

2020-2021



COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	24Q049
School Name	P.S. 049 Dorothy Bonawit Kole
Principal	Thomas Carty

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

SECTION 1: SCHOOL INFORMATION

SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE PAGE

SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

SECTION 1: SCHOOL INFORMATION

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 Carty
EMAIL ADDRESS:	tcarty@schools.nyc.gov
PRINCIPAL:	Tom Carty
UFT CHAPTER LEADER:	Maura Martinez
PARENTS' ASSOCIATION PRESIDENT:	Kimberly Walters
SLT CHAIRPERSON:	Jessica Snell
TITLE I PARENT ADVISORY COUNCIL (PAC) CHAIRPERSON	N\A

District Information

GEOGRAPHICAL DISTRICT:	24
SUPERINTENDENT:	Madelene Chan
PHONE NUMBER:	718-592-3357
FAX:	718-592-3770

Borough/Citywide Office (BCO)

BCO:	Queens North
EXECUTIVE SUPERINTENDENT:	Mabel Sarduy
OFFICE ADDRESS:	28-11 Queens Plaza North, Long Island City NY 11101
EMAIL ADDRESS:	msarduy@schools.nyc.gov
PHONE NUMBER:	718 828-5488
FAX:	(718) 391 8320

STUDENT REPRESENTATIVE(S)

STUDENT REPRESENTATIVE(S):	N/A
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CBO REPRESENTATIVE(S)

CBO REPRESENTATIVE(S):	N/A
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SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE

DBN	24Q049
School Name	P.S. 049 Dorothy Bonawit Kole

School Leadership Team (SLT)/Core Community Engagement Team (CET)

All School Leadership Team (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, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, 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. Go to School Leadership Team Resources page to learn more information. Under Every Student Succeeds Act (ESSA), stakeholder participation must include multiple constituencies who are involved in the development of the CEP such as school leaders, school staff, community organizations, parents/families/guardians and students (middle/high schools). Multiple constituencies participating in the development of the CEP who are not on the SLT sign the section below entitled, Additional Stakeholder Participation on CEP Development to confirm their participation. Stakeholders signing Section 2b are not included in the SLT balance.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student (two student minimum required for middle and high schools), Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- 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.
- 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.
- Schools may modify bylaws to address ESSA requirements for stakeholder engagement for those Level 1 subgroups identified by NYSED accountability measures.

Position	Name
Principal or Designee*	Tom Carty
United Federation of Teachers (UFT) Chapter Leader or Designee*	Maura Martinez
Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	Kim Walters
District Council 37 (DC 37) Representative (staff), if applicable	N/A
Title I Parent Advisory Council Chairperson (or alternate)	N/A
Student Representative (Required for middle and high schools)	N/A
Student Representative (Required for middle and high schools)	N/A
CBO Representative, if applicable	N/A
Member/Assistant Principal	Jessica Snell
Member/Teacher	Jean Bogdan
Member/Teacher	Stephanie Mastropietro
Member/Teacher	Michelle Manno
Member/Teacher	Theresa Diaz
Member/Parent	Rob Campana
Member/Parent	Carrie Meconis
Member/Parent	Amanda Bourman
Member/Parent	Daniel Grodzki
Member/Parent	Julissa McHugh

Position	Name
Position / Constituent Group	N/A
Position / Constituent Group	N/A
Position / Constituent Group	N/A

SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

Area of Concentration – NYC School Survey

SMART Goal - NYC School Survey

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	75%	By June, 2021, NYC School Survey for All Students will increase 5%, from 75% to 80%, as measured by Results of positive responses to Supportive Environment section of school survey.

Progress Monitoring - NYC School Survey

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
NYC Survey	Positive Responses	Previous Year's survey results	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Action Plan - NYC School Survey

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-01	2021-01-31	Establish effective protocols for family communication
2020-08-01	2021-01-31	N/A
2020-08-01	2021-01-31	N/A

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-06-25	Improve on existing communication protocols
2021-02-01	2021-06-25	N/A
2021-02-01	2021-06-25	N/A

Area of Concentration – Elementary/Middle School ELA

SMART Goal - Elementary/Middle School ELA

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	63%	By June, 2021, there will be a 2% increase, from 63% to 65% of the All Students achieving at Level 3 and 4, as measured by NYS ELA Exam Results.

