addressing specific areas for growth. These cycles will support teacher growth while providing autonomy and developing leadership capacity among teachers as evidenced by response to teacher surveys surrounding professional learning, and administrator and teacher assessment of professional growth identified in teacher evaluation forms.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Supervision of content area departments will be distributed among assistant principals to provide targeted content area support to subject area teachers.	Teachers	Sept. 2015-June 2016	Principal Assistant Principals
Assistant Principal support of content teachers will allow literacy coach to target lower grade teachers in support of this work.	K-5 Teachers	September 2015-June 2016	Literacy Coach
Teacher leaders will be identified at various grade levels and content areas to share best practices and facilitate professional growth of their colleagues.	All Teachers	September 2015-2016	Specific Teachers TBD
Professional Development Committee will determine specific areas of need in relation to CEP goals and collaborate with administration to develop PD cycles to address areas for growth.	All Teachers	September 2015-June 2016	PD Committee, Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assistant Principals, Literacy Coach, Monday’s professional learning time, coverage for teachers and per session to plan and conduct PD as needed.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016 all teachers will have engaged in two five week cycles of professional learning in support of CEP goals. Teachers will complete midyear reflection to analyze impact of PD and identify next steps for remainder of the year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

--

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Results of survey distributed to families by parent members of school community indicated that some parents do not attend PTA meetings/school functions because they do not speak English.
- Parent feedback at SLT and PTA meetings indicated an interest among parents to explore funding sources to maintain school’s mission of providing a varied liberal arts curriculum.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, systems implemented in the 2015-2016 school year to increase parental involvement will be improved upon to continue to increase collaboration between home and school, and to improve outreach and communication to non-English speaking families. This will improve school climate as evidenced by a 3% increase in parental satisfaction related to school culture on the NYC School Environment Survey and increased participation in PTA and school events of non-English speaking families.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Current efforts to replace parent coordinator will place strong emphasis on finding a bilingual candidate.</p>	<p>Families</p>	<p>June 2015-September 2015</p>	<p>Principal</p>
<p>Parent volunteers will be solicited to conduct outreach to parents of specific foreign language groups.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, PTA, Assistant Principals</p>
<p>Through collaboration with the office of translation and other translation services, school will provide increased opportunities for non-English speaking parents to receive written communication and participate in school and PTA events.</p>	<p>Non-English speaking families</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, Office of Translation Services</p>
<p>Parent led grant writing committee will convene to research and apply for grants in support of school's mission.</p>	<p>School Community</p>	<p>June 2015-June 2016</p>	<p>Parent and teacher volunteers, School Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title III Funds, Per Session Funding for workshops, Parent Coordinator will utilize time conducting outreach, Funds will be dedicated for Learning Leaders program</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

By February of 2016, translation services will be improved to ensure website is accessible to non-English speaking parents and accommodations are in place for non-English speaking parents at PTA meetings. By February of 2016 school grant writing committee will have been awarded at least one grant to further the school's mission. February review of feedback of non-English speaking parents on school created survey will serve as midpoint benchmark.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

		positive student interactions.		
--	--	--------------------------------	--	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S./I.S. 49** is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, as trained volunteers and welcomed members of the school community. **P.S./I.S. 49** will support parents and families by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

Parent representatives from SLT and PTA were consulted in the creation of this Policy. To increase and improve parent involvement and school quality, the school will:

- engage parents in discussion and decisions regarding issues surrounding parental involvement
- ensure that funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association)
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Parent coordinator will make a concerted effort to engage non-English speaking parents.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
- supporting or hosting Family events
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- maintain a school website designed to keep parents informed about school activities and student progress;

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: <u>The Dorothy Bonawit Kole</u>	DBN: <u>24Q049</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/ IS 49, a K – 8 school implements a free standing ESL program in accordance with CR Part 154 and Title III guidelines for approximately 50 students. All students are provided with programs that will enable them to meet the NYS Performance Standards and the Common Core Standards. Our school vision includes developing a program that focuses on literacy, math and technology supported by the cultural arts. Our staff members are introduced to quality professional development that helps them align their lessons in accordance with our educational philosophy.

- Our Title III program will provide English Language Learners with supplemental instruction in different School Instructional Programs on several levels according to NYSESLAT, Periodic Assessments and NYS exams. Our ELL student population is a diverse group who speak a variety of languages, some of which include Russian, Uzbek, Spanish, Chinese, Polish and Hungarian. Upon examining the NYSESLAT scores (2014), and state assessments, benchmark assessments and running records, we determined that our ELL students needed supplementary instruction in literacy and math in grades K-8.

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

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

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

-
-

Part C: Professional Development

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

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

Begin description here: In order to support the instructional programs, the ESL teacher will continue to participate in various professional development opportunities provided by the network and by the Division of Students with Disabilities & English Language Learners, NYCDOE. For instance, this school year she participated in the following workshops: Children First Network 406 workshops: Nuts and Bold of CPR 154, Determining the Annual Measurable Achievement Objectives, Technical Assistance with the Language Allocation Policy and Implications with the Comprehensive Education Plan; The Division of Students with Disabilities & English Language Learners workshops: AMAOs and ELL student

Part C: Professional Development

goals, NYSITELL and NYSESLAT.

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

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

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

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

- 4. Topics to be covered:

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

- 5. Name of Provider: Magdalena Kubiak, ESL teacher
24Q049 will use other funding sources to complement all additional costs..

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

In order to ensure that all participating parents /families of ELLs benefit from these workshops we will provide parent volunteer translators. The parents will be notified through translated notices that will be

Part D: Parental Engagement Activities

backpacked to the parents and they will be posted on the school's website.
24Q049 will use other funding sources to complement all additional costs.

