

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X049

School Name:

P.S. 049 WILLIS AVENUE

Principal:

FRANK HERNANDEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Willis Avenue School School Number (DBN): 07X049
Grades Served: Pre-kindergarten through 5th
School Address: 383 E. 139th St. Bronx, NY 10454
Phone Number: 718-292-4623 Fax: 718-292-4568
School Contact Person: Christopher Alden Email Address: CAlden2@schools.nyc.gov
Principal: Frank Hernandez
UFT Chapter Leader: Joseph Gage
Parents' Association President: Celia Blackman
SLT Chairperson: Christopher Alden
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Cortlandt Avene Room 102 Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx, NY 10462 / One Fordham Plaza Bronx,
Director's Office Address: NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 / 718-741-8895 Fax: 718-828-6280

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)
Frank Hernandez	*Principal or Designee	
Joseph Gage	*UFT Chapter Leader or Designee	
Celia Blackman	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christopher Alden	Member/Chairperson/Teacher	
Jessika Lynch	Member/Secretary/Teacher	
Alixandra Vecker	Speech-Language Pathologist/Teacher	
Gregoria Mendez	Parent	
Maritza Batista	Parent	
Claudia Rolon	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michelle LaFontaine	Parent	
	Member/	

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.

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

Total Number of Students 716

Asian 0.28%

Black 28.91%

Hispanic 68.30%

White 0.56%

Free Lunch 95%

General Education 86.03%

Special Education 13.97%

English Language Learners 16.48%

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

In order to help meet the needs of our students, we have established collegial relationships with two learning partner schools. Identifying the social emotional needs of the students as a priority, we have collaborated with P.S. 307 to implement a school-wide social emotional learning curriculum. There is also an ongoing collaborative effort with P.S. 249K which includes many school and classroom inter-visitations focusing on strengthening teacher pedagogy and implementing best classroom practices in all content areas. In helping to serve the needs of the whole child, our school has also joined forces with Children's Health Fund to provide on-site health services to the students and families of our school community. To reinforce and strengthen student growth, P.S. 49X has instituted a school-wide STAR initiative. Students begin every day with the STAR student declaration stating: "P.S. 49 students are STARS. We are **S**cholars, who **T**reat others with kindness, **A**ct responsibly and, **R**espect themselves and others".

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

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

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

As well as setting high expectations we are giving upper grade students the choice of arts majors as a form of enrichment. Giving students the ability to choose an area of interest is leading to wonderful experiences for both students and staff. We will showcase our students at two celebratory events in both the winter and spring seasons. Students representing music, art, dance and theater majors will have the opportunity to showcase their talents for the entire school community.

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

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

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

07X049 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	717	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	95.1%	% Attendance Rate		91.4%	
% Free Lunch	95.8%	% Reduced Lunch		1.8%	
% Limited English Proficient	19.5%	% Students with Disabilities		23.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		29.6%	
% Hispanic or Latino	68.4%	% Asian or Native Hawaiian/Pacific Islander		0.1%	
% White	1.0%	% Multi-Racial		0.4%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.29	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.25	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.2%	Mathematics Performance at levels 3 & 4		15.8%	
Science Performance at levels 3 & 4 (4th Grade)	70.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
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		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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		N/A	
White	N/A	Multi-Racial		N/A	
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.

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

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

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

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

Part 2 – Annual Goal

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 2016, teachers in all Pre-K-5 classrooms will utilize the workshop model in ELA and mathematics instruction to scaffold and differentiate instruction to meet the needs of students as evidenced by unit plans, lesson plans, and RTI provider data binders in testing grades which will result in an increase of 4 to 6 reading levels as measured by our DRA baseline to end line assessments and 30% to 60% increase of mathematics scores as measured by our baseline to end line assessments.

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>1. Curriculum and Instruction</p> <p>a. Implementing new literacy curriculum Wonders Reading in K-5.</p> <p>b. Implementing new mathematics curriculum enVision Math in K- 5.</p> <p>c. Modify and scaffold Wonders Reading & enVision Math on each grade level to meet the needs of all learners.</p>	<p>Teachers</p>	<p>September 2015 and ending June 2016</p>	<p>a. Assistant Principals and instructional leads will assist teachers in implementing Wonders Reading.</p> <p>b. Assistant Principals and instructional leads will assist teachers in implementing enVision Math.</p> <p>c. Teachers, Administrations, Consultants, data specialist</p>
<p>2. Professional Development</p> <p>a. Provide continued professional development in the understanding of the Common Core Learning Standards, differentiation, and scaffolding during grade conferences and professional development days.</p> <p>b. Provide professional development on unpacking the common core aligned units of study in literacy and mathematics and implementing scaffolding differentiation.</p> <p>c. Teachers will participate in Citywide and network Wonders Reading & enVision Math professional development.</p> <p>d. Utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/or selection of literacy and mathematics tasks.</p>	<p>Teachers</p>	<p>September 2015 and ending June 2016</p>	<p>a. Assistant Principals will meet weekly with grades k-5 teachers for professional developments in the understanding of the Common Core Learning Standards either during Monday Professional Development periods or other appropriate times.</p> <p>b. Administrators and coaches will provide professional development weekly either during the Monday Professional Development Periods or other appropriate times to continue on unpacking the common core align units of study and guiding how to scaffold those alignments in literacy and mathematics.</p> <p>c. Selected teachers will participate in citywide and network Wonders Reading and enVision Math professional development.</p>