Progress Monitoring - Elementary/Middle School ELA

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
easyCBM	ELA Proficiency	2019 ELA exam	1% increase inproficiency	2% increase in proficiency
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Action Plan - Elementary/Middle School ELA

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-09-01	2021-01-01	Establish program to support student learning in varied modalities (Full Remote/Blended Instruction)
2020-09-01	2021-01-01	Maximize resources to meet staffing needs.
2020-09-01	2021-01-01	Identify students in need of further support.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-01-01	2021-06-25	Ensure flexibility in scheduling to maintain continuity of instruction in ever changing landscape.
2021-01-01	2021-06-25	Utilize resources to provide supports during and after school for SWD's, ENL, and at-risk students with emphasis on math.
2021-02-01	2021-06-25	N/A

Area of Concentration – Elementary/Middle School Math

SMART Goal - Elementary/Middle School Math

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	68%	By June, 2021, there will be a 1% point(s) Increase, from 68% to 69% of the All Students achieving at Level 3 and 4, as measured by NYS Math Exam Results.

Progress Monitoring - Elementary/Middle School Math

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
easyCBM Assessment	Math proficiency	2019 State Exams	Half Percent Increase	One Percent Increase
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Action Plan - Elementary/Middle School Math

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-09-01	2021-01-01	Establish program to support student learning in varied modalities (Full Remote/Blended Instruction)
2020-09-01	2021-01-01	Maximize resources to ensure staffing needs are met.
2020-09-01	2021-01-01	Identify students in need of further support.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-06-25	Ensure flexibility in scheduling to maintain continuity of instruction in ever changing landscape.
2021-02-01	2021-06-25	Utilize resources to provide supports during and after school for SWD's, ENL, and at-risk students with emphasis on math.
2021-02-01	2021-06-25	N/A

Area of Concentration – Quality Individualized Education Program

SMART Goal - Quality Individualized Education Program

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students with Disabilities (SWD)	75%	By June, 2021, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP Review, Program Service Report by 10% Increase , from 75% to 85%, as measured by Effect of Disability Provides Rationale for IEP.
SWD who are 12 and older	70%	By July, 2021, to strengthen the quality and implementation of IEPs for SWD who are 12 and older, we will improve IEP review by 10% Increase , from 70% to 80%, as measured by development of appropriate post-secondary goals and services.

Progress Monitoring - Quality Individualized Education Program

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
Program Service Report	N/A	N/A	N/A	N/A
Post-Secondary Goals	N/A	N/A	N/A	N/A
IEP Review	N/A	N/A	N/A	N/A

Action Plan - Quality Individualized Education Program

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-01	2021-01-31	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Professional Development, IEP Reviews
2020-08-01	2021-01-31	Develop appropriately rigorous standards-aligned annual goals	Professional Development, IEP Reviews
2020-08-01	2021-01-31	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Professional Development, IEP Reviews
2020-08-01	2021-01-31	Ensure that programs and services mandated on each student's IEP are delivered	Professional Development, IEP Reviews
2020-08-01	2021-01-31	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Professional Development, IEP Reviews
2020-08-01	2021-01-31	Conduct IEP meetings within specified compliance dates	Professional Development, IEP Reviews
		Monitor referrals to Special Education to ensure appropriate referrals only	Professional Development, IEP Reviews

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-06-25	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Professional Development
2021-02-01	2021-06-25	Develop appropriately rigorous standards-aligned annual goals	Professional Development, IEP Reviews
2021-02-01	2021-06-25	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Professional Development, IEP Reviews
2021-02-01	2021-06-25	Ensure that programs and services mandated on each student's IEP are delivered	Professional Development, IEP Reviews
2021-02-01	2021-06-25	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Professional Development, IEP Reviews
2021-02-01	2021-06-25	Conduct IEP meetings within specified compliance dates	Professional Development, IEP Reviews
2021-02-01	2021-06-25	Monitor referrals to Special Education to ensure appropriate referrals only	Professional Development, IEP Reviews

2020-2021

COMPREHENSIVE EDUCATIONAL PLAN (LAP)

DBN	24Q049
School Name	P.S. 049 Dorothy Bonawit Kole
Principal	Thomas Carty

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING 2020-21 LANGUAGE ALLOCATION POLICY (LAP)