Part E: Budget

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

Allocation Amount: \$24

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$8,181.00</u>	<u>Saturday program (three teachers X3 hours x 18 sessions x\$50.50)=\$8,181.00</u> <u>Total direct instruction=\$8,181.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,019.00</u>	<u>Books with cds and tapes (10), cd players (1), dictionaries (Uzbek-20), Hungarian (2), Chinese (10), Spanish (2), glossaries, picture dictionaries (20), headphones (10), cassette player (1), library- levels A-N (picture books) =\$1,339.10</u> <u>Continental Press NYSESLAT student books and teacher's books (grades K-8) (\$46.75 x 8= \$374.4), student books (\$18.65x 70= \$1,305.5)= \$1,679.90</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition 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 ENL teacher, and one parent.

Principal Thomas Carty	Assistant Principal Jessica Snell
Coach Mary Shannon	Coach type here
ENL (English as a New Language)/Bilingual Teacher Magdalena Kubiak	School Counselor Lisa Viglietta
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jennifer Collazo
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1119	Total number of ELLs	69	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	68	0	5	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	1	0	2	1	2	2	1	2	4					0
Chinese	1	2	3	1	0	1	1	4	1					0
Russian	0	2	5	0	1	4	1	0	0					0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	1	0	0	1	0	0					0
Albanian														0
Other Uz	3	12	4	5	4	4	0	3	4					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	4	1	0	0	1	1	1	2					0
Emerging (Low Intermediate)	1	2	3	0	1	1	0	0	1					0
Transitioning (High Intermediate)	0	2	4	0	1	0	1	0	0					0
Expanding (Advanced)	0	6	4	6	2	7	1	4	3					0
Commanding (Proficient)	1	3	2	2	3	2	1	4	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	1	0	0	0	0				0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	6	4	7	4	3	6	5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	6	1	0	0	0
5	5	2	1	0	0
6	3	0	0	0	0
7	2	3	0	0	0
8	6	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	3	2	1	1	1	1	1	1	0
5	0	0	1	1	2	3	2	2	0
6	0	1	1	2	1	0	0	0	0
7	0	1	2	1	1	2	0	0	0
8	1	2	2	2	0	0	1	0	0
NYSAA	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	0	0	3	4	0	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - When assessing early literacy skills we are analyzing the following skills:
 - Print Awareness –understanding print is left to right, top to bottom, letters/words
 - Phonological Awareness- Being able to hear the small sounds in words helps children sound out words they see and learn to speak new words.
 - Letter Knowledge -Knowing the names and sounds of letters helps children sound out words they see.
 - Vocabulary-Knowing many different words helps children understand what they hear and read.
 - Narrative Skills -Learning to tell a story helps children develop thinking and comprehension skills.
 - We use several assessment tools to gather data about students' early literacy skills.
 - TCRWP- A running record can provide information about a student's print awareness, phonological awareness, vocabulary and narrative skills.
 - NYSITELL Levels I and II: Level I for can provide information about print awareness and narrative skills. Level II can provide information about print awareness, phonological awareness, letter knowledge, and narrative skills.
 - Words Their Way spelling inventory assessment is administered by the ENL teacher and based on the results of the assessment, students are placed in different ability groups (grades 3-8). Early literacy skills of ELL students in grades K-2 are also assessed with the Foundations Word Study Program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across proficiency levels on the NYSITELL and NYSESLAT and grades reveal varying results. At the moment we have 13 entering ELLs in grades K-8: 3 in kindergarten, 4 in first grade, 1 in second, 1 in fifth grade, 1 in sixth grade, 1 in seventh grade, and 2 eighth grade. We have 17 emerging and transitioning ELLs, 33 expanding ELLs and 21 commanding ELLs. The data patterns across proficiency levels on the NYSITELL and NYSESLAT reveal that some of our entering, emerging, and transitioning ELL students have strong speaking and listening skills but they are weak in reading and writing, and yet others need to improve in all four modalities.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the Data Analysis and AMAO Estimator Tool with Advanced Early Warning Indicators that allows for the automatic estimation of AMAOs 1 and 2 at the school level.

For Title III accountability purposes, all Title III LEAs must meet all three AMAO targets each year to be considered making AMAOs. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly.

In order to make progress for meeting Annual Measurable Achievement Objectives 1 (AMAO1) students needs to:

1. advance one overall proficiency level on the NYSESLAT between two consecutive years; or
2. maintain the same proficiency level and make a total score gain of 43 points between two years; or
3. Score at Level 2 (*Intermediate Level) or above on the NYSESLAT for ELLs with one data point only.

AMAO 1 targets for the 2014-15 school year was 67.4% and for 2015-16 school year it is 68.5%.

At this moment, AMAO 1 is not available until state recalculates scores resulting from different formats of 2014 and 2015 NYSESLAT and new proficiency levels: Entering (former beginner), Emerging (Low Intermediate), Transitioning (High Intermediate), Expanding (Advanced), Commanding (Former Proficient).

In order to attain English Proficiency for meeting Annual Measurable Achievement Objective (AMAO 2) students need to:

1. score at the commanding (proficient) level on both Listening & Speaking and Reading and Writing modality combinations of the NYSESLAT.

The target for the school year 2014-15 was 15%. In our school 27.03% (or 20 students) attained proficiency on the NYSESLAT and therefore our school met AMAO 2. In order to meet AMAO 2 in the school year 2015-16 our school will need to have at least 15.6% of LEP students who attain proficiency on the NYSESLAT.

In order to meet adequate yearly progress (AYP) LEP/ELL subgroup must make AYP at the district level in meeting grade-level academic achievement standards in ELA and mathematics.