			d. Teachers will utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/or selection of literacy and mathematical tasks.
<p>3. Supervision:</p> <p>a. School leaders will collect and analyze data as contractually appropriate (Mathematics: unit exam and Literacy: performance based assessments; lesson plans). Together with staff, they will develop an action plan to determine the next steps.</p> <p>b. The Principal, Assistant Principal, Coaches, Instructional Leads, and our network instructional support specialists and consultants will help K – 5 teachers modify curriculum in ELA and Mathematics, to meet the needs of all learners including English Language Learners and Special Education students.</p> <p>c. The Principal and Assistant Principals will conduct at least one formal / informal classroom observation a month to monitor the successful implementation of the curriculum to ensure instruction and student work is CCLS-aligned.</p>	Teachers	October 2015 and ending June 2016	<p>a. Administration will collect data and regularly analyze data beginning September 2015 through June 2016.</p> <p>b. Beginning October 2015 and ending June 2016, Instructional Leads and Administrators will meet monthly during the Monday Professional Development time to modify programs to meet the needs of learners.</p> <p>c. Beginning October 2015 and ending June 2016.</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.										
Materials and Anchor texts for Wonders Reading and enVision math Consumables need to be purchased yearly. Instructional coaches in both literacy and math are needed to help successfully implement these programs.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	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.
Through the use of data binders and school wide SAMS reports, we can monitor progress of each and all identified students. By the mid-point benchmark, we are looking for students in ELA to have risen by 1 to 2 reading levels from a previously assessed DRA baseline assessment in September of 2015. Mid-point monitoring will take place between December 2015 and February 2016.

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.

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

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

Part 2 – Annual Goal

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.

By June 2016, teachers in all PK-5 classrooms will implement a Social Emotional 4Rs curriculum as evidenced by weekly lessons. Teachers will receive bi-weekly professional development as well as engage students in a school wide STAR initiative which will result in a 15% reduction of level 4 and 5 infractions as measured by the NYC discipline code.

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) 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>The 4Rs Program (Reading, Writing, Respect & Resolution)</p> <p>The 4Rs builds on an engaging, interactive curriculum that uses great children's literature as springboard. In weekly lessons, teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior</p>	<p>Students in grades PK – 5</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers will teach weekly lessons on a given theme school wide during 5 week units. The school's SEL (Social Emotional Learning) team will oversee the school's use and implementation of the program.</p>
<p>School-wide STAR Initiative –</p> <p>In September, students were given STAR student expectations that were established for all areas of the school. Students will engage in a daily declaration. Students are recognized daily and monthly for exhibiting strong social emotional awareness. There is a common language and expectation throughout the entire school community. All student populations participate in this program, the classroom teacher has the ability to teach the material to meet the needs of each student in their classroom.</p>	<p>Students in grades PK – 5</p>	<p>September 2015 – June 2016</p>	<p>The P.S.49X school community including staff, teachers and administrators will reinforce STAR student behavior at all times within each school day.</p>
<p>During upcoming parent engagement afternoons there will workshops designed to discuss the themes and messages of current and upcoming units in the 4Rs curriculum. The curriculum has a parent/home component giving families the opportunity to participate in similar discussions from that week's lesson. During monthly award ceremonies, the family of the STAR student of the month is also asked to join their child on stage in recognition.</p>	<p>Parents/Guardians of P.S. 49 students.</p>	<p>January 2016 – May 2016</p>	<p>Classroom teachers and support staff will lead workshops on 4R themes and units.</p>

Trust will be strengthened when staff, students and their families can communicate effectively. The P.S. 49X community will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, an emphasis of respect will be reinforced through weekly lessons in school and at home.	Parents/Guardians of P.S. 49 students.	September 2015 – June 2016	P.S. 49X staff, parents, students and administrators.
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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.										
Classroom teachers will receive a grade level kit that provides the resources needed to teach weekly lessons. A designated time of 1 instructional period (45 minutes) will be used weekly to teach the program. Lessons will be taught school wide during the same instructional period. A staff developer from Morningside Center will come bi-weekly to P.S. 49X to help support the implementation of the program.										
Part 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.
At January’s mid-point check in survey, We will identify the number of level 4 and 5 infractions from this point last year, looking for a decrease by at least 8% which is half of our desired result by June 2016.
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.

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.

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

Part 2 – Annual Goal

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 2016, PS 49X will partner with 2 CBO’s (i.e. Children’s Health Fund and United Way) to increase family and community ties. We expect an increase of 20%- 25% in parental involvement and engagement as evidenced by monthly attendance.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly Parent outreach and conference night, Parent workshops on curriculum, newsletter, and a monthly Family night.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Teachers and Administrators</p>
<p>Monthly workshops</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parent associations in conjunction w/administration and other outside resources</p>
<p>Develop relationship with Dominican Sisters and East Side Settlement House</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parents, 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>The school will provide office space and equipment for the staff of United Health to run their operation from within our school. Space within the school auditorium will also be utilized for monthly parent association meetings.</p>										
<p>Parent volunteers and Parents Association staff will be needed to help facilitate Parent meetings and workshops. Teachers will be needed to help provide monthly workshops in regards to academic and social needs of students and families.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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>
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By February of 2016, We expect an increase of 10% - 15% increase in parental involvement and engagement as evidenced by monthly attendance. This target range is based on a year end's goal of 20% - 25% by June 2016.

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)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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	596,833.00		
Title II, Part A	Federal	151,077.00		
Title III, Part A	Federal	13,984.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,418,517.00		

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

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

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

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>P.S. 49</u>	DBN: <u>07X049</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>47</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>4</u>
of certified ESL/Bilingual teachers: <u>3</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: P.S. 49 will use the Title III funds to enrich and supplement the existing programs. Our goal is to provide additional support to our ELL's so that they may advance in their english language proficiency levels. The program will service students in grades 1 to 5. Newcomers, beginners, intermediate, and long term ELL's will be our target population.

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

Number of weeks of operation: We will operate for 14 weeks and a total of 28 days. The program will operate 2 days a week for 90 minutes on Wednesdays and Thursdays from 2:45pm till 4:15pm. The program will begin on January 8, 2015 through May 7, 2015. The program will serve students in grades 1 - 5. The teachers will be working with students in the areas of reading, writing, listening, and speaking.

