2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q049
School Name: P.S. 049 DOROTHY BONAWIT KOLE
Principal: THOMAS CARTY
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dorothy Bonawit Kole  School Number (DBN): 24q049
Beds Code: 342400010049
Grades Served: K-8
School Address: 63-60 80th Street, Middle Village, NY 11379
Phone Number: 718-326-2111  Fax: 718-894-3026
School Contact Person: Tom Cartgy  Email Address: tcarty@schools.nyc.gov
Principal: Tom Cartgy
UFT Chapter Leader: Meghan Tynan
Parents’ Association President: Kimberly Walters
SLT Chairperson: N\A
Title I Parent Representative (or Parent Advisory Council Chairperson): N\A
Student Representative(s): N\A
CBO Representative: N\A

District Information

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

Field Support Center (FSC)

FSC:  Executive Director: Lawrence Pendergast

2018-19 CEP
Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City NY 11101
Executive Director’s Email Address: LPender@schools.nyc.gov
Phone Number: 718 828-5488  (718) 391 8320
Fax:
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Carty</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Meghan Tynan</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Kimberly Walters</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jessica Snell</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Michelle Manno</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Name/
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Bogdan</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Theresa Diaz</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Frank Riggio</td>
<td>Member/ SLT Chairperson/Parent</td>
<td></td>
</tr>
<tr>
<td>Marisa Rahaman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maura Martinez</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Alicia Brodsky</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Carl Chiaramonte</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Rob Campana</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Barbara Sarti</td>
<td>Member/ Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The school’s mission is to create an environment which enhances students’ natural curiosity; fosters a desire for lifelong learning; and encourages students to use their diverse talents to bring positive change to their community. To this end, we offer a liberal arts program that challenges students to think critically and take ownership of their own learning that is enhanced by technology, music, drama and visual arts. Our program strives to provide a dynamic environment and quality education which prepares students for the rigors of high school, college and</td>
</tr>
</tbody>
</table>
careers. Students are afforded the opportunity to pursue their interests after school through a robust offering of extracurricular activities.

<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/IS 49 is a K-8 school located in the heart of the vibrant community of Middle Village, Queens. It serves 1,181 students from grade kindergarten through grade 8. The school population comprises 1% Black, 27% Hispanic, 56% White, and 16% Asian students. The student body includes 6% English language learners and 10% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2015-2016 school year was 95.81%.</td>
</tr>
<tr>
<td>Through partnerships with Studio In a School, the New York Historical Society and The Museum of the City of New York, students are exposed to a variety of experiences at cultural institutions throughout New York City that support the curriculum. Last year feedback following the Principal Performance Observation indicated a need for stronger systems for progress monitoring. To that end, administration and staff will focus on continuing to improve these systems with an emphasis on students with disabilities. Additionally, feedback from parents, staff, and students indicates a desire for continued emphasis on authentic tasks that connect students to world around them. As a result, school staff will continue to look for and take advantage of opportunities for students to engage in authentic tasks. The school community will continue to work to maintain a Supportive Environment to meet the needs of all students with emphasis on English Language Learners and students with disabilities. Through collaboration with our student government and PTA, administration will focus on improving parental involvement as it relates to the element of Strong Family-Community Ties.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>3. Describe any special student populations and what their specific needs are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school's special education and ENL populations continue to grow and each population is in need of strong academic supports with particular emphasis on literacy and math and language acquisition for ENL students. Additionally each population has unique needs related to social-emotional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Identify 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School quality guide indicates performance in all categories exceeds district and city averages with particularly strong rating for collaborative teachers and effective school leadership. Data indicates need for increased focus on improving supports in place for all students to better meet social emotional needs.</td>
</tr>
</tbody>
</table>
## School Demographics and Accountability Snapshot for 24Q049

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05,06,07,08</td>
<td>1160</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

- **Economically Disadvantaged Students with Disabilities**:
  - White: 126
  - Asian or Native Hawaiian/Pacific Islander: 127

### Special Education Programs/Number of Students (2015-16)

- Types and Number of Special Classes (2018-19):
  - # Special Classes (ELA): 37
  - # SETSS (ELA): 24
  - # Special Classes (Math): 35
  - # SETSS (Math): 24

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**:
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- State Assessment data indicates that ELA and math scores for all students have improved 10% and 6% respectively over last three years
- NYSED Roadmap and implementation timeline for Next Generation Learning Standards indicates need for professional development on Standards leading to full implementation by September of 2020.
- Written feedback from Principal Performance Review indicates strong collaborative culture among teachers as it relates to making curricular adjustments based on student data.
- Successful implementation of Professional Learning Communities over the last two years has created a culture in which teachers have developed the capacity for autonomous collaborative unit planning.
- Parent feedback at school leadership team meetings indicates a desire to ensure Next Generation Standards are implemented in accordance with NYSED Roadmap.
- Written feedback following PPO visits indicates continued emphasis on using observation cycle to provide effective instructional next steps to teachers leading to active engagement and high level thinking across classrooms.
- 2017-2018 School Quality Guide indicates that while Rigorous Instruction exceeds both district and city averages it is the Framework Measure that exceeds district average by the smallest margin indicating a need for continued focus on rigorous instruction.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 school staff will be provided supports to increase familiarity of Next Generation standards in English Language Arts and Mathematics. This support will lead to the implementation of at least one unit of study per grade band in both ELA and math that aligns with these standards in the 2018-2019 school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-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). | All Students | June 2018 | Literacy Coach, Administration |
| All staff will be provided with Roadmap Documents as found at: http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline | All Students | June 2018 | Literacy Coach, Administration |
| These documents will provide the framework to guide curriculum planning. | All Students | June 2018 | Literacy Coach, Administration |
| Posting was offered for June planning providing teachers the opportunity to begin a review of the Next Generation Standards adn consider how they relate to current units of study. | All Students | Sept. 2018-June 2019 | Literacy Coach, Teachers, administration |
| Common planning time will be implemented across grade levels to provide teachers time to meet and continue review of standards and begin making curricular adjustments. | All Students | Sept. 2018-June 2019 | Literacy Coach, Teachers, administration |
| Content teachers and instructional coach will attend and turnkey borough training on Next Generation Standards | All content staff | Sept. 2018-June 2019 | Literacy Coach, teaches who attend training, administration |
| Position for Assistant Principal to supervise special education has been created to ensure SWD's have full access to Next Generation Standards as curricular adjustments are made. | SWD's | Sept. 2018-June 2019 | Special Education Teachers, Administration |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- At September "Curriculum Night" teachers will be provided the opportunity to introduce Next Generation Standards to parents and explain school's goal of beginning implementation in ELA and math by year's end.
- October-December parent workshops will be provided by school staff to provide parents targeted information on Next Generation Learning Standards.
- February-May family events such as "Literacy Night" and "STEAM Night" will provide families the opportunity to engage in curriculum related tasks influenced by Next Generation Standards.
- Parent Coordinator will continuously provide parents access to information related to Next Generation Standards and their implementation.
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.