PART I: SCHOOL ELL PROFILE

PART II: ELL DEMOGRAPHICS

PART III: ASSESSMENT ANALYSIS

PART IV: ELL PROGRAMMING

PART V: ELL IDENTIFICATION ATTESTATION

PART VI: LAP ASSURANCES

2020-21 Language Allocation Policy (LAP)

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** <<https://intranet.nycboe.net/CookieAuth.dll?GetLogon?curl=Z2FNRZ2FrdonlyresZ2FD89CC1F2-91B7-4C00-BEED-B0C6C23E0D9BZ2F0Z2FELLPolicyReferenceGuide051515.pdf&reason=0&formdir=7>> .

Part I: School ELL Profile

A. School Information

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

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

Principal	Thomas Carty	Assistant Principal	Jessica Snell
Coach	Mary Shannon	Coach	type here
ENL (English as a New Language)/Bilingual Teacher	Ayfer Mehmet	School Counselor	Lisa Viglietta
Teacher/Subject Area	Marianna Morozova	Parent	Kim Walters
Teacher/Subject Area	Ayfer Mehmet	Parent Coordinator	Alexandria Agrinioni
Related-Service Provider	type here	Field Support Center Staff Member	N/A
Superintendent	N/A	Other (Name and Title)	N/A

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	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1150	Total number of ELLs	100	ELLs as share of total student population (%)	8.70%
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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

A. ELL Programs	This school serves the following grades (includes ELLs and non-ELLs). Check all that apply, K,1,2,3,4,5,6,7,8
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	No	If yes, indicate language(s):	
Dual language program (DL)	No	If yes, indicate language(s):	
Freestanding ENL	Yes		

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.

Bilingual Program Breakdown																
Program	Lang.	School Year Opened (e.g., 2013-14)	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
TBE	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

1. TCRWP- A running record can provide information about a student's print awareness, phonological awareness, vocabulary and narrative skills.
2. 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 Foundations Word Study Program.

This year assessments are being done both in person and virtually.

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. Additionally, teachers meet during common prep periods and Monday professional learning time to examine results and trends of these assessments. Teachers are strategically programmed to push-in to content classes to provide additional support to our ENL students throughout the instructional day.

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. Specific areas of need include writing responses in regards to personal experiences. We are revising our Benchmarks for the 2020-2021 school year and will track their progress in writing on an ongoing basis.

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. Within content area classes, teachers differentiate tasks and pull small groups to support areas that students are struggling with.

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)* <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyReferenceGuide051515.pdf#page=48>> section and *RtI Guide for Teachers of ELLs* <<http://schools.nyc.gov/Academics/ELL/EducatorResources/rti%20guide.htm>> .]

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

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

-Tier 1 for ELLs consists of :

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

-Tier 2 for ELLs consist of:

- Provide intensive reading interventions to ELLs demonstrating low reading skills when needed in small groups. Students are provided with support using the Foundations program to increase reading skills. In addition, students who need Tier 2 support are invited to after school and Saturday programs to develop reading skills.

- During the school year, student progress is monitored in various ways: TC Running Records, Teacher Created baseline and benchmark assessments and PBA data (Teachers College).

- For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction. Teachers who feel ELLs are not performing at grade level standards are referred to the PPT team. Members review the teacher's data and then there are decisions made about next steps. All students who are referred and reviewed by the PPT team, have follow up observations made by team members and data is reviewed to determine if the current interventions are beneficial for the student.

6. 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* <<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/amao.htm>> 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 18 entering ELLs in grades K-8: 4 in kindergarten, 4 in first grade, 1 in second, 2 in third grade, 1 in fourth grade and 6 in sixth grade. We have 15 emerging, 25 transitioning ELLs, 29 expanding ELLs and 45 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. We schedule teachers to push-in to math and ELA classes to provide additional support to our ENL population.

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.

Part IV: ELL Programming

A. Programming and Scheduling Information

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

a. Freestanding ENL program.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in our freestanding ENL programs come from many different language backgrounds (Polish, Russian, Spanish, Chinese, Uzbek, 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. Students are heterogeneously grouped for our stand-alone program.
- 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). Students are heterogeneously grouped for the integrated portion of our program.

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. Students are heterogeneously grouped for our stand-alone program.
- 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. Students are heterogeneously grouped for the integrated portion of our program.