The following program will be used: New York State English Language Learner

text. Students will be expected to develop Tier II vocabulary and build real world connections.

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

Part C: Professional Development

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

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

Begin description here: During the 2014-2015 school year, teachers will participate in ongoing professional development on the SIOP model on designated dates. The professional development will cover the 8 SIOP Model Components and Features. This PD will be available to our bilingual, ESL as well as monolingual teachers who have a high concentration of ELLs in their classrooms. It is designed to help teachers develop stronger language objectives and techniques. The training will occur on the third Monday of every month beginning in December through the month of June. From 2:40pm till 3:25pm. The professional development will be provided by teachers who have attended the SIOP training. Teachers will also receive supplies and materials to implement the program. Teachers will use "Making Content Comprehensible for English Learners" Then SIOP MODEL by Jane Echevarria, MaryEllen Vogt and Deborah J. Short.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 07	Borough Bronx	School Number 049
School Name PS 49x- The Willis Avenue School		

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 Frank Hernandez	Assistant Principal Phillip Carahar
Coach Angelica Jordan	Coach Monica Walker
ENL (English as a New Language)/Bilingual Teacher Jenelle Fiori/ Debra Colon	School Counselor Lisa Zwerling/Shernette Grant
Teacher/Subject Area Joanna Gomez/ Gr 3 TBE	Parent Rosalie Perez
Teacher/Subject Area Jeanette Castillo Gr1TBE	Parent Coordinator Alexia Rodriguez
Related-Service Provider Mariana Peralta	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Elisa Alvarez	Other (Name and Title) Taryn Thomas; Testing Coach

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 <u>not</u> currently teaching in a bilingual program	2	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	6	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	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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	

D. Student Demographics

Total number of students in school (excluding pre-K)	600	Total number of ELLs	91	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	1	1	1	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	91	Newcomers (ELLs receiving service 0-3 years)	87	ELL Students with Disabilities	15
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	4	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	51	3	0	1	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	33	0	17	4	0	1	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	1	14	11	7	9	10								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: _____
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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	4	20	21	16	15	13								0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT 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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	3			0
4	11	3			0
5					0
6					0
7					0
8					0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	5	0	8	0	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.
We use both formal and informal data to assess early literacy skills. We use the following: DRA, EDL, LLI and Wonders. In addition, we use the NYSITELL, the Spanish LAB and NYSESLAT to obtain insights into instructional level in both English and Spanish. Teachers keep running records of student reading levels using Fountas and Pinnell. Lastly, the teachers use conferencing notes, student work and running records to assess literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data has revealed that, according to the NYSITELL and NYSESLAT, students have been making progress each year in their English proficiency levels. With the revisions of the 2015 NYSESLAT, most students have either made small progress or have remained the same in their English proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school uses the data we have collected from testing to plan curriculum, after school programs and develop the team for our Response to Intervention. According to school data, the school has made small improvements in testing results. Consequently, the Annual Measurable Achievement Objectives have been adjusted accordingly.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

After the reviewing the testing data in science and math, there does not seem to be a significant difference in scores for tests taken in English as opposed to Native language. The ELL Periodic Assessment was administered last year, but the results of this assessment were not used since the assessment was no longer aligned with the NYSESLAT, therefore NYSESLAT scores were used to determine levels of proficiency and to guide instruction. The school leadership team and teachers have used these results to plan curriculum, after school programs, etc. We have also utilized this information to distribute Title I money accordingly. Within the classrooms of the Transitional Bilingual programs,

teachers allow students to use their home language at a 60/40 ratio of English/ Spanish. In our ENL program, teachers often encourage students to use English; however the use of the home language is allowed if it assists the student in understanding the content and allows them to make connections the English language and their home.

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](#).]
To guide instruction for ELLs, the following assessments are used: Previous years's NYS Assessment (Grades 3-5), NYC Benchmark Assessment, E-CAM, DRA2, I-Ready, GoMath Baseline Assessment, Ready Gen/GoMath Unit Assessment, and Lexia Reading. After reviewing the assessments, students that need Tier 2 services are serviced within the classroom setting by out- of-classroom teachers. Tier 3 students will receive individualized instruction provided by related service providers. The focus will be in areas of academic difficulties using differentiated instruction. Progress monitoring data will be used to make continual decisions on instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The teacher confers with the ESL staff and student work is reviewed in inquiry groups. The student's proficiency level will determine the amount of English or native language the student will receive according to CR Part 154 mandated number of units. Parents are interviewed during the registration process and the information gathered is used to determine whether or not the child is an English language learner and if so the child will be given both the NYSITELL and if necessary the Spanish Lab in order to determine proficiency levels. Content areas are taught using scaffolding strategies to help develop students English language skills. ENL teachers utilize the Targets of Measure, in addition to the content area Common Core Standards, to develop language skills and further student academic proficiency. TBE teachers utilize the Bilingual Common Core Standards and the content area Common Core Standards to give instruction.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In order to evaluate the success of our ELL programs, we use the results of the NYSELAT, DRA2, Performance Based Assessments in both Math and ELA, as well as the results of NYS State exams. Then, the analysis of the results is discussed amongst administrators and school staff in order to determine how to differentiate instruction for students.

Part IV: ELL Identification Process

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

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

Newly enrolled students with IEPs are identified at registration or referred to by the student's teacher. ELLs with disabilities are tested in both English and their home language by the IEP team, which includes the bilingual psychologist, the bilingual speech teacher, the child's teacher, parents, etc. ELLs that are given an IEP are placed into a program accordingly, which includes a TBE programs with IEP services, an ICT classroom with additional IEP and ENL services, a self contained special education class with additional IEP and ENL services, or a general education setting with IEP and ENL services.

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.