- Per session opportunity for June planning
- Third assistant principal will be hired
- Common planning time built into schedule
- Monday PD sessions dedicated to curricular adjustments

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 |
|---|----------|---|---|---|---|---|---|---|---|---|
| X |          | ||          | ||          | ||          | ||          | ||          |
|   | C4E      | || 21st Century Grant | || SIG      | || 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.

Administration will monitor progress through PLC minutes, the classroom observation cycle, and triennial review of unit plans in ELA and math.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

PLC minutes, unit plans, Annual Professional Performance Review Teacher Observation Reports

Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

- Student assessment data indicates that SWD’s have shown increased proficiency in both ELA and math over the past three years for an increase of 10% and 8% respectively and continue to perform higher than schools in the district and city.
- 2017-2018 School Quality Guide indicated school exceeded district and city averages in five of six categories.
- 2016-2017 data related to Framework Element Supportive Environment indicates that while school showed great success in moving students to a less restrictive environment, students indicated a desire for greater emotional support from their teachers.
- Special Education Population has increased as evidenced by the addition of three self-contained classes and three ICT classes over the past three years.
- During administrative internship, Assistant Principal candidate noted strong systems for progress monitoring of students’ IEP goals at sister schools. This observation highlighted the need to improve these systems at 49.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 of 2019 systems for progress monitoring of students’ IEP goals will be implemented school wide to ensure differentiated supports that align to these goals are implemented to provide special needs students greater access to content.
**Part 3a – Action Plan**

### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of Assistant Principal for special education will allow for greater supervision and support for special education teachers and improved progress monitoring of IEP goals.</td>
<td>SWD's</td>
<td>September 2018-June 2019</td>
<td>Administration, Special Education Teachers</td>
</tr>
<tr>
<td>Professional Development on developing appropriate IEP goals as well as systems to monitor those goals will begin in September and be ongoing throughout the year. Additionally, administration will take advantage of professional learning opportunities offered by the BFSC related to better meeting the need of SWD’s.</td>
<td>SWD's</td>
<td>September 2018-June 2019</td>
<td>Special Education Teachers, Administration, BFSC support staff</td>
</tr>
<tr>
<td>Professional development based on the work of Jennifer Serravallo will be provided to special education teachers to help them implement differentiation strategies aligned to students' IEP goals that are designed to provide their students greater access to content.</td>
<td>SWD's</td>
<td>June 2018-September 2019</td>
<td>Special Education Teachers, Administration</td>
</tr>
<tr>
<td>Guidance counselor will supervise guidance interns to collaborate with school staff to provide enhanced support to students with disabilities designed to help them meet their IEP goals.</td>
<td>SWD's</td>
<td>September 2018-June 2019</td>
<td>Administration, guidance interns, guidance counselor, school psychologist, teachers.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- September-October workshop will be held for parents of SWD’s to ensure they are familiar with the IEP process and services the school offers.
- Special education teachers will utilize parent communication time to ensure parents are kept informed of their child's progress and areas of concern.
- Outreach will be made directly to parents of SWD's to encourage them to participate in a student led conference providing their child to reflect on his or her progress with the support of parents and teachers.
## 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.

School will partner with local universities to host administrative interns to increase guidance support for SWD's. Tax Levy funds will be utilized to fund new assistant principal position, purchase Serravallo's Reading and Writing Strategies books for staff, and to provide teacher coverage as needed for intervisitation and professional development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

## 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.

The IEP review process will be used to monitor quality of IEP goals developed for students. Additionally, A.P. of special education will participate in at least 3 IEP meetings per month to ensure quality control and connection between IEP goals and state standards.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

IEP review process/IEP meetings.

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past two years students in 7th and 8th grade honors classes have showed great success participating in NY City History Day contest. Four groups have advanced to the state competition with two finishing in first place and four others finishing in the top three in their respective categories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written feedback following PPO visit points to an increase in authentic tasks across grade levels.</td>
</tr>
<tr>
<td>• Parent feedback regarding NY City History Day competition and newly implemented science fair points to a desire for greater opportunity for all students to participate in these learning opportunities.</td>
</tr>
<tr>
<td>• Currently only students in honors classes participate in the competition. As a result three-fourths of 7th and 8th grade students are not afforded the opportunity.</td>
</tr>
<tr>
<td>• Anecdotal feedback from students in non-honors classes indicates that these students would like the opportunity to engage in the year long research project.</td>
</tr>
<tr>
<td>• While school continues to exceed district average in Framework and Survey element scores for Rigorous instruction, a three year trend shows a decrease of .13 in this Element.</td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 7th and 8th grade social studies teachers will build on the 2017-2018 goal of increasing student participation in authentic tasks to expand participation in the New York City History Day competition beyond the accelerated classes to provide all 7th and 8th grade students the opportunity to participate in the competition as part of the curriculum.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th and 8th grade students.</td>
<td>June 2018</td>
<td>Social Studies Teachers, Administration</td>
</tr>
<tr>
<td>7th and 8th Grade students</td>
<td>Sept. 2018- June 2019</td>
<td>Social Studies teachers, administration</td>
</tr>
<tr>
<td>7th and 8th Grade students</td>
<td>September 2018- December 2018</td>
<td>Social Studies teachers, museum staff, administration</td>
</tr>
<tr>
<td>7th and 8th Grade students</td>
<td>November 2018- May 2019</td>
<td>Social Studies teachers, administration</td>
</tr>
</tbody>
</table>

**History Day Fair** will provide Sixth and Seventh grade students the opportunity to view student projects and discuss the competition with their peers who have taken part in it.