The data from AMAO 2 reveals that our school's ELLs subgroup met targets for this year and LEAs made progress for that AMAO.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Majority of our proficient and advanced students did well on the state exams. Intermediate students and beginners have varying results. Out of 38 ELL students who took NYS Math, four students taking the test in their home languages scored 4, eight students taking this the exam in their native languages scored 3. Fifteen ELL students who took NYS Math test in their native languages scored 2. Twelve students taking the exam in their native languages scored 1 on the test. These students were newcomers with less than one year of ELL services and with weak literacy backgrounds in their native languages. This data supports the connection between students' ability and literacy in L1 and learning content material in L2 and ability to transfer content area information from L1 to L2. Most of our ELLs took math and science tests in their native languages and they did well on these tests. One commanding student took her math test in English and she scored a 3.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

-Implementing the RtI framework for ELLs begins with gathering data about a student's knowledge and literacy skills in L1. During the initial interview with the student and parent, we inquire about the child's prior school experience: Was instruction in L1 or L2? What are the student's strengths and weaknesses-ELA, Math, Science? If the child is beginning school for the first time in the United States, we request a report card from the native country. In addition, we can gather data about a student's L1 in Spanish by using the Spanish LAB.

Identifying students' L1 ability can help us determine the supports a student may need as well as students who may be at risk.

-Tier 1 for ELLs consists of :

- promoting vocabulary and language development by providing ongoing and appropriate instruction in academic language use in the native language and/or in English.
- Scaffold language for students to respond by providing sentence stems and provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.

-Tier 2 for ELLs consist of:

- Provide intensive reading interventions to ELLs demonstrating low reading skills when needed in small groups. Students are provided with support using the Foundations program to increase reading skills. In addition, students who need Tier 2 support are invited to after school and Saturday programs to develop reading skills.
- During the school year, student progress is monitored in various ways: TC Running Records, Teacher Created baseline and benchmark assessments and PBA data (Teachers College).
- For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction. Teachers who feel ELLs are not performing at grade level standards are referred to the PPT team. Members review the teacher's data and then there are decisions made about next steps. All students who are referred and reviewed by the PPT team, have follow up observations made by team members and data is reviewed to determine if the current interventions are beneficial for the student.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We carefully examine data from various reports (NYSITELL, NYSESLAT, RNMR and RYOS and RMSR) and we identify areas of strengths and weaknesses. Thereafter, depending on a student's overall proficiency level, modality level, and success on state exams we discuss and design strong core instruction for our ELLs accompanied with intensive tailored instruction and English language support services.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The data from AMAO 2 reveals that our ENL program is successful. The target for AMAO 2 for the school year 2014-15 was 15%. In our school 27.03% (or 20 students) attained proficiency on the NYSESLAT and therefore our school met AMAO 2. In order to meet AMAO 2 in the school year 2015-16 our school will need to have at least 15.6% of LEP students who attain proficiency on the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

For the 2015-2016 school year we have updated our initial identification of ELLs to align with the new CR Part 154 mandates. HLIS/NYSITELL

-Before administering the HLIS, we first consult with parents about the child's prior schooling. We administer the HLIS to all new admits to the NYC Public Schools as well as students who have not been in a NY public school for more than 2 continuous years.

-The HLIS is administered by pedagogues who have been formally trained in the process. Staff members who are bilingual have been selected.

-The HLIS process begins with an interview with the child and their parent. If the parent requires translation we utilize available staff or the Translation Unit. During the interview we explain the HLIS form and its purpose: to obtain information that will best meet the needs of their child. In addition to the questions of the HLIS, we ask the student basic questions to determine the child's dominant language. Furthermore, this year we have begun to utilize a standardized form during the interview which will be attached to the students' completed HLIS. We will also discuss prior schooling and the language of instruction. We will discuss the results of the

interview and notify parents the child's NYSITELL-eligibility.

-Once it is determined a child is dominant in a language other than English, we administer the NYSITELL. NYSITELL and Spanish Lab-R by our two ENL Teachers who are TESOL certified.

Student documents are printed and scanned through ATS before the 10-day deadline. At that time, we can obtain results of the students' proficiency level using the new levels-Entering, Emerging, Transitioning, Expanding, and Commanding.

In addition, Spanish LAB is administered to eligible ELLs whose home language has been determined to be Spanish. The documents are printed and scanned through ATS to determine their proficiency in Spanish.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
 - Since SIFE students require additional support (literacy skills in L1 and/or L2, background knowledge) than their ELLs counterparts, early identification is crucial. The DOE website, through the Office of ELLs, provides resources for schools to identify needs and skills of potential SIFE students. We will use the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling and to develop a better understanding of a newcomer ELL (potential SIFE) school experience in L1. The Literacy Evaluation for Newcomer SIFE (LENS) will be used to measure the home-language literacy skills and the student's individual strengths and weaknesses that can be utilized to plan instruction.
 - This identification will be made within 30 days of enrollment to comply with the new CR Part 154 regulations for NYC.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of

- A school administrator - AP
- A certified teacher a teacher of English to speakers of other languages
- The director of special education
- The student's parent or guardian
- Interpreter is provided to the student's parent or guardian

The LPT determines whether the student should take the NYSITELL. The LPT has 20 days to accept or reject recommendation. The LPT considers evidence of the student's English language development, including, but not limited to the following:

*HLIS showing that the student's home language is other than English

*The student's history of language use in the school and home or community

*The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

- The principal must accept or reject this recommendation

o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

-Parents will be notified of NYSITELL results within 5 days under the new regulations. Parents will also be notified when they receive Entitlement/Non-Entitlement letters that they can appeal the ELL status within 45 days of enrollment. After scanning NYSITELL documents into ATS, ENL teachers (who are responsible for the process) will inform parents of the results by sending home Entitlement and Non-Entitlement parent form letters provided by the DOE on the Family Resource page under the Office of ELLs. We will refer to information on student's HLIS to determine the parent's preferred language of written communication. All entitled students will also receive: The ELL Parent Brochure and Parent Survey and Selection Form in their language of choice. These documents will be sent home with students and copies will be available on file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be notified of NYSITELL results within 5 days under the new regulations. Letters will be sent home in parents' preferred language. Parents will also be notified when they receive Entitlement/Non-Entitlement letters that they can appeal the ELL status within 45 days of enrollment. All notifications and relevant documents must be kept in the student's cumulative folder .