The certified ESL teachers are responsible for the distribution and collection of all entitlement letters, as well as, parent surveys and program selections forms, which are provided in both English and Spanish. If the preferred language is something other than English or Spanish, translation will be provided by the Translation and Interpretation Unit. To ensure that all letters and forms are returned, the ESL teachers maintain records of letters sent out and returned. If forms are not returned, outreach is made through phone calls, parent teacher conferences or during grade orientations. Once returned, the forms are placed in a binder located in the ESL room. Consistent with the newly received guidelines, all eligibility results are entered into the ELPC screen on ATS.
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 are informed that they have a right to appeal ELL status within 45 days of enrollment through the Entitlement/ Continued services letter. The Entitlement and Continued Services letters are sent to parents at the beginning of the school year. It is required that parents sign this letter to confirm the receipt of the letter. Signed letters are then copied. While the copied documents are sent home, the original is kept on record by the ESL teachers in their department office. Parents are referred to the ESL teachers if they choose to change the program in which they would like to place their child. This meeting is documented by the ESL teachers and kept on record in the ESL department office.
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.

Parents of newly enrolled students receive entitlement or non-entitlement letters (based on NYSITELL scores) within the first 10 days of enrollment. The parents of eligible students are invited to a parent orientation in which the 3 ELL program models (TBE, ESL and DL) are explained. Upon arrival, they sign in and receive an agenda. Parents see an orientation video, which is available on line by the NYC DOE, that explains the three program models. This video is shown in the parents' native language. After viewing the video, questions are answered and programs are discussed. Parents then complete the Parent Survey and program selection forms. Parent orientations are continuously offered throughout the year for all newly enrolled students. School personnel provides outreach for those parents who do not attend or complete the selection forms. Additional outreach is conducted during our annual parent orientations and during parent teacher conferences. We also follow up with phone calls and have the family worker conduct a home visit.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are distributed at the beginning of the school year during enrollment. Parents are required to attend an orientation, as hosted by the ESL teachers, for ELL programs to learn about the programs offered at our school (TBE and ENL) as well as dual language programs. Parents complete the forms based on their preferred program choice. If parents select a program that we do not offer, DL, they are referred to another school within the district. Based on parent preferences, PS 49x has been given a Dual Language Grant to be implemented in the 20156-2017 school year, starting in Kindergarten (and expanding each year).
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

School personnel provides outreach for those parents who do not attend or complete the selection forms. Additional outreach is conducted during our annual parent orientations and during parent teacher conferences. We also follow up with phone calls and have the family worker conduct a home visit. Completed parent surveys are held on record by the ESL teachers in their department office. All written contact is translated to both English and Spanish. Additionally, over the phone and face to face contact is provided in English and Spanish by our various bilingual staff members. If a parent's preferred language of contact is something other than Spanish or English, and a staff member that speaks that language is not available (according to the staff language proficiency survey), the Translations and Interpretations Unit will be contacted for further assistance.
9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL teachers are responsible for distributing the placement parent notifications each year within the time requirements, as placed by the NYC DOE. All parent notification letters are provided in English and Spanish. If there is a parent preferred language that is something other than the aforementioned language, the Translation and Interpretation Unit will be contacted. Parents are required to sign the notification letters and return them to the ESL department. Signed/returned letters are copied, the original is kept on record and the copy is sent back to the parents for their records. To ensure that all entitlement forms are returned, contact will be made by the ESL teachers and Parent Coordinators to notify the parents in their preferred language of communication.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation will be kept on site. All Home Language Identifications surveys will be placed in the individual student' cum folder. All signed non-entitlement and entitlement letters kept on record by the ESL teachers in the ESL department office. All other documents and information regarding ELLs are kept in the ESL department office and on ATS.
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.
- In the spring, all eligible ELLs who are identified in ATS (RLAT) are given the NYSELAT in the four modalities which are listening, speaking, reading and writing. ESL teachers who have been trained in the administration of the NYSELAT, train a team of pedagogues so they are able to properly administer the test . This test is given annually during a testing administration window provided by New York State. We provide parents with a letter announcing that all ELL students will be administered the Speaking, , Listening, Reading and Writing parts of the NYSELAT. Students will be tested individually for the Speaking portion of the exam by the ESL and other trained pedagogues. The Listening, Reading and Writing parts of the NYSELAT are each administered on a specific day. ELL and IEP modification are adhered to. We ensure that all parts of the test are administered and scored by a teacher other than that students Bilingual/ESL teacher. If students are absent for any part of the NYSELAT, all efforts will be made to successfully administer any missing components through the end of the testing window. The students continue to take this assessment annually until they achieve proficiency in English. Our trained team of pedagogues review the scores when the NYSELAT results become available in ATS. Parents are notified with entitlement or non-entitlement letters and students are placed in the appropriate classrooms according to eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teachers are responsible for distributing the continued entitlement and transitional support letters each year within the time requirements, as placed by the NYC DOE. All parent notification letters are provided in English and Spanish. If there is a parent preferred language that is something other than the afore mentioned language, the Translation and Interpretation Unit will be contacted. Parents are required to sign the notification letters and return them to the ESL department. Signed/returned letters are copied, the original is kept on record and the copy is sent back to the parents for their records. To ensure that all entitlement forms are returned, contact will be made by the ESL teachers and Parent Coordinators to notify the parents in their preferred language of communication.
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).
- After reviewing the Parent Survey and program selection forms over the last few years, we noted that there appears to be a majority of number of parents requesting Bilingual programs. For example, this year for parents who filled out the Parent Survey the Lab-R testing eligible students, 23 parents requested a bilingual program, 14 requested a ESL program and 1 requested a Dual Language program. We will continue to monitor parent choice to ensure parent program choices are being met. Currently, P.S. 49 offers TBE and ESL programs which align with parental request.

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.