**Program** will be designed to ensure that one period per week is designated for work on NY City History Day project.

Social Studies teachers will partner with support staff from The Museum of the City of New York to introduce topic to students and provide support with identifying a topic and conducting appropriate research.

Pending availability of funds after school support sessions will be offered for students who require extended time support to complete the project.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- At September "Curriculum Night" social studies teachers will introduce project to parents and explain its components.
- Prior to starting project teachers will send letter home to students and parents explaining expectations, timeline, and supports for students.
- Teachers will utilize Tuesday parent communication time to keep parents informed of student progress.
- Parents will be invited to attend NYC History Day competition in March as well as school exhibition in June.

### 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.

Pending availability TL funds will be used for per session for after school sessions., Title III funds will be allocated for per session to support ENL students participating in project, parent coordinator will be utilized for parent outreach to ENL families, school will use school funds to cover student entrance fee for competition.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

Teacher monitoring of student progress will be ongoing from approximately October-March.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Time line and rubric specific to the project will be utilized to assess progress.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- Instructional foci for past three years have led staff to increase student autonomy in the classroom leading up to increased focus on authentic assessment in the 2017-2018 school year. This focus led to students participate in activities such as the school’s first science fair, the creation of a sensory garden on school grounds, and the creation of literary magazines that were circulated in the community.
- Written feedback following PPO visit validated this work by specifically stating that "Authentic student learning is on the rise!"
- Feedback from parents at SLT indicated the desire to continue this work with an emphasis on strengthening the connection to the community beyond the school.
- Anecdotal observations of students indicated increased engagement as students participated in authentic tasks.
- School scored below district and city average on Academic Press under Framework Element Rigorous instruction indicating a need for more challenging activities in content areas.
- 2017-2018 Quality Guide indicated that only Fifty-Three Percent of students stated they were challenged in their classes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 administration will build on implementation of authentic tasks during the 2018-2019 school year by ensuring that each grade team engages students in at least one authentic task that extends to beyond the classroom directly connecting students to the outside world.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in professional development to enhance their understanding of authentic tasks and identify opportunities to connect students to their community.</td>
<td>All students</td>
<td>September 2018-December 2018</td>
<td>Teachers, Administration</td>
</tr>
<tr>
<td>Administration will collaborate with student government coordinators to poll students in order to design authentic tasks that will appeal to students' varied interests and promote student ownership.</td>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>Student government coordinators, administration</td>
</tr>
<tr>
<td>Common planning time will be scheduled to allow grade teams to engage in collaborative planning related to the implementation of authentic tasks.</td>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>Programmer, teachers, administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Initiative will be introduced at PTA and SLT meetings. Parents will be solicited to help students make connection with community.
- Teachers will use parent communication time, September "Curriculum Night", and parent teacher conferences to keep parents informed of the work their students are doing.
- Parent Coordinator will conduct outreach to parents to encourage their participation as appropriate.

### 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.

Schedule will be created to include common planning time for grade teams, professional periods will be dedicated to supervision of student government activities, Monday PD time will be used to provide training to teachers.

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

By January 2019 grade teams will have developed at least one task that will provide their students with the opportunity to see the connection between their work and the surrounding community.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Minutes from grade team meetings, administration’s monitoring of grade team meetings.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- 2017-2018 School quality guide indicated that school exceeded district and city averages by .45 and .23 respectively in this category.
- ENL proficiency levels in ELA are currently 7 points lower than in math indicating a need for continued focus on reading proficiency in early childhood grades.
- While ENL proficiency on ELA state exams has increased steadily over the past three years, it still is 1% point lower than district proficiency for ENL students in 2018.
- School received a score of 3.5 or proficient in answer to the question, "How effectively does the school partner with families to support student success?" This indicates the need for greater outreach to ENL parents to help involve them in supporting their children’s progress.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 ENL students in grades k-2 will show an increase in two reading levels as evidenced by progress on the Teachers College Running Record Assessment.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL students in K-2</td>
<td>September 2018-June 2019</td>
<td>programmer, Administration, teachers</td>
</tr>
<tr>
<td>ENL students in k-2</td>
<td>September 2018-June 2019</td>
<td>Literacy coach, K-2 teachers, ENL teacher</td>
</tr>
<tr>
<td>ENL students in k-2</td>
<td>November 2018-June 2019</td>
<td>Administration, teachers</td>
</tr>
</tbody>
</table>

First grade will move from departmentalization to a self-contained setting providing teachers more instructional time to dedicate to reading instruction with an emphasis on Fundations.

Literacy coach will provide refresher professional development to k-2 teachers to ensure running record assessments are implemented uniformly across all classrooms.

K-2 ENL students will be targeted for enrichment programs to support literacy on Saturday and/or after school hours.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Workshops will be conducted for ENL parents to introduce them to strategies that can be used at home to support emerging readers.
- Teachers will use September "Curriculum Night" and Tuesday parent communication time throughout the year to keep parents informed of students' progress and areas of concern.
- Staff with appropriate language abilities have been identified to act as liaisons to non-English speaking families.

### 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.

Professional development time will be allocated for teacher training and planning, pending availability tax levy funds will be allocated for after school activities in support of ENL students. Title III fund will be utilized to run the Saturday ENL Academy. Program adjustments will be implemented to revert to a traditional early childhood setting in first grade.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>

2018-19 CEP 25
**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.

Student progress will be monitored through beginning, middle, and end of year assessments.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teacher College Running Records Assessment

**Part 5c.** In February 2019, 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.

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

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

All staff and parents will refer students determined to be at risk to Guidance counselor.

Individual and group counseling for mandated students. At-risk counseling for other students. Character education program will be implemented to build student confidence and
| encourage positive student interactions. |  |  |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

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.

N/A

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S./I.S. 49, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S./I.S. 49 will support parents and families by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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

Parent representatives from SLT and PTA were consulted in the creation of this Policy.

Encouraging School-Level Parental Involvement

To increase and improve parent involvement and school quality, the school will:

● engage parents in discussion and decisions regarding issues surrounding parental involvement

● ensure that funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association)

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Parent coordinator will make a concerted effort to engage non-English speaking parents.