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Placement of students is a partnership between school and parents. Parents receive a written invitation for the parent orientation in the language indicated on the HLIS. Parents receive the entitlement letter of ELL status within 5 days; including the right to appeal. The meeting is held by a trained pedagogue, usually the ENL teachers, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ENL, and Transitional Bilingual Education. In preparation for this event, parents are sent several documents in their native languages/English, depending on preference: Entitlement Letter, a copy of the Parent Selection/Survey, and brochure entitled: A Guide for Parents of English Language Learners. (Copies of the Entitlement Letters are kept on file with the ENL teacher). We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ENL teacher.

Before previewing the video we provide an overview of the three program choices.

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

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

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

-The number of minutes students' spend in the Stand-Alone ENL and Integrated ENL will depend on students' proficiency levels and will follow the new CR Part 154 mandates. They have a right to place child in a bilingual program at PS/IS 49 when there are sufficient numbers of entitled students with same home language and grade level. If there are not sufficient number of students to form a class, they have the option of transferring their child to another school in the district that has a TBE program. If they choose to not transfer their child, he or she will remain at PS/IS 49 and placed in an ENL class. ELLs will be placed in an ELL program within 10

days of enrollment with parents having the right to appeal within 45 days. We use the ELPC function in ATS to record parent choice for all new admits who are ELLs. We record all parent choices in ATS. If the family requests a bilingual program, the student will be admitted to an ENL program and we will contact Office of ELLs at ELLProgramTransfer@schools.nyc.gov. to alert them of the request. When sufficient numbers of parents choose TBE/DL program, parents will be informed if this program becomes available. We will send letters home in their native languages offering parents this option.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. The Translation Unit is used, if necessary. There are 3 main ways we ensure Parent Survey/Selection forms are distributed and collected. 1)Day of Registration 2) Make-Up Parent Orientation meetings 3)Parent-Teacher Conferences. During registration, there is an informal interview with the family and child. If we feel a child may be an ELL as a result of the NYSITELL, we ask parents to also attend a Parent Orientation on the same day. This is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. In order to make an appropriate choice, we discuss the child's school history, language dominance, as well as academic language proficiency. Parents who are not able to stay the day of registration are asked to return on a future date for an orientation. They are given the appropriate materials to review at home-a brochure in their native language, if possible, and an entitlement letter. The day of the orientation they have already received a packet containing the Parent Survey/Selection forms and Entitlement letters, we are able to collect these documents as a packet at the Orientation. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meetings are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. Copies of letters are maintained in the ENL teacher's classroom, while originals are kept in student cum folders. Parents who have previously chosen a TBE/DL program will be notified in parents' preferred language by ENL teachers when the program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our ENL teacher monitors and utilizes the ELPC function to monitor the Parent Survey and Program selection forms that have not been completed. Phone calls and letters in parents' preferred language are made to follow up with parents in returning these forms in a timely manner. ENL teachers also provide a make-up Parent Orientation or the option of a phone orientation for parents who are unable to attend. All notifications and relevant documents are kept in the student's cumulative folder and ELL compliance binder.
9. Describe how your school ensures that placement parent notification letters are distributed. ENL teachers are responsible for distribution of parent notification letters. These letters are sent home in parents' preferred language. Parent notification letters are distributed the day of/after the parent orientation meeting to ensure parents receive the information in a timely manner.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All copies of HLIS, non-entitlement letters, entitlement letters are kept on file in both student cumulative records and copies are kept with the ENL teacher for reference. Therefore, all teachers and school administration have access to ELL documentation such as parent notification letters. ELL documentation will be accessible for State or City audits and reviews. A copy of the parent notification letters and Parent Survey and Program Selection made be available to parents upon request.
11. 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.

Even before the administration of the NYSESLAT, ATS is a resource we use to ensure that all current ELLs take the NYSESLAT each year. All who are involved in the administration of the exam attend a training session for the Writing and Speaking subtests and are provided with a copy of the NYSESLAT Administration Manual. This is carefully reviewed to make sure all testing procedures are following according to NYS guide lines. During the school year we continue to review all eligible students using the RLAT report. This provides a list of all students who are eligible for NYSESLAT. In addition, new admission reports are generated during the school year to monitor the admission of new students and to determine if transfer/newly admitted students are ELLs. When the documents arrive each one is matched to the list of names on this report. Additional documents are bubbled in for newly admitted students. All ELLs, regardless of admissions date takes the NYSESLAT. Next, grouping and scheduling of testing occurs. Students are tested separately according to grade band or special needs: K, 1-2, 3-4, 5-6 and 7-8. Before the test begins, all school personnel involved with administering any session of the NYSESLAT, or overseeing the administration and scoring of the NYSESLAT, is provided with and reads entire administration manual. Students' IEPs, when applicable, are taken into account when forming groups to be tested together and students are provided with their appropriate IEP accommodations. NYSAA students are tested according to NYSESLAT administration directions as well. A schedule is then created to allot time for each section of the test and for each grouping of students. Days 1,2 and 3 are completed on different days. Administration and teachers are provided copies of testing schedules to ensure all students will be available during the scheduled testing days and times. Lastly, parents are informed via letter, in home languages, when requested. This ensures students will be in attendance during the NYSESLAT testing window. At the conclusion of the test, all documents are cross referenced with ATS reports, making sure all documents are accounted for and all students who are

eligible were administered all parts of the assessment. Finally, due to new procedures, the ENL teacher does not score the Speaking or Writing sections of her own students. Scoring of the Writing sections is done locally (with trained ENL teachers from neighboring school), but does not begin until scoring guides and training sets arrive in schools.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed within the first 10 days of the school year. We use data from the RLAT to determine the proficiency level of the child. We then refer to the HLIS for information regarding the parent's preference of written communication. Letters are distributed to students and copies of letters are kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

This year and last year all parents in our school returned Parent Survey and Program Selection Forms. However, we are aware that students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade.