Integrated and standalone ENL programs are provided by our certified ESL teachers for grades K-5. Students are grouped heterogeneously in their monolingual general ed, ICT or self contained special ed class. ESL teachers then group students both heterogeneously and homogeneously to ensure that the required minutes of service (based on English Prficiency levels) are fulfilled. Students are provided a small group setting within their regular classroom or in the ESL department office. Instruction is then provided by blending the content area Common Core Standards and the NYS Targets of Measure to ensure a rigorous curriculum that meet the learning needs of the students. Most instruction is guided using the SIOP model lesson template, which includes hands on activities, visuals, scaffolding, higher order language skills, etc.
 - b. TBE program. *If applicable.*

The transitional bilingual program is taught in grades K-5. Students are placed in the program based on eligibility and parent preferences. Thus, students are grouped heterogeneously within the classroom, though groupwork can be both a heterogeneous or homogeneous choice. Instruction is then provided by blending the content area Common Core Standards and the NYS Bilingual Common Core Standards to ensure a rigorous curriculum that meet the learning needs of the students. Most instruction is guided using the SIOP model lesson template, which includes hands on activities, visuals, scaffolding, higher order language skills, etc.
 - c. DL program. *If applicable.*

n/a
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)?

Our school is a Pre-K to Grade Five school. The organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. Our 2 ESL teachers work with the ELLs who score Entering or Emerging on the NYSESLAT 360 minutes of ESL services per week and those who scored Transitioning and Expanding receive 180 mnutes of ESL per week. Students continue to receive ESL services until they score Commanding on the NYSESLAT. Students who score Commanding, through they score a proficient level in the English Language, receive at least 90minutes of transitional services. Instruction is differentiated based upon proficiency levels in consistent with CR Part 154.
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.

In the TBE program, the content areas such as math, science and social studies are delivered either in English or Spanish using either native language support or ESL strategies. The percentage of native language used varies according to the degree of dominance. Translated versions of textbooks are available in science, social studies and math. Libraries are available in both English and Spanish. Other scaffolding techniques such as contextualization, schema building, text-representation and the use of metacognition process are used as the needs arise. Content areas are taught in English using ESL methodologies. In the ESL program, the teacher also collaborates with the classroom teacher to plan for best strategies to facilitate the learning of content. Strategies such as the use of graphic organizers, Venn diagrams, visuals and realia are used to make the content comprehensible. The use of computers and smart boards also makes information more accessible. The language of instruction is simplified when necessary to facilitate content learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use assessments such as DRA2, Performance Based Assessments (PBAs), teacher informal assessments, teacher created assessents, running records, conferencing and NYSELAT results. These evaluations will allow for us to provide differentiation of instruction for the students Speaking, Listening, Reading and Writing skills, in alignment with the NYS Common Core Standards and

the NYS Targets of Measure. Programs such as Worldly Wise 3000 and Fountas and Pinnell DRA utilized to evaluate students reading, writing and listening skills.

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

SIFE and newcomers attend extended day Monday, Tuesday and Wednesday from 8:02 tp 8:40. During this time, they use Lexia online reading program. They receive RTI services in the classroom throughout the day. "Project Read" , is offered to students in

grade 1 the program meets on Tuesday, Wednesday and Thursday from 3pm to 5pm. This program began on November 12 and will run until May. In addition, afterschool programs with a focus on Math and ELA are offered to students in grades 3, 4

and 5, Monday through Thursday from 3:00 pm to 5pm. Students in grades 3, 4, and 5 can also attend the Saturday academy in which Math and ELA are the focus. Another Saturday program called ELLA is also being offered to Newcomers(0-3years) and ELLs in grades 3, 4, and 5. This program will focus on teaching English through literacy and arts activities. These programs will begin in October of 2015 and tentatively end in April of 2015. At this time we do not have any long term ELLs in our school. Former ELLs are offered the afterschool programs in Math and ELA orthe Saturday Academy in Math and ELA. Former ELLs will continue to receive their ELL modifications for city and state assessments for up to 2 years.

7. 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.

Students who are re-identified as an ELL or non-ELL, the school tracjs the student's progress both formally and informally to ensure that his or her academic prgress has not been adversely affected by the re-identification. Changes will be made accordingly within a 6-12 month period after the re-identification if improvements have not been made.

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?

Teachers utilize the Envisions math program to help guide their curriculum, while they use Wonders in ELA. Both prgrams ensure that students are learning the required skill as per the NYS Common Core Standards for the appropriate grade level. General ed, ITC, self contain special ed and ESL teachers modify lessons within the afore mentioned programs to the needs of the students, such as ELL-SWDs. Intstruction is given using the workshop model, which included an I do/ We do/ You do instructional strategies. Additional support for student learning include but are not limited to scaffolding, hands on materials, real-life connections, etc.

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?

The school allows provides many outlets for ELL-SWDs to achieve their IEP goals and attain English proficiency in a least restrictive enviornment using flexibility in scheduling, instruction and curriculum requirements. The IEP team meets to place students in the proper program that would fulfill the students learning needs. These programs include the self contained special ed class with additional IEP and ESL services, the ICT class with additional ESL and IEP services, the monolingual general ed class with additional ESL and IEP services, and the transitional bilingual education program with additional IEP services.