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

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

● hosting educational family activities during Parent-Teacher Conferences and throughout the school year;

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

### School-Parent Compact (SPC)

P.S./I.S. 49, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

1. 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

1. **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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☒ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☐ After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| ☐ K | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 | ☐ 11 | ☐ 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

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

Our Title III program will provide English Language Learners with supplemental instruction in different School Instructional Programs on several levels according to NYSESLAT, Periodic Assessments and NYS exams. Our ENL student population is a diverse group who speak a variety of languages, some of which include Russian, Uzbek, Spanish, Chinese, Polish and Hungarian. Upon examining the NYSESLAT scores (2016 & 2017), ELL Data Analysis Tool (EDAT), state assessments, benchmark assessments as well as running records, we determined that our ELL students needed supplementary instruction in literacy and math in grades K-8.

In order to maximize success, materials will be purchased to maximize student performance (word to word bilingual dictionaries, glossaries, content area dictionaries, picture dictionaries, books on tapes/cds and native language books, NYSESLAT test materials). This year we will also use Lexia, an on line reading program to support reading comprehension and provide individualized instruction. Weekly reports will provide teachers with data in order to plan small group lessons. The program also provides direct adaptive instruction in phonemic awareness, systematic phonics instruction and methods to improve fluency. For the math portion of our supplemental Title III program we will use Castle Learning, which the school has purchased with other funds. Castle Learning also provides teachers with weekly data reports which will help target students' needs.

Our ELL students in grades K-8 will participate in:
* Saturday Academy: 9:00-12:00 October 20, 2018 to March 23, 2019 ,exclusive of Holiday weekends: 16 sessions. The Saturday program will be managed by 2 ENL certified teachers and 2 CB teachers for the cost of 16- 3 hour sessions that will be charged to Title III. Both CB teachers are trained in ENL methodologies. In order to provide English language development support students are provided with interactive picture word walls, bilingual dictionaries and glossaries.
## Part C: Professional Development

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

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

Begin description here: _____

In order to support the instructional programs, the ENL teacher will continue to participate in various professional development opportunities provided by the Division of Students with Disabilities & English Language Learners, NYCDOE. For instance, this school year our ENL teachers participated in the following workshops: Determining the Annual Measurable Achievement Objectives, Socratic Seminar of ENL students, monthly workshops entitled, "English as a New Language: Helping ELLs Integrate into Our Schools" offered by Queens North Field Support Center.

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

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

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

3. Schedule and Duration: Teachers, who work with ELLs in Title III program/ Teacher of parents of ELLS, will be invited to discuss ESL strategies and methods and implementation of these in their teaching. Three PD meetings will take place for 50 minutes before Saturday school and will start on November 3, 2018 (three sessions).

4. Topics to be covered:
   - Scaffolding: We will be addressing how to scaffold tasks so ELLs can be provided with support while engaging rigorous tasks. Scaffolds for ELLs should support them academically and linguistically. We will use Engage NY's Scaffolding Instruction of English Language Learners: Resource Guides for English Language Arts and Mathematics, Kaylene Beers: "When Kids Can't Read", and "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom" by Pauline Gibbons. In addition, The Teaching Channel Core Videos for ELLs will be used to model lessons for ELLs.
   - Bolstering Advanced Literacy Skills for English Language Learners: Professional Development given by DELLSS. To ensure these professional learning sessions are having a direct impact on the students, the Assistant Principal will meet weekly with the Title III teachers to discuss progress and visit classes.

5. Name of Provider: Magdalena Kubiak, ENL teacher

24Q049 will use other funding sources to complement all additional costs. All attendance sheets and agendas will be housed in the Assistant Principal's office.
**Part D: Parental Engagement Activities**

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

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

Begin description here: ______

Due to the fact that our ELL population is growing, we offer several workshops which will introduce parents to the educational program and provide them with strategies that they can incorporate to support the acquisition of English. Parent workshops will be conducted and facilitated by the assistant principals, literacy coach, and parent coordinator. Most workshops will last one hour and are held throughout the school year. Topics to be covered as follows:

* Parents will become familiar with our school's website and many resources on the website. (November 2018)
* Parents will become familiar with the New Language Progressions and NYSESLAT assessment. (March 2019)
* Parents will become familiar with Lexia and Castle Learning. Parents will be given specific strategies and tips to support their children at home. (December 2018)

In order to ensure that all participating parents/families of ELLs benefit from these workshops we will provide parent volunteer translators. The parents will be notified through translated notices that will be backpacked to the parents and they will be posted on the school's website. 24Q049 will use other funding sources to complement all additional costs.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>Saturday program (four teachers) X3 hours x 16 sessions x $55.23 = 7,794.72&lt;br&gt;Total direct instruction=$10,604.16&lt;br&gt;Total: $10,604.16</td>
</tr>
<tr>
<td>Per session</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>Purchased services N/A&lt;br&gt;- High quality staff and curriculum development contracts.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and materials</td>
<td>$2645.90</td>
<td>Books with cds and tapes (10), cd players (1), dictionaries (Uzbek-20), Hungarian (2), Chinese (10), Spanish (2), glossaries, picture dictionaries (20), headphones (10), cassette player (1), library- levels A-N (picture books) =$1,339.10 Continental Press NYSESLAT student books and teacher's books (grades K-8) ($46.75 x 8= $374.4), student books ($18.65x 50= $932.50)= $1,306.90</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,911.06</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>Dorothy Bonawit Kole</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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</thead>
<tbody>
<tr>
<td>Thomas Carty</td>
<td>Jessica Snell</td>
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<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tbody>
<tr>
<td>Mary Shannon</td>
<td>Lisa Viglietta</td>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tr>
<td>Marianna Morozova</td>
<td>Kim Walters</td>
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<table>
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<th>Superintendent</th>
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<th>Other (Name and Title)</th>
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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 ENL teachers not currently teaching in a bilingual program | 0 |
| Number of bilingual teachers currently teaching in a bilingual program | 0 |
| Number of foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1170 |
| Total number of ELLs | 71 |
| ELLs as share of total student population (%) | 6.07% |

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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:

- Transitional bilingual education program (TBE)  [ ] Yes  [x] No
- Dual language program (DL)  [ ] Yes  [x] No
- Freestanding ENL  [x] Yes  [ ] No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
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<th>Program</th>
<th>Lang.</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>10</th>
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<td>DL</td>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - When assessing early literacy skills we are analyzing the following skills:
     - Print Awareness –understanding print is left to right, top to bottom, letters/words
     - Phonological Awareness- Being able to hear the small sounds in words helps children sound out words they see and learn to speak new words.
     - Letter Knowledge -Knowing the names and sounds of letters helps children sound out words they see.
     - Vocabulary-Knowing many different words helps children understand what they hear and read.
     - Narrative Skills -Learning to tell a story helps children develop thinking and comprehension skills.
   - We use several assessment tools to gather data about students’ early literacy skills.