We reviewed ELPC reports from the past two years and we noticed the following:

In school year 2014-15, 24 parents completed and returned 24 Parent Survey and Program Selection forms. Out of 24 returned surveys, 20 parents chose ESL as their first option. 4 parents chose bilingual program as their first choice (3 Chinese and 1 Uzbek).

In the school year 2015-16, 16 parents completed and returned 16 Parent Survey and Program Selection forms. Out of 16 surveys, 16 parents chose ENL program as their first choice.

Therefore, the program model offered in our school (ENL) is aligned with parents requests.

We are closely monitoring the trends in program choices that parents have requested. Parents have a right to place child in a bilingual program at PS/IS 49 when there are sufficient numbers of entitled students with same home language and grade level. If there are not a sufficient number of students to form a class, they have the option of transferring their child to another school in the district that has a TBE program. If they choose to not transfer their child, he or she will remain at PS/IS 49 and placed in an ENL class. ELLs will be placed within an ELL program within 10 days of enrollment with parents having the right to appeal within 45 days. We use the ELPC function in ATS to record parent choice for all new admits who are ELLs. We record all parent choices in ATS. If the family requests a bilingual program, the student will be admitted to an ENL program and we will contact Office of ELLs at ELLProgramTransfer@schools.nyc.gov. to alert them of the request. When sufficient numbers of parents choose TBE/DL program, parents will be informed if this program becomes available. We will send letters home in their native languages offering parents this option.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in our freestanding ENL programs come from many different language backgrounds (Polish, Russian, Spanish, Chinese, Uzbek, Tadjik), and English may be the only common language among the students. As per CR Part 154, in our school we have two 2 types of ENL program:

At elementary level:

- Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by our a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
- Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a co-teaching by our certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies).

Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

At middle school level:

- Push-in model: our ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support.
- Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Our ENL teacher plans carefully with general education teachers to ensure curricular alignment and continuity of instruction.

b. TBE program. *If applicable.*

c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. Beginning September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT: Entering (former beginner), Emerging (Low Intermediate), Transitioning (High Intermediate), Expanding (Advanced), the fifth level, proficient/commanding, continues to indicate the student is not an ELL.

The following are the units of study per proficiency level in ENL program:

Beginner/ Entering- 360 minutes of ENL: minimum minutes of standalone ENL 180 minutes/ minimum of integrated ENL/ELA minutes 180 (no flexibility of minimum standalone or integrated ENL)

Low Intermediate/ Emerging -360 minutes of ENL: 90 minimum minutes of standalone ENL 90 minutes/ minimum of integrated ENL/ELA minutes 180 (flexibility of minimum standalone or integrated ENL: 90 minutes)

Intermediate/Transitioning: 180 minutes of ENL: minimum 90 minutes of integrated ENL/ELA minutes (flexibility of minimum standalone or integrated ENL- 90 minutes)

Advanced/Expanding: 180 minutes of ENL: minimum 180 minutes of integrated ENL/ELA or other content area

Proficient/Commanding: 90 minutes of ENL: minimum 90 minutes of integrated ENL/ELA or other content area

3. Describe how core content is delivered in each program model. 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.

ENL teacher provide integrated ENL instruction in content area subject matter and English language development using ENL strategies. In a push in model, ENL teachers work with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. For example, ENL teacher previews content vocabulary with ELLs providing ELL students with kid friendly definitions and visual representation of words, prepares differentiated vocabulary/ images packet for a read aloud, modifies questions, finds copies of texts in native language, translates packets, letters sent home regarding projects and homework. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

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

In order to ensure that ELLs are appropriately evaluated in their native languages we follow the following procedures. When Lab-R is administered to eligible students and the results are hand scored, we identify ELL students who are not proficient in English and we administer Spanish Lab-R to them. For Spanish speaking students we order copies of Spanish translations of text books for content areas and their unit tests are administered in Spanish. For low inference languages we make sure that all ELLs are appropriately evaluated in their home languages throughout the year. We translate units tests, pre-assessments into students native languages for content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

The needs of newcomers are met in the following manner. Parents are interviewed about the child's prior academic experiences, report cards are reviewed, the student is administered the LAB-R. The results of the LAB-R determine the child's proficiency level and ENL instruction is provided accordingly. Newcomers are serviced for the time allocated as per their proficiency level. Native language support in the form of the same native language buddies, picture dictionaries, content area glossaries and native language texts is provided to all newcomers. Strong emphasis is placed on visual thinking strategies (VTS) and multisensory language approach. In addition, classroom charts and word walls present in the ENL classroom and ELLs' homerooms are rich in pictures and photographs to provide additional support to the newcomers. Picture book read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. In addition, students are provided with typed up copies of all mentor texts. Copies of read aloud books and other books are available on cds and tapes and help students enhance their listening skills. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc..) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc..). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context.

Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing students use various

scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

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

6c. Our plan for ELLs receiving service 4 to 6 years is to constantly review students' data (state exams, running records, on demands writing pieces and teacher created benchmarks), determine students strengths and weaknesses, set the goals and implement interventions based on the data. The ELLs receiving service 4 to 6 years are serviced for the time allocated as per their proficiency levels. We emphasize their reading and writing development in English. The plan for these students is to connect reading and writing by carefully examining the various literature genres. Students will focus on features that make each genre unique by looking at areas such as organization, style, vocabulary, and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, *Scaffolding Language, Scaffolding Learning*. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then, through shared experiences, students write a joint text with the teacher, and finally, students will write on their own. These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will still be provided with some scaffolds, but will rely mostly on each other, via discussions, to learn new vocabulary and ways of expressing similar ideas.

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

At present, we have one long term ELL who is also a SWD. Currently, we are evaluating him by conducting a universal screening in order to determine his needs, strengths and weaknesses. After we analyze data from various resources we will provide intensive, targeted intervention in addition to our strong core instruction. Consequently, we will monitor this student's progress and response to intervention. We will also offer targeted supplemental intervention during our morning programs and Saturday school. The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency levels. We follow the mandate of the IEP regarding ENL services. We also follow Jose P. Governance and we make sure that students with disabilities are provided with a free public education in a timely manner.

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

All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the

parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

Because NCLB now requires ELA testing for ELLs after one year our instructional plan provides for additional support in the form of the test preparation morning program and Saturday program.

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

Explicit ENL instruction is delivered through our pull out program.

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

For ELL SWD students who score below the accepted benchmarks, a strong core instruction (Tier 1) is provided, accompanied by rigorous interventions. Some interventions that provide access to academic content and accelerate English language development include:

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

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

Planning curriculum, instruction and scheduling starts with the individual needs of students and their IEPs. A collaborative team of teachers and school administrators meets and analyzes the general education curriculum and students individuals needs, strengths and weakness. Our school uses differentiated instruction as a method of helping ELL-SWDs to experience success and attain their IEP goals and proficiency within the least restrictive environment. Teachers in our school use flexible grouping in order to enable diverse ELL-SWDs to achieve success. For instance, teachers begin with a whole class mini-lesson followed by small group or pair work. Grouping and regrouping is an ongoing process and is adjusted constantly to individual needs and goals of our ELLs-SWDs. Supplemental reading, writing and language instruction is provided to our ELL-SWDs in our morning and Saturday programs, extended day, in addition to a rigorous ENL program. Our ELLs- SWDS have access to and participate in many before, during and after activities. Our school offers band classes, music classes, karate, chess, robotics, basketball, baseball and other. Whenever possible our ELLs-SWDs participate in art, gym and music classes during the day in the least restrictive environment. Our school uses technology: computers, projectors, smart boards, student i-pad to make new rigorous content accessible to all ELLs-SWDs. Using technology gives our ELLs-SWDs opportunity to learn at the own comfort level, pace and modality of their choice.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

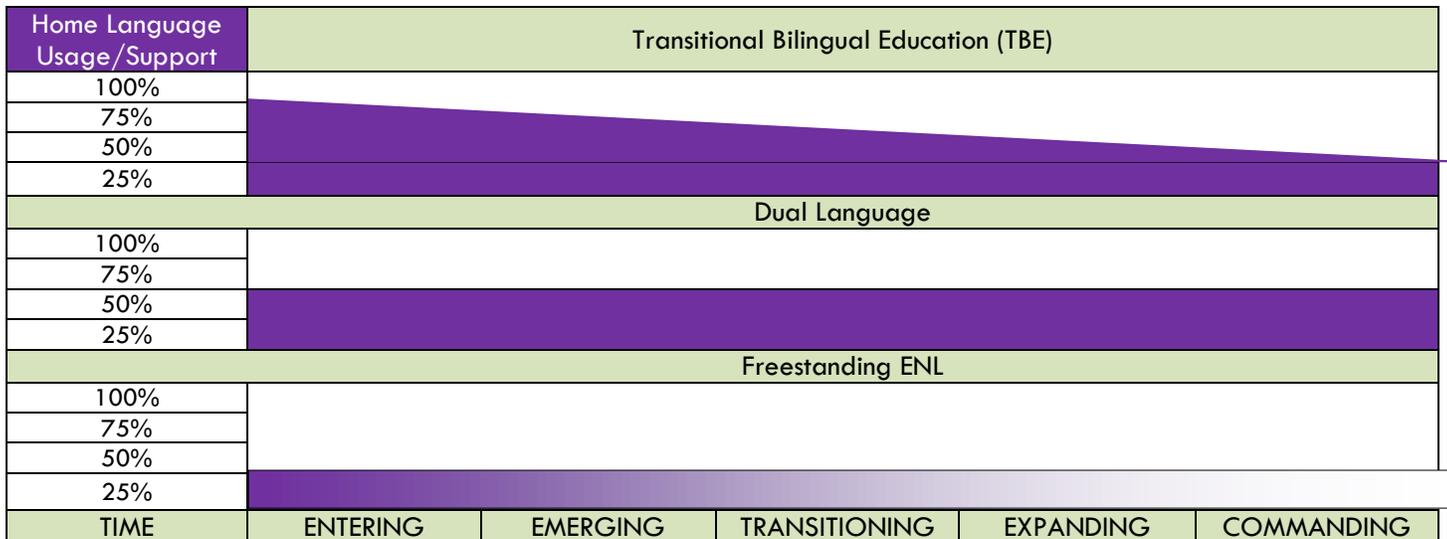


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based upon our ELL population, the needs of our 60 students are addressed through a pull-out and push-in program serviced by two fully certified ENL teachers. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ENL strategies and techniques to develop their academic language. The Teacher's College Reading and Writing Program incorporates the state standards speaking, listening, reading and writing. In addition, all of our units of study are aligned with Common Core Learning Standards. The teachers utilizes a balanced literacy approach again applying ENL strategies to develop academic language through the four modalities.