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

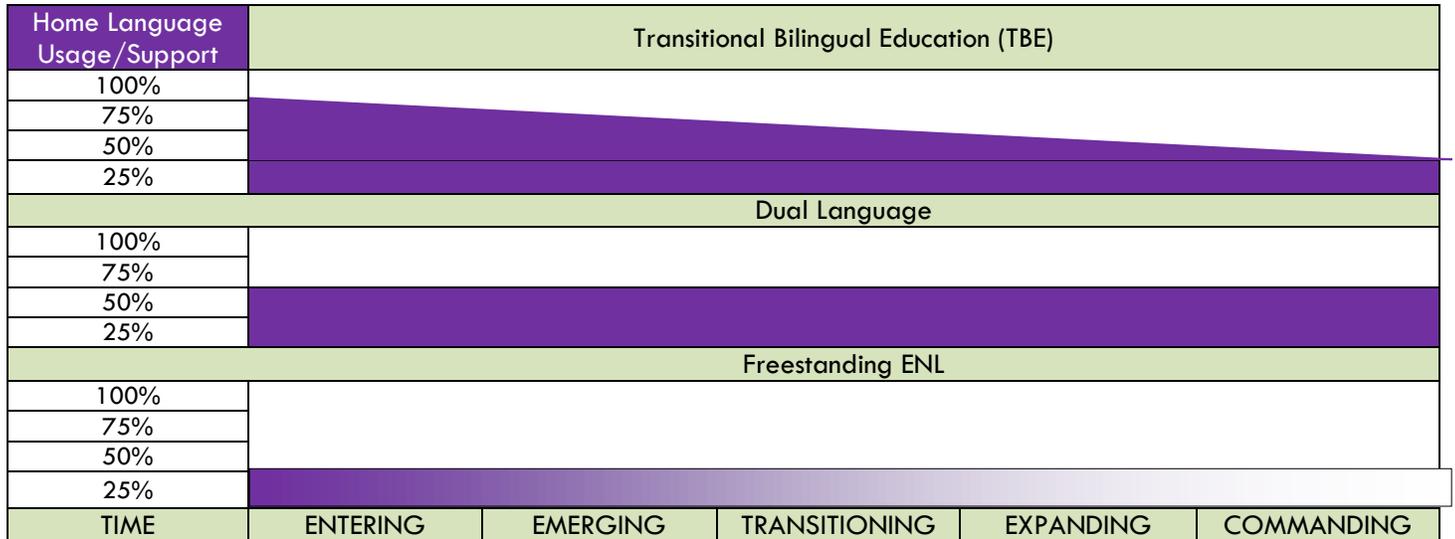


*Note “other approved services” does not apply to New York City at this time.

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. The targeted intervention programs for ELLs in ELA, math and other content areas are SETSS, ESL, Extended Day (ETS), RTI, Occupational and Physical Therapy, Speech and Language, Guidance counseling, and afterschool. The language used for instruction or services is English and/or Spanish as needed. Consistent with special education guidelines, our evaluations and parent meetings are conducted in a non-discriminatory manner, in both English and Spanish for our students with special needs. Teachers differentiate instruction for all students, including ELLs, according to their needs. Programs such as Wonders allow for ESL strategies to be used. Within the academic content areas, New York Social Studies, Envisions Math and Harcourt Science have ESL components available which allow for differentiated instruction. , are also used in grades 3, 4, and 5 to explicitly teach strategies and reinforce content that are required to meet Common Core state standards, in reading, math, science and social studies. Wordly Wise supports writing and vocabulary. Empire State NYSELAT is a program our school uses to support ELLs in the modalities of listening, speaking, reading and writing.
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 Bilingual programs support our ELLs in both content and language with the use of bilingual versions of Wonders ELA, Envisions Math, Harcourt Science and New York Social studies. Furthermore, within the bilingual classes teachers provide scaffolded ESL instruction for their ELL students. For students in monolingual English classes, their instruction is supported by ESL teacher who pushin and provide scaffolded instruction for these students during instructional Literacy and Mathematical blocks. According to the NYSELAT, the ELA state test, 4 TH Grade Science Exam, the Social Studies End of the Year Assessment and Math state tests, the overall achievement of ELLs has increased slightly in the past few years. Testing data is analyzed at the end of each marking period by the Testing Coordinator/Data Analyst. Teachers are notified that there are ELLs (and their English Profocency Levels) within their classroom at the beginning of the year by the ESL teachers and instructional leaders. Teachers are provided professional developments for teaching ELLs within the content area to further support ELL progress.
12. What new programs or improvements will be considered for the upcoming school year?
We are implementing an after school and Saturday program for ELLs called EIA, English Language and Literacy through the Arts.
13. What programs/services for ELLs will be discontinued and why?
At this time we are not discontinuing any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs have equal access to all school programs and supplemental services offered in the building. All ELLs are eligible for afterschool and Supplemental Educational Services programs (SES) based on Title 1 eligibility and parental consent. They are also eligible for RTI and ETS. There is also a Saturday program called ELLA which is available to all English Learner students. Parents are notified about program availability through translated letters, parent workshops and meeting where translators are available and through phone calls.
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.
Envisions and Wonders are our Common Core aligned programs which include scaffolded activities and strategies for ELL students. Envisions, Wonders and Social Studies are also available in Spanish translated versions to support native language. We use I-ready as a computer based math program. In addition, Lexia is interactive language program for ELLs that will be used this year. Other instructional materials include but are not limited to hand on materials/ activities, visuals, teacher made worksheets, peer partnering, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language is supported in the TBE and ESL programs through the use of native language libraries within the bilingual classrooms, school library and ESL room. The ESL room is also available as a resource to all teachers in order to provide native language support. Our TBE and ESL classes have bilingual dictionaries, bilingual books and native language trade books which support native language. In addition to Estrellita, reading and writing in the native language is supported through the use of Lee and Low books; both programs promote academic vigor and are aligned with the common core standards. Additionally, the writing curriculum maps at every grade level promotes alignment and the acquisition of skills. Writing is also supported by programs and approaches such as Wordly Wise 3000, Tier II vocabulary and graphic organizers. Native language skills are reinforced through the content areas of math, social studies, and science through the use of translated versions of text books. To address alignment and strengthen reading, the K through 2 bilingual classes, will be using the Estrellita program. It is a phonics program for Spanish speakers in grades K through 2 in the TBE classes. Estrellita is an accelaterated, systematic, Spanish reading program which encompasses instruction in explicit phonemic awareness, phonics and fluency. The program provides scaffolded layers of support and differentiated instruction.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required support services and resources correspond to ELLs ages and grade levels. ELL students' periodic progress is monitored through formative and summative assessments such as the NYSESLAT and this information is used to drive ESL instruction in the four English language modalities: speaking, listening, writing and reading. All instruction is delivered with compliance to the Common Core State Standards within the content area and the students cognitive and learning needs.
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).
A trained bilingual or ESL pedagogue is available to parents during the preregistration and registration process. Those individuals assist with newly enrolled ELL students before the beginning of the school year and with new ELLs, who enroll throughout the school year.
19. What language electives are offered to ELLs?
Besides the Spanish native language instruction within the TBE classes, language electives are not offered at our school.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