2. TCRWP- A running record can provide information about a student’s print awareness, phonological awareness, vocabulary and narrative skills.

3. NYSITELL Levels I and II: Level I for can provide information about print awareness and narrative skills. Level II can provide...
information about print awareness, phonological awareness, letter knowledge, and narrative skills.

3. Words Their Way spelling inventory assessment is administered by the ENL teacher and based on the results of the assessment, students are placed in different ability groups (grades 3-8). Early literacy skills of ELL students in grades K-2 are also assessed with the Fundations Word Study Program.

2. What structures do you have in place to support this effort?

After administering these formative assessments students receive assessment-based feedback (rubrics, checklists, oral feedback). The purpose of the feedback is to help teachers support students in increasing their achievement. Benchmark assessments provide information about the progress towards a set of expectations. Teachers use these assessment to drive their instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

At this moment we are using ENL Benchmarks administered three times a year in grades K-8. Each ENL Benchmark is designed for a specific grade band that corresponds to the NYSESLAT grade band. For instance, we have ENL benchmark for grades: K, 1-2, 3-4, 5-6 and 7-8. ENL Benchmark mirrors the NYSESLAT 3 modalities: Listening, Reading and Writing. We also included Understanding and Using Content Vocabulary Section that assesses ELLs academic language and relates closely to the Speaking part of the NYSESLAT. ENL Benchmark provides us valuable information on ELL students' baseline proficiency levels and gives a very specific item analysis of each question. It also helps us develop units/lessons and targeted interventions/and or differentiations throughout the school year. Moreover, ENL Benchmark enables us to track ELL students' progress throughout the school year and helps us address students weaknesses and build upon their strengths.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once the summative data has been gathered we conduct item analysis for multiple choice questions and use rubrics for open ended questions. Thereafter, we focus on the areas students struggle with and we design units/lessons, targeted interventions/and or interventions through the school year. ENL Benchmarks help us keep track of ELL students' progress.

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

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

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

- Tier 1 for ELLs consists of:
  • promoting vocabulary and language development by providing ongoing and appropriate instruction in academic language use in the native language and/or in English.
  • Scaffold language for students to respond by providing sentence stems and provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.

- Tier 2 for ELLs consist of:
  • Provide intensive reading interventions to ELLs demonstrating low reading skills when needed in small groups. Students are provided with support using the Fundations program to increase reading skills. In addition, students who need Tier 2 support are invited to after school and Saturday programs to develop reading skills.
  
  - During the school year, student progress is monitored in various ways: TC Running Records, Teacher Created baseline and benchmark assessments and PBA data (Teachers College).
  
  - For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction. Teachers who feel ELLs are not performing at grade level standards are referred to the PPT team. Members review the teacher's data and then there are decisions made about
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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

The EDAT provides us with the information about at-risk ELLs (levels 1-6). For example, we can easily identify ELLs who regressed one or more English language proficiency levels and as a result we can implement necessary interventions for them. In the same manner we can identify ELLs / FELLs who advanced 2 or more levels and using important notes about the student we can identify more areas of improvement. The EDAT also provides very specific data on student’s progress or regress in each modality. NYSESLAT Modality Analysis shows us students who scored high or low in each individual modality. The green box shows students who scored high in any given modality. The pink box identifies students who scored low in any given modality. Knowing this will help teachers group students and differentiate their instruction accordingly.

ELL Data Analysis Tool provides valuable information about student’s attendance and links it to student’s performance across years. Knowing this information teachers can emphasize the importance of regular attendance and its effect on performance while communicating with parents or guardians of the student.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

AP and ENL teachers run the EDAT three /four times a year and share the important information with content area teachers and administrators. For example, at the beginning of the school year we identified at risk level 5, 6 and 7 students. The notes about each individual student at risk 5, 6 and 7 are forwarded to content area teachers. This data is discussed during teacher teams and common planning time. Teachers are also sent to Borough and City wide ENL trainings when they are offered.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

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

   • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by our a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core
content area instruction. • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a co-teaching by our certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. At middle school level: • Integrated ENL: our ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. • Stand-alone ENL: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Our ENL teacher plans carefully with general education teachers to ensure curricular alignment and continuity of instruction.

Stand-alone ENL provides instruction in English with home language support, emphasizing English language acquisition.

Integrated ENL builds English language skills through content area instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher. Both stand-alone and integrated ENL include content area subject matter and English language development using ENL strategies.

b. TBE program. If applicable.
   N/A

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)?
      2. In PS/IS 49 Q we offer only Freestanding English as a new language (ENL) program. We provide instruction in English with home language support, emphasizing English language acquisition. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher. Our integrated ENL instruction includes content area subject matter and English language development using ENL strategies.

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

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

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

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

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

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

   Proficient/Commanding: 90 minutes of ENL: minimum 90 minutes of integrated ENL/ELA or other content area
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

In our stand-alone program ENL teachers develop English language skills so that students can succeed in core content courses. For instance, ENL teachers may build ELL students background knowledge by showing them images, cartoons, and video clips. They may also provide glossaries of key vocabulary words, home language versions of texts or abridged version of texts.

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

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

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

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

At the moment there are no SIFE students in PS/IS 49. However, our plan for a potential SIFE student would include developing academic literacy skills in home language (if possible) and English, building background knowledge needed to handle grade appropriate curriculum, teaching content knowledge in home language (if possible: content area picture dictionaries/ technology based learning), intensive ENL learning leading to mastery of English language. The needs of newcomers are met in the following manner. Parents are interviewed about the child’s prior academic experiences, report cards are reviewed, the student is administered the NYSITELL. The results of the NYSITELL determine the child’s proficiency level and ENL instruction is provided accordingly. Newcomers are serviced for the time allocated as per their proficiency level.