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

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

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

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

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

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

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

Our ENL program focuses on inter-disciplinary literacy and teaches our ELLs to read and write about content in the academic disciplines, such as science, social studies and literature. For example, at the beginning of the school year we begin with narrative reading and writing and ELLs learn that one purpose for reading is to entertain readers and express a certain point of view. Read alouds used in this unit are multicultural and cross-disciplinary exposing our ELL to social studies topics such as early 19th century immigration, religious freedom, persecution, civil rights, holidays, etc. Later on, in the year, our reading unit focuses on reading biographies and writing unit focuses on writing an argument supported from biography-based texts. This unit focuses heavily on building social studies, science and literary vocabulary. Throughout these units our ELLs are also taught and exposed to the vocabulary, grammar, and text structures of the disciplines that can be challenging for ELLs : Text structures: cause and effect, main ideas, details, argument vs. counterargument, Vocabulary: generic terms (analyze, cite, essay) , discipline specific terms (experiment, inventor, invention, Tea party), discipline specific meanings of multiple meaning words (revolution, tea party). Our ENL program is successful because it is rich in both content and language development and prepares our ELLs and reinforces a rigorous core being taught in their content area classes. During our Monday professional time, teachers meet to discuss formative and summative assessments that ENL students take. The teachers share strategies and scaffolds that will support ENL students in all content areas. Teachers are given a list of ENL students in their classes. These lists are updated as new students are registered and discharged.

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

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

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

No programs will be discontinued.

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

ELLs are afforded equal access to all of our school programs. ELL students in our school participate in a variety of school programs such as art studio, , NY Historical Society and technology. Parents are informed about different programs in our school by letter and during PTA meetings. Our school continues to offer Karate club for grades 7 & 8 and piano lessons for younger children. In Our school's Title III program provides support for ELLs in the form of a Saturday program which ELL students attend, providing supplies and instructional materials such as books on tapes and cds, multicultural books, reading theater props, picture books, high interest beginner and intermediate level fiction and nonfiction books for students in upper grade, projectors and stereos. Our ELL students will also participate in a morning test prep program, after school Karate club and morning piano lessons. In addition to letters being sent home, we provide visual posters advertising these programs by the main office and entrances.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

This year we plan on utilizing personal computers and I-pads during pull-out periods with the ENL teachers. The ENL teacher will be able to utilize technology in the form of reading and writing intervention lessons to monitor and intervene based on students needs on daily basis.

In addition, all of our newcomers are provided with bilingual picture dictionaries (Russian, Spanish, Polish) and picture word walls, leap pads, books on tapes and Cds and bilingual books, our middle year ELL students who are literate in their home language also receive bilingual glossaries available in Spanish, Russian, Bengali, Polish, Korean and Chinese and dictionaries, multicultural books, leveled books. Our long term ELLs are provided with resources to raise the level of their vocabulary: thesaurus and idiom dictionary. Also students in upper grades are provided with high interest beginner and intermediate level fiction and nonfiction books in English and multicultural books in Spanish. All of ELLs have access to computers and I-pads in their classrooms and in the ENL class. ENL goals for Entering, Emerging, Transitioning, Expanding, and Commanding students are translated into Spanish, Russian, Chinese and Polish. Launching of the unit (reading and writing) worksheets explaining the unit's goal and purpose and some of the teaching points are translated into Spanish, Chinese, Korean, Russian and Polish (ENL Class). Computers and projectors are used to facilitate and support students' linguistic and content area development.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in our ENL program in the form of bilingual content glossaries, dictionaries, multicultural books (Spanish), computers, access to laptops and online translators, translations of some of the reading and writing lessons' objectives. We also use buddy system for our newcomers. Our ENL teachers speak a combined four different languages (Spanish, Russian, Polish and English) and we utilize them as needed.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Content area instructional materials and language materials correspond to ELL's ages and grade and proficiency levels. For example, our ELLs in K-2 use a handwriting app, sight words app and skip counting app. While our ELLs in our grades use

computers and I-pads to read short fiction and nonfiction passages with visual prompts, engage in word building and vocabulary enhancement. Our classroom and ESL libraries are rich in books on all levels. We match our ELLs' reading level with appropriate books and vocabulary books. Word study workbooks and word sorts match students' age, proficiency and phonemic awareness stages.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our school assists newly enrolled ELL students before the beginning of the school year by providing them and their families with welcome kits in their home languages, providing them with bilingual dictionaries, lists of useful websites: google translate, starfall, etc.