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.)
Professional development is provided by school staff, network staff, the office of OELL, coaches, consultant and community learning support organizations. Our school staff includes all administrators and pedagogues:
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?
For the 2015-2016 year we are focusing on topics such as:
English Language Literacy, Visual Arts and the Common Core
Response to Intervention
Using Lexia in the classroom
Collaboration and C-teaching: Strategies for English Learners
Implementing the Estrellita Program
Using the DRA/EDL for our ELL students
Strengthening Language and Mathematical Competence in the classroom
Unpacking the NYSESLAT-Next Steps
Planning and Preparation for ELLS
Questioning Techniques in the Classroom: Engaging our ELLs
The intake process for clerical staff We keep a record of all professional development sessions attended by our staff, including maintaining copies of attendance records, agendas and topics provided throughout the year. Please note that some of the sessions consist of a series of workshops whereas others consist only of one workshop.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Meetings are held with APs, the ESL teacher, parent coordinator and the guidance counselor to provide parents and students with information about different schools. The packet includes information on transition from elementary to junior high school. The guidance counselor attends meetings and has individual as well as group meetings with the parents and students. This year, we are also being joined by the LINC program at New York University who will discuss transition issues with our 5th graders.
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.
All professional development sessions will support the minimum of 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by network personnel. The minimum 7.5 hours of ELL training is given every school year. The classroom and enrichment teachers receive strategies and support with the instruction regarding ELL students, including Tier 1 and Tier II intervention. The payroll secretary maintains records for each teacher and all professional development sessions in the main office.

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?

P.S. 49 offers various programs to support the parents of ELLs. The main source of support is the Parent Association at P.S. 49. The Parent Association meets parents on a monthly basis to discuss and inform on topics that are valuable in the academic development of our students. Some of these topics have included New York state test preparation (ELA, math, social studies, and science), ARIS on-line computer training, Supplemental Educational Services (SES) workshops, and Middle School Choice workshops. We will soon be offering SESIS. Furthermore, the Parent Association sends an English and Spanish newsletter and calendar home on a quarterly or monthly basis which informs the parents of upcoming events (e.g. workshops, parent teas, and informational sessions).

2. 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.

Meetings with ELL parents are documented by the teacher and staff through sign in sheets and narratives of meetings at both individual meetings and larger group workshops.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The level of ELL parent involvement in the school is somewhat lower than average. Activities provided include, but are not limited to parent-teacher conferences, afterschool workshops, individual teacher meetings, beginning of the year orientations, etc. All parent support activity is provided by schools Parent Coordinator and the Parent Advocate, to ensure that students have maximum support at home and at school, while also keeping lines of communication open between parents and teachers. All written and oral contact (face to face or over the phone) are in Spanish and English, as provided by our bilingual staff. If there is a language that our staff cannot provide, the Translation and Interpretation Unit will be contacted for further assistance.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Outside agencies are offered as resources to parents. This information can be obtained by parents through the Parent Coordinator at P.S. 49 (Alexia Rodriguez) and the Parent Association. Resources include but are not limited to the Mercy Center which provides English as a Second Language (ESL) classes, employment readiness workshops, and children's activities for families. The East Side House provides after-school programs for children to attend. The Bronx Health Link provides information on topics such as influenza, prenatal care, and other health related topics. Finally, there is information available for alternative Pre-Kindergarten programs that are offered in the area in the event that there is limited space at P.S. 49 due to maximum enrollment. All written and oral contact (face to face or over the phone) are in Spanish and English, as provided by our bilingual staff. If there is a language that our staff cannot provide, the Translation and Interpretation Unit will be contacted for further assistance.

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

The needs of the parents at P.S. 49 are assessed via The Parent Surveys, Parent Association meetings, interactions between parents and students, and question/answer sessions. These needs are addressed through the Parent Association, the Parent Coordinator at P.S. 49, as well as the administration at the school. Parent meetings are conducted at the beginning of the academic year and Parent Association meetings during the academic year. In addition, The Parent Coordinator is available during school hours to meet with parents to address any and all concerns. All written and oral contact (face to face or over the phone) are in Spanish and English, as provided by our bilingual staff. If there is a language that our staff cannot provide, the Translation and Interpretation Unit will be contacted for further assistance.

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

There are various parent involvement activities that address the needs of parents. Parent-teacher conferences and grade assemblies are scheduled to promote the success of parental involvement. Assistant Principals hold monthly workshops with the parents both in morning and at night to discuss topics such as the Common Core Standards and student progress. Parent and child luncheons are offered to strengthen parental involvement. Furthermore, P.S. 49 and the Parent Association cooperate twice a year to hold a family movie night to further promote parental involvement. There are plans to implement programs to meet the social needs of our families. Parents have also inquired about ESL, literacy and computer training programs at P.S. 49. Last year, we implemented "Maestra en Casa" This academic year, the school is again planning to hold a Saturday program to address ESL and native language literacy. Childcare needs of our families attending this program will be addressed in order to ensure the success of the program.