Home language support in the form of the same home language buddies, picture dictionaries, content area glossaries and home language texts is provided to all newcomers. Strong emphasis is placed on visual thinking strategies (VTS) and multisensory language approach. In addition, classroom charts and word walls present in the ENL classroom and ELLs' homerooms
are rich in pictures and photographs to provide additional support to the newcomers. Picture book read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. In addition, students are provided with typed up copies of all mentor texts. Copies of read aloud books and other books are available on CDs and tapes and help students enhance their listening skills. ENL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. Students are taught both academic functions (analyzing, describing, comparing/contrastng, etc.) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc.). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing students use various scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide entering and emerging with support while challenging them to learn content, problem solve and think critically appropriate to their grade level. Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their home language as a reference point for learning new concepts. They may rely on a classroom buddy, or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material. Newcomers are also enrolled in our Saturday program. Our plan for ELLs receiving service 4 to 6 years is to constantly review students' data (state exams, running records, on demands writing pieces and teacher created benchmarks), determine students strengths and weaknesses, set the goals and implement interventions based on the data. The ELLs receiving service 4 to 6 years are serviced for the time allocated as per their proficiency levels. We emphasize their reading and writing development in English. The plan for these students is to connect reading and writing by carefully examining the various literature genres. Students will focus on features that make each genre unique by looking at areas such as organization, style, vocabulary, and author's purpose. The idea is that understanding how a genre “functions” will facilitate writing in that genre as well. This method is taken from the “Curriculum Cycle” as described in Pauline Gibbons’ book, Scaffolding Language, Scaffolding Learning. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then, through shared experiences, students write a joint text with the teacher, and finally, students will write on their own. These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will still be provided with some scaffolds, but will rely mostly on each other, via discussions, to learn new vocabulary and ways of expressing similar ideas. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, non-fiction, poetry, etc… By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information needed to take the state Math, Science, and Social Studies exams. We do realize state exams measure knowledge of content areas. These students are are enrolled in a Saturday program (teachers are trained in ENL methodologies). At present, we have one long term ELL who is also a SWD. Currently, we are evaluating him by conducting a universal screening in order to determine his needs, strengths and weaknesses. After we analyze data from various resources we will provide intensive, targeted intervention in addition to our strong core instruction. Consequently, we will monitor this student’s progress and response to intervention. We will also offer targeted supplemental intervention during our morning programs and Saturday school. The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency levels. We follow the mandate of the IEP regarding ENL services. We also follow Jose P. Governance and we make sure that students with disabilities are provided with a free public education in a timely manner. We continue to support those students in achieving proficiency in English by establishing a system of articulation between the classroom teacher and the ENL teacher. They discuss the students’ strengths and weaknesses and jointly decide on the best strategies in the four modalities to ensure continued growth in English. Interactive word walls, rich in pictures and visuals charts are displayed in the ENL classroom and in the students' homerooms and they reflect current units of study in reading, writing, vocabulary and word study instruction. Rich in content and vibrant language read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. Students are provided with typed up copies of all mentor texts. We
are using Wilson’s Fundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

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

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

Because ESSA now requires ELA testing for ELLs after one year our instructional plan provides for additional support in the form of our Saturday program. This program focuses on developing content area vocabulary and close reading skills. During our Saturday academy ELLs learn how to independently handle high complexity grade level text and how to break it down into meaningful smaller fragments/ sentences and words.

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

Explicit ENL instruction is delivered through our pull out program.

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

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

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

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

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

Our teachers utilize a number of research based strategies that help differentiate instruction for our ELLs with disabilities. They differentiate content, process and or product based each student’s individual needs. For example, to provide differentiation of content, they use a variety of instructional delivery methods to address different learning styles, break assignments into small, more manageable parts, and include structured directions for each part.

On the other hand, to differentiate the process, teachers may provide access to a varying of materials, different versions of the text based on students’ reading levels, develop sensory-based activities targeting auditory, visual, and kinesthetic learners, create activities that vary in level of complexity and degree of abstract thinking required, use flexible grouping based on content, ability and assessment results.

Lastly, to differentiate the product teacher may use a variety of assessment strategies (self-assessment, peer assessment, student created checklist/ rubrics), offer a choice of projects that reflect a variety of learning styles and interest.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Based upon our ELL population, the needs of our 71 students are addressed through stand-alone ENL and Integrated ENL serviced by two fully certified ENL teachers. The teacher mirrors instruction in the classroom and follows the Teachers College model while applying ENL strategies and techniques to develop their academic language. The Teacher’s College Reading and Writing Program incorporates the state standards: speaking, listening, reading and writing. In addition, all of our units of study are aligned with Common Core Learning Standards. The teachers utilizes a balanced literacy approach again applying ENL strategies to develop academic language through the four modalities.

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

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy, use content based bilingual glossaries and dictionaries, or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.
There is an added benefit to teaching ENL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres—fiction, non-fiction, poetry, etc. By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information needed to take the state Math, Science, and Social Studies exams. We do realize state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of the content in their home language, they will be provided with a way to express that in their language by means of a test in their native language or a translator. Lastly, ENL students receiving content instruction will have an easier time transitioning to the push-in model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

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

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

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

After analyzing our NYSESLAT Modality Report (EDAT), we noticed that our entering and emerging students scored low in writing. Therefore, this year our Saturday school will offer instruction in content area writing to entering and emerging students. This program will focus on first developing oral language and vocabulary in content areas and with time the program will include content area writing. Emerging and Entering ELLs will learn how to use graphic organizer and/ or paragraph frames to help them plan and organize their writing.

Also, based on our NYSESLAT and Math comparison data, we noticed that many of our transitioning and expanding ELLs scored low in math. Therefore, we will offer a Saturday school math class for these students. This class will focus on building grade level math vocabulary to understand complex word problems.

10. If you had a bilingual program, what was the reason you closed it?

No programs will be discontinued.

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

ELLs are afforded equal access to all of our school programs. ELL students in our school participate in a variety of school programs such as Studio in a School, NY Historical Society and Robotics. Parents are informed about different programs in our school by letter and during PTA meetings. Our school continues to offer Band for grades 4 through 8. In our school’s Title III program it provides support for ELLs in the form of a Saturday Academy which ELL students attend, providing supplies and
instructional materials such as books on i-pads, multicultural books, reading theater props, picture books, high interest beginner and intermediate level fiction and nonfiction books for students in upper grade, projectors and stereos. Our ELL students will also participate in an art school after school and a guidance program during our Saturday Academy. In addition to letters being sent home, we post all information on website, which is translated to multiple languages furthermore, we provide visual posters advertising these programs by the main office and entrances.