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. its 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?

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 are instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher. Our integrated ENL instruction includes content are 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 home 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. ENL teachers mirror units of study taught during ELA periods to ensure our ELL population received the same content instruction. Our teachers translate read alouds with visual cues for new and challenging vocabulary for ELA and social studies classes. Translation supports are also provided within our math and science classes. Entering and Emerging students are provided with i-pad regularly as an additional scaffold.

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. When registering new ELL students we provided speaking, reading and writing prompts to determine if they are literate in their home language. For low inference languages we make sure that all ELLs are appropriately evaluated in their home languages throughout the year by translating unit tests, pre-assessments into students home languages for content areas.

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

- SIFE
- Newcomer
- Developing
- Long Term
- 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 multi-sensory 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/contrasting, etc..) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc..). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing students use various scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide 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 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 Saturdays school. The plan for other ELLs that have special needs is to review their IEP as well as their language proficiency levels. We follow the mandate of the IEP regarding ENL services. We also follow Jose P. Governance and we make sure that students with disabilities are provided with a free public education in a timely manner. We continue to support those students in achieving proficiency in English by establishing a system of articulation between the classroom teacher and the ENL teacher. They discuss the students' strengths and weaknesses and jointly decide on the best strategies in the four modalities to ensure continued growth in English. Interactive word walls, rich in pictures and visuals charts are displayed in the ENL classroom and in the students' homerooms and they reflect current units of study in reading, writing, vocabulary and word study instruction. Rich in content and vibrant language read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. Students are provided with typed up copies of all mentor texts. We are using Wilson's Foundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

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 100 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 NYS Next Generation 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 Core5 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 (co-location), 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. We also assign all new ELLs a "Buddy" so that they feel supported by a peer as they become acclimated with our school community.

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, yoga, art, cooking and sports clubs.

18. For schools with dual language programs:

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

N/A

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 Division of Multilingual Learners, Fordham University NYS/NYC Regional Bilingual Education resource Network. For example, our teachers attended a series of workshops on co-teaching integrated ENL.

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.

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.

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 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 24th, 2019 entitled: "Understanding 5 Proficiency Levels". In March of 2020, 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. During Individual meetings with ELL parents, teacher share assessments and progress made through Benchmark assessments. Teachers also discuss students' goals their progress towards reaching these goals.

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 conjunction with our PTA we host monthly family events such as Movie Night and Game Night. All flyers sent home are translated and parent volunteers assist with translation during these events.

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

Part V: ELL Identification Attestation

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 <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyandReferenceGuideFINALMarch2017.pdf>> , 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).

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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.

b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

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b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

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.

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. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student’s abilities and/or work samples determines the student’s literacy and math level in his/her home language.

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5. 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.

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6. Student is administered the NYSITELL, if eligible.

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7. Parent notification letters are sent to the parent in the parent's preferred language.

a. Parent is notified of their child's ELL status and results of the NYSITELL.

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8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB.

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9. 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> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

9. 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> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

10. 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 model 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.

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a. Parent orientation meeting provides parents with an explanation of each ELL program model 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.

11. 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.

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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.

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12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

13. 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.

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14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.

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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.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Carty	Principal		9/20/19
Jessica Snell	Assistant Principal		June 28, 2019
Alexandria Agrinoni	Parent Coordinator		09/20/19
Magda Kubiak	ENL/Bilingual Teacher		09/20/19
Kim Walters	Parent		09/20/19
Marianna Morozova	Teacher/Subject Area		09/20/19
N/A	Teacher/Subject Area		N/A
Mary Shannon	Coach		N/A
N/A	Coach		N/A
Lisa Viglietta	School Counselor		09/20/19
N/A	Superintendent		N/A
N/A	Field Support Center Staff Member ____ N/A ____		N/A
N/A	Other ____ N/A ____		N/A
N/A	Other ____ N/A ____		N/A
N/A	Other ____ N/A ____		N/A

2020-2021

COMPREHENSIVE EDUCATIONAL PLAN (LTI)

DBN	24Q049
School Name	P.S. 049 Dorothy Bonawit Kole
Principal	Thomas Carty

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING

2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

COVER PAGE

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS THAT CANNOT COMMUNICATE IN ENGLISH

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations A663 for all schools

DBN:	24Q049	School Name:	The Dorothy Bonawit Kole School	Superintendent:	Madelene Chan
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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.