19. What language electives are offered to ELLs?

We offer Spanish during the school day and we have an after-school Italian club.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As always, extensive professional development activities will continue to take place for the ESL teacher and all the personnel who work with ELL students including common branch teachers, subject area teacher, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational / physical therapists, speech therapists, secretaries and parent coordinator. Our pupil secretary will attend DOEworkshop pertaining to ELL topics. Professional development activities will be consistent with the school's training for the balanced literacy program and the Teachers College model. In addition, our ENL teachers will participate in training sessions to address the needs of the ELL students offered by the district and city. The schedule for support and PD will take place during Monday professional learning sessions. Strategies addressed will include differentiated instruction, scaffolding, read alouds, shared reading, interactive word walls for ENL/ELA, word families, linking math with literature and using interactive word walls for math.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We will provide professional development opportunities to teachers of ELLs throughout the school year. Some of the topics discussed will be ELL considerations for common core aligned tasks in literacy and in math. Teachers will be presented with practical strategies and practices that accelerate academic achievement of ELLs in literacy classrooms. Some of the strategies to be discussed will include: vocabulary, scaffolding, use of native language and writing in native languages and English (skills transfer). Some of topics in math will include: pre-teaching essential vocabulary/language functions before beginning the tasks, using visuals and realia when introducing new words and concepts, building background knowledge, promoting oral language , native language support (peers, native language materials), using graphic organizer and technology in order to enable access to content.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from our ENL teacher to ensure that they continue to develop their English proficiency. They can suggest strategies to continue developing all modalities of language. Our Parent coordinator will continue to facilitate language translation services for the parents and students during parent teacher conferences, PTA meetings and other times. The guidance counselor will guide ELL students and their parents as they transition to high school by providing them with information about different high schools and programs suitable to the needs of ENL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As part of the new CR Part 154, we ensure that a minimum of 15% of the required professional development hours for all teachers is dedicated to language acquisition and best practices for English language learners. We send staff to district and borough wide workshops as well as host in-house professional learning sessions facilitated by our ENL teachers, Instructional Coach and Assistant Principals. Agendas and attendance sheets as archived with the Assistant Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During our Tuesday parental outreach, our certified ENL teachers call and email parents. We have staff members who speak the languages of our parents. Additionally, our ENL teachers contact parents to come in for meetings prior to the end of each marking period. During these meetings, teachers discuss academic and social progress being made.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The teachers frequently update their websites and keep a communication log. We have staff members to translate at these meetings. All written communication is translated as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Additional support to encourage parents of ELL students is provided by the parent coordinator and the principal. All parents are encouraged to have ongoing meetings with teachers and when necessary, translators are provided by the school. Copies of all letters are sent home to parents and translated as necessary. Parents of ELL students are included in our school community. We plan on having workshops on the following topics: internet safety, the High School application process and preparing for the State exams.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At the moment we do not have partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents. In addition our school has a website with individual teachers' web pages, emails and blogs. Daily homework, expectations, goals and teaching points for each day are listed under each grade, together with copies of word wall, art pieces and music pieces studied in class. In addition, parents and students are encouraged to use the website and communicate with teachers via emails and blogs.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q049**

School Name: **The Dorothy Bonawit School**
Superintendent: **Madeline Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

A parent survey was distributed in June of 2015 asking parents:

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following languages are preferred for both written and oral communication: Spanish, Russian, Uzbek, Polish, Chinese, Mandarin, and Korean. Each month we run the RAPL report to ensure all communications are available in every language that adults prefer.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All important communication is translated by our bilingual teachers and Parent Coordinator. We translate grade newsletters, monthly school calendars, announcements about future school events, testing dates, curriculum night invitations, parent-teacher conference notifications, and information about after-school programs.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parental involvement is a priority at PS/IS 49. We use in-house school staff, parent volunteers and online resources as well as the NYCDOE Translation and Interpretation Unit's resources to provide oral and written translation services for our parents. Our ESL teacher is fluent in Cantonese and partially fluent in Spanish. She makes herself available for oral translation via telephone conferences, at parent-teacher conferences, IEP meetings, annual review meetings etc. We also make use of other bilingual staff, including administrators, teachers, paras, parent coordinator, and school aides on staff. Our staff can speak Cantonese, Mandarin, Korean, Spanish, Russian, Spanish, and Polish. The staff works as a team and we are flexible so that we can help one another to provide oral translation during parent meetings if there is a need for a translator. The parent is asked if they prefer a translator to be present at the meeting. If the answer is yes, we offer a translator from our staff and we ask if the parent would prefer to bring his/her own translator. Very often, the parent asks to bring their own translator in lieu of having a member of our staff translate. These parents feel more at ease with a family friend or relative by their side. This feeling is not uncommon amongst parents of ELLs who are often new to the country themselves. If the parent agrees to a staff member translating, the administration provides coverage for the teacher that is needed for translation services during the parent-teacher conference, IEP meeting/ Annual Review or other meeting. We also make use of the NYCDOE Translation and Interpretation Service via telephone during official parent teacher conferences in December and in March every year. Parents are also encouraged to bring along a trusted friend or family member who is fluent in English if they feel more comfortable doing that. There are also parent volunteers that help with translation during parent-teacher conferences and at other meetings. In summary, we use in-house staff resources, parent volunteers, and the NYCDOE Translation Unit services. All in all, there are many resources to help parents with limited English understand their child's specific learning needs. Findings were shared with the LAP Team and with the School Leadership Team.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school has posted signage in multiple languages in the main office and by the security agent's desk to notify parents about the translation and interpretation services we have available. As per chancellor's regulations, within 30 days of school enrollment, a parent's primary language is assessed via interview and recorded on ATS and on the blue emergency cards. The ESL teacher and the parent coordinator work together to ensure that parents are informed about translation services both at PS 188 and online through the Department of Education website where several important documents have already been translated and made available in several languages. For example, the HLIS is available in multiple languages at our school. The Parents' Bill of Rights, notification of special services forms, notification of citywide ELL parent meetings, ELL parent orientation forms and the parent selection survey are also all provided in multiple languages- Spanish, Chinese, Russian, and Korean are the languages we receive requests for translation in at our school. Again, we use in-house school staff, parent volunteers, online resources through the DOE and the DOE Translation and Interpretation Unit's services to provide oral and written translation resources for our parents. Although we do provide all these resources, it should be noted again, that 97% of our parent population is able to read, write, speak, and understand English and have made it known to the school that their personal preference is to have communication with the school in English.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school plans on using the Parent Survey as a primary source of information. We also plan on having our bilingual Parent Coordinator conduct interviews with parents to gather their feedback on the quality and availability of services. When parent workshops are conducted, we will collect satisfaction surveys and analyze the data. The PTA will also be a great resource for us and will be able to provide with a lot of data regarding quality and availability.