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

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

As far as core content areas are concerned, teachers will use Lexia Reading Core 5 program to supplement and differentiate reading and vocabulary instruction for our ELLs. Lexia Reading Core 5 provides home language support and is therefore a valuable tool for ELLs of all proficiency levels.

In addition, all of our newcomers are provided with bilingual picture dictionaries (Russian, Spanish, Polish) and picture word walls, leap pads, books on i-pads and bilingual books, our middle year ELL students who are literate in their home language also receive bilingual glossaries available in Spanish, Russian, Bengali, Polish, Korean and Chinese and dictionaries, multicultural books, leveled books.

Our long term ELLs are provided with resources to raise the level of their vocabulary: thesaurus and idiom dictionary. Also students in upper grades are provided with high interest beginner and intermediate level fiction and nonfiction books in English and multicultural books in Spanish. All of ELLs have access to computers and I-pads in their classrooms and in the ENL class.

ENL goals for Entering, Emerging, Transitioning, Expanding, and Commanding students are translated into Spanish, Russian, Chinese and Polish. Launching of the unit (reading and writing) worksheets explaining the unit’s goal and purpose and some of the teaching points are translated into Spanish, Chinese, Korean, Russian and Polish (ENL Class). Computers and projectors are used to facilitate and support students’ linguistic and content area development.

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

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

For example, our middle school ELLs are equipped with ipads that they take with them to content area classes. They use ipads in Integrated ENL classes to scan and instant translate section of texts in science and social studies classes. Also, they use ipads with thesauruses installed on them to help them raise the level of their writing.

Moreover, every year we purchase home language versions of read aloud novels (Spanish, Russian and Chinese) studied in middle school such as The Giver by Lois Lowry, Night by Elie Wiesel, To Kill a Mocking Bird by Harper Lee. Our ELL students are able to read and use English and their home language version of the text in their Integrated ENL classes.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Content area instructional materials and language materials correspond to ELL's ages and grade and proficiency levels. Computer based reading and vocabulary programs such as Lexia Core 5 and Teach me K, 1 & 2 are all adaptable to student's age, grade and proficiency level.

For example, our ELLs in K-2 use a handwriting app, sight words app and skip counting app. The computer memorizes and stores students information and in that way if a student uses the same program next year the program will automatically adapt to this student's current level/grade.

During Lexia Core 5 Our ELLs use computers and I-pads to read short fiction and nonfiction passages with visual prompts, engage in word building and vocabulary enhancement and again the program adapts automatically to student's proficiency and grade level.

Our classroom and ENL libraries are rich in books on all levels. We match our ELLs’ reading level with appropriate books and vocabulary books. Word study workbooks and word sorts match students' age, proficiency and phonemic awareness stages. In addition, PS/IS 49 has its own website. There are many resources of ELLs and their families. Our ENL teachers have created their own webpage with information for parents (forms, parent orientation video), NYSESLAT guides, content area glossaries, school calendar and other. All this information is available in 9 different languages.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Our school does not share a building.

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

Our school assists newly enrolled ELL students before the beginning of the school year by providing them and their families with welcome kits in their home languages, providing them with bilingual dictionaries, lists of useful websites: google translate, starfall, etc. We have also implemented Lexia, an interactive online reading program which the students can access at home as well as in school.

Throughout the school year ENL teachers and the Parent Teacher Coordinator welcome ELLs and their families in their home language. At the beginning of the school year they hold ELL Parent Orientation, and later on they organize other ELL Parent Workshops (e.g. Understanding 5 Proficiency Levels, Preparing for NYSESLAT, How can I help my Child at Home?)

In addition, parents are provided with translation of letters sent home. Also, our school website is available and accessible to ELLs and their families in 103 different languages.

17. What language electives are offered to ELLs?

We offer Spanish, drama and music during the school day and we have after-school Italian, Art, Cooking and clubs.

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

N/A

**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 and non-pedagogic staff.) 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?
As always, extensive professional development activities will continue to take place for the ENL teacher and all the personnel who work with ELL students including common branch teachers, subject area teacher, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational / physical therapists, speech therapists, secretaries and parent coordinator. Our pupil secretary will attend DOE workshops pertaining to ELL topics. Professional development activities will be consistent with the school’s training for the balanced literacy program and the Teachers College model. In addition, our ENL teachers will participate in training sessions to address the needs of the ELL students offered by the district and city. The schedule for support and PD will take place during Monday professional learning sessions. Strategies addressed will include differentiated instruction, scaffolding, read alouds, shared reading, interactive word walls for ENL/ELA, word families, linking math with literature and using interactive word walls for math.

We will provide professional development opportunities to teachers of ELLs throughout the school year. Some of the topics discussed will be ELL considerations for common core aligned tasks in literacy and in math. Teachers will be presented with practical strategies and practices that accelerate academic achievement of ELLs in literacy classrooms. Some of the strategies to be discussed will include: vocabulary, scaffolding, use of native language and writing in native languages and English (skills transfer). Some of topics in math will include: pre-teaching essential vocabulary/language functions before beginning the tasks, using visuals and realia when introducing new words and concepts, building background knowledge, promoting oral language, native language support (peers, home language materials), using graphic organizer and technology in order to enable access to content.

Our ENL and content area teachers attend numerous workshops offered by the office of DELLs, Fordham University NYS/NYC Regional Bilingual Education resource Network. For example, our teachers attended a series of workshops on co-teaching integrated ENL.

2. 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.

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from our ENL teacher to ensure that they continue to develop their English proficiency. They can suggest strategies to continue developing all modalities of language. Our Parent coordinator will continue to facilitate language translation services for the parents and students during parent teacher conferences, PTA meetings and other times. The guidance counselor will guide ELL students and their parents as they transition to high school by providing them with information about different high schools and programs suitable to the needs of ENL students.

As part of the new CR Part 154, we ensure that a minimum of 15% of the required professional development hours for all teachers is dedicated to language acquisition and best practices for English language learners. We send staff to district and borough wide workshops as well as host in-house professional learning sessions facilitated by our ENL teachers, Instructional Coach and Assistant Principals. Agendas and attendance sheets as archived with the Assistant Principal.