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: PS 49X

School DBN: 07x049

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)
Frank Hernandez	Principal		9/10/15
Monica Walker	Assistant Principal		9/10/15
Alexia Rodriguez	Parent Coordinator		9/10/15
Jenelle Fiori	ENL/Bilingual Teacher		9/10/15
Rosalie Perez	Parent		9/10/15
Joanna Gomez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		9/10/15
	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: #INGEST ERROR!

School Name: **PS 49X- The Willis Avenue School**
Superintendent: **Elisa Avlarez**

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.

Upon registration at PS 49x, parents of newly registered students must complete the NYS Home Language Survey to determine the student home language. The parent and child are then both interviewed by a trained pedagogue, such as an ESL teachers or the Testing Coordinator, in the English and the home language to determine if the child qualifies for NYSITELL and Spanish Lab R testing. If necessary, a translator will be provided by the Office of Translation and Interpretation to complete the interview. While the child is being tested, the parent completes the Student Emergency Contact cards, which asks parents the preferred language of contact in both written and oral form. Additionally, we refer to the students home language through ATS to determine the preferred language when contacting parents. As a result, we have noticed that PS 49x is comprised of mainly Hispanic students with some African American and Asian students, which include languages such as Chinese, French and other African dialects. All parent letters and phone calls are provided in both English and Spanish. If necessary, a translator is provided by the Office of Translation and Interpretation.

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.

At PS 49x, as indicated by the Student Emergency Contact cards, the majority of preferred languages for both written and oral communication is both English and Spanish. If a parent speaks a language other than English or Spanish, the Office of Translation and Interpretation is called for assistance. These languages could include but are not limited to Chinese, French and other African dialects, as collected

from the Home Language Identification Survey data. Based on the preferred language survey, however, a majority of the preferred language, in both written and oral communication, is English and Spanish.

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.)

The following documents are distributed every year and require translations for parent contact: Parent Handbooks and School Safety information are distributed in the beginning of the school year. Parent newsletters and calendars are distributed on a monthly basis; announcements for after-school, PTA meetings, school schedules, school-wide parental workshops, school information regarding testing or upcoming activities and disciplinary letters are distributed throughout the year as needed. Entitlement letters are distributed in September to all students who were administered the NYSITEL and the NYSESLAT. Translated versions of these letters are accessed on the DOE website. All other letters, such as teacher newsletters, field trip notices, etc, are translated in-house by a qualified staff member.

All the above mentioned information are provided in both English and Spanish, which is our largest language minority group. If necessary, the Office of Translation and Interpretation is contacted for further assistance.

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.

During the beginning of the year formal face-to-face meetings will include:

- Meet the Teacher Night
- New Registrant Orientation

Throughout the rest of the year meetings will include:

- Parent Association Meetings (Monthly)
- Test Orientation Parent Meeting (Fall and Spring)
- Formal Ceremonies such as graduation, community nights, and other school events
- Parent-Teachers Conferences (November and March)

Family Engagement Time (Tuesdays)

- Parent Workshop
- Parent Contact: In-Person, Telephone or email
- Parent Classes: Technology, Foreign Language, Open Access Library, ESL

Student Report Card Distribution at the end of instructional marking periods (October 30th, December 18

th , March 4 th , May 6 th and June 17th)

Anticipated informal interactions include but are not limited to parent contact for the purpose of attendance, guidance counselor contact, behavioral/academic purposes, shared information, etc.

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.

In general, parent contact is provided by our Parent Coordinator, who is fluent in both English and Spanish. All parent letters are provided in both English and Spanish simultaneously, as translated in house by school staff. All official documents are provided by the NYC Department of Education vendors in many languages. Thus, if there is a preferred language other than English or Spanish, written documents are provided by the NYC DOE vendor.

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.

All official parent phone calls are made by the school's parent coordinator, who is fluent in both English and Spanish. The majority of our staff and teachers are fluent in English and Spanish, thus over the phone and face to face conversations are provided in both languages. If the teacher or staff member does not speak Spanish, the parent coordinator or another staff member will provide translation. If a language other than English or Spanish is spoken by the parent/guardian, a translator will be provided by the Office of Translation and Interpretation.

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.)

At PS 49x, the Language Access Coordinator is responsible for information and procedures that must be followed. He/She must pass this information, as well as updates regarding translation services, to the administrative staff and other all staff members through meetings, memorandums and brochures. All teachers are provided with their student's information, which includes the preferred contact language. Professional developments will be held to ensure that all teachers are trained in how to utilize the translation and interpretation services available, including utilizing the "I speak" cards, scheduling in person interpretation, utilizing written translation and over the phone translation. Procedures are then followed accordingly.

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

As per section VII of Chancellor's Regulation A-663, PS 49x will fulfill parental notification requirements for translation and interpretation services as follows:

- A welcome poster is placed visibly upon entering the school.
- Language ID Guide is placed on the security desk and placed on the office counter in the main office.
- The Parents' Guide to Language Access and Parents Bill of Rights are given as soon as possible during the Parent Coordinator's Parental Meeting. This information is provided and discussed in both English and Spanish.

All official school documents will be provided in both English and Spanish at the easiest availability to the parent. If necessary, translation services will be provided by the Office of Translation and Interpretation for further parent communication and understanding of the above information.

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)

Information regarding parent feedback regarding the quality and availability of services will be provided at the start of the school year to understand parent preferences regarding parent educational programs. At the end of the year another survey will be distributed to assure parent opinions regarding the quality and availability of services. All surveys will be provided in both Spanish and English to assure communication. If necessary, translation services will be provided by the Office of Translation and Interpretation. Surveys will include questions regarding preferred language, availability of programs and student educational services, availability of staff to make parents feel welcomed in the school, sense of community within the school, etc. All parent feedback will be analyzed and considered when planning parent educational services and other parental contact throughout the school year.