Parental Involvement

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

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

Every year our ENL teachers invite ELL parents to additional parent orientation meetings that are not DOE mandated. For
example, this school our ENL teachers are going to hold a parent orientation meeting on September 25th, 2017 entitled: "Understanding 5 Proficiency Levels". In April of 2018, they will hold another ELL parent orientation entitled: "Preparing for NYSESLAT". During these non-mandated orientations we have staff members fluent in Mandarin, Cantonese, Arabic, Russian, Polish and Spanish and these staff members are there to provide translations to our ELL parents.

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

In addition, every year our teachers organize Cultural Feasts during which children are asked to bring and share their traditional dishes with other students. This is an excellent opportunity for our ELLs and their families to get involved and share their heritage with other students in our school.

Our school website is accessible to ELL students and their parents in over 103 languages. The website includes a plethora of information: school announcements, daily homework, trips, after school activities, PTA announcements, forms, links to helpful websites and others. We encourage all parents to communicate with teachers as often as they need and using their home language, if needed. Our school is also using the REMIND App which is available to parents in 5 languages.

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.

N/A
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Thomas Carty, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Dorothy Bonawit Kole  
**School DBN:** 24Q049

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Thomas Carty</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Jessica Snell</td>
<td>Assistant Principal</td>
<td></td>
<td>9/20/17</td>
</tr>
<tr>
<td>Maria Tom</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/20/17</td>
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<tr>
<td>Magda Kubiak</td>
<td>ENL/Bilingual Teacher</td>
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<td>9/20/17</td>
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<tr>
<td>Kim Walters</td>
<td>Parent</td>
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<tr>
<td>Marianna Morozova</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Maria</td>
<td>Tom</td>
<td>Parent Coordinator</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   A parent survey was distributed in June of 2017 asking parents:

   1) In what language they prefer to receive information;

   2) In what form they would prefer translation i.e., written, verbal, or over the phone.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<td>Polish</td>
<td>26</td>
<td>2.01</td>
<td>27</td>
<td>2.08</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>.15</td>
<td>2</td>
<td>.15</td>
</tr>
<tr>
<td>Romanian</td>
<td>2</td>
<td>.15</td>
<td>4</td>
<td>.31</td>
</tr>
<tr>
<td>Russian</td>
<td>45</td>
<td>3.47</td>
<td>42</td>
<td>3.24</td>
</tr>
<tr>
<td>Spanish</td>
<td>91</td>
<td>7.03</td>
<td>96</td>
<td>7.41</td>
</tr>
<tr>
<td>Turkish</td>
<td>2</td>
<td>.15</td>
<td>1</td>
<td>.08</td>
</tr>
<tr>
<td>Tajik</td>
<td>2</td>
<td>.15</td>
<td>4</td>
<td>.31</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.08</td>
<td>1</td>
<td>.08</td>
</tr>
<tr>
<td>Uzbek</td>
<td>40</td>
<td>3.09</td>
<td>39</td>
<td>3.01</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>3</td>
<td>.23</td>
<td>3</td>
<td>.23</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade newsletters</td>
<td>Monthly</td>
<td>Meet with Language Access Coordinator and grade teams to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
<tr>
<td>School calendar</td>
<td>Monthly</td>
<td>Meet with Language Access Coordinator to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
<tr>
<td>Upcoming school and PTA events</td>
<td>Monthly</td>
<td>Meet with Language Access Coordinator to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
<tr>
<td>Back to school night/ parent teacher conferences</td>
<td>September, November, March, May</td>
<td>Meet with Language Access Coordinator to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
<tr>
<td>Testing dates/ information</td>
<td>March-May</td>
<td>Meet with Language Access Coordinator to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
<tr>
<td>After school clubs/programs</td>
<td>Ongoing basis</td>
<td>Meet with Language Access Coordinator to ensure materials are translated to be sent home as well as on our website. Bilingual teachers assist in translating.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September and May</td>
<td>Bilingual staff assists in translating. Our ENL teachers fluent in Polish, Russian and Spanish. We also have parent volunteers who assist families with limited English proficiency.</td>
</tr>
</tbody>
</table>
Parent teacher conferences | December and March | Bilingual staff assists in translating. Our ENL teachers fluent in Polish, Russian and Spanish. We also have parent volunteers who assist families with limited English proficiency. Additionally, we utilize the Translation Unit.

High school information night | October and June | Bilingual staff assists in translating. Our ENL teachers fluent in Polish, Russian and Spanish. We also have parent volunteers who assist families with limited English proficiency.

PTA meetings | monthly | Our parent coordinator attends these meetings. She is fluent in Spanish. Furthermore, we have parent volunteers who assist in translating other languages.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have at least one staff member who speaks the language of our limited English proficient families. We provide these staff members with their contact information to ensure all families are aware of what is going on in the school community.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Administration meets with staff prior to the school year beginning to ensure they are aware of these mandates. Staff is also provided with the information to utilize the Translation Unit. The Language Access Coordinator meets with teachers periodically to ensure limited English proficiency families are receiving all resources and information on their language of preference.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)
Our school has posted signage in multiple languages in the main office and by the security agent's desk to notify parents about the translation and interpretation services we have available. As per chancellor's regulations, within 30 days of school enrollment, a parent's primary language is assessed via interview and recorded on ATS and on the blue emergency cards. The ENL teachers and the parent coordinator work together to ensure that parents are informed about translation services both at PS/IS 49 and online through the Department of Education website where several important documents have already been translated and made available in several languages. For example, the HLIS is available in multiple languages at our school. The Parents' Bill of Rights, notification of special services forms, notification of citywide ELL parent meetings, ELL parent orientation forms and the parent selection survey are also all provided in multiple languages—Spanish, Chinese, Russian, and Uzbek are the languages we receive requests for translation in at our school. Again, we use in-house school staff, parent volunteers, online resources through the DOE and the DOE Translation and Interpretation Unit's services to provide oral and written translation resources for our parents.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our school plans on using the Parent Survey as a primary source of information. We also plan on having our bilingual Parent Coordinator conduct interviews with parents to gather their feedback on the quality and availability of services. When parent workshops are conducted, we will collect satisfaction surveys and analyze the data. The PTA will also be a great resource for us and will be able to provide with a lot of data regarding quality and availability. This year we would like to initiate a focus group of parents, inclusive of all cultures and languages represented to discuss best practices in communicating to the parent body.