First Name	Last Name	Title	In which school year did the LAC attend training conducted by the Field Language Access Coordinator?	The LAC was involved in the development of this plan? Yes/No
Magda	Kubiak	ENL Teacher	2018	Yes

*The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

Cover Page

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** <<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>>).

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

- 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.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	3	.23	4	.41
Armenian	1	.08	1	.08
Arabic	6	.46	6	.46
Bengali	1	.08	2	.15
Bulgarian	1	.08	1	.08
Hungarian	2	.15	2	.15
Indonesian	2	.15	2	.15
Italian	1	.08	1	.08
Korean	2	.15	2	.15
English	990	76.45	980	75.68
Polish	26	2.01	27	2.08
Portuguese	2	.15	2	.15
Romanian	2	.15	4	.31
Russian	45	3.47	42	3.24
Spanish	91	7.03	96	7.41
Turkish	2	.15	1	.08
Tajik	2	.15	4	.31
Urdu	1	.08	1	.08
Uzbek	40	3.09	39	3.01
Vietnamese	3	.23	3	.23

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

<p>Spanish- 8 staff members</p> <p>Arabic- 1 staff member</p> <p>Albanian- 3 staff members</p> <p>Cantonese- 2 staff members</p> <p>Polish- 2 staff members</p> <p>Italian - 5 staff members</p> <p>Greek- 2 staff members</p> <p>Russian - 2 staff members</p>

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.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School calendar of events	monthly	posted on website translated by staff and pack-packed home

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.

Meeting Name	Month/Frequency of Meetings	HOW DOES YOUR SCHOOL PLAN TO PROVIDE INTERPRETATION SERVICE(S)? Include strategies to ensure communication takes place in the parent's language.
Back to school night	September 2019	posted on website translated by staff and pack-packed home
PTA meetings	monthly	posted on website translated by staff and pack-packed home
Parent teacher conferences	December/March/May	posted on website translated by staff and pack-packed home

3. Describe your school's communication strategy to reach limited-English-proficient families in the event of (1) a school-wide emergency (i.e. lockdown, fire, etc..) and (2) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).

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** <<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>> 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 limited-English-proficient parents, in the parents’ language, 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.

2020-2021

**COMPREHENSIVE
EDUCATIONAL PLAN (Title III)**

DBN	24Q049
School Name	P.S. 049 Dorothy Bonawit Kole
Principal	Thomas Carty

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING
TITLE III SUPPLEMENTAL PROGRAM FOR ELLS FOR THE 2020-21 SY

- PART A: SCHOOL INFORMATION**
- PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION**
- PART C: PROFESSIONAL DEVELOPMENT**
- PART D: PARENTAL ENGAGEMENT ACTIVITIES**
- PART E: BUDGET**

Title III Supplemental Program for ELLs for the 2020-21 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** <<http://schools.nyc.gov/NR/ronlyres/3E8548AB-3824-4328-91CE-18F2399599BA/0/SeniorELLComplianceandPerformanceSpecialistApril2014.pdf>> . Any updates or revisions to this plan must be made through the **iPlan portal** <<http://www.iplanportal.com/>> by June 30.

Part A: School Information

Name of School:	The Dorothy Bonawit Kole	DBN:	24Q049
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This school is (check one):

NOT conceptually consolidated (must complete part E below)
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Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

The direct instruction component of the program will consist of (check all that apply): ,After school
--

Total # of ELLs to be served:	60
--------------------------------------	----

Grades to be served by this program (check all that apply):

Grades to be served by this program (check all that apply): ,k,1,2,3,4,5,6,7,8
--

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

Describe the direct instruction supplemental program here and include the

- rationale

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

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 60 students. All students are provided with programs that will enable them to meet the Next Generation Learning 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, MAPS assessment, EasyCBM, NewsELA 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 (2018 & 2019), 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. Due to COVID, our students will receive instruction virtually via Zoom. Students will be grouped by grade and proficiency levels.

In order to maximize success, materials will be purchased to maximize student performance (word to word bilingual dictionaries, glossaries, content area dictionaries, picture dictionaries, 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:

*An After School ENL Academy which meets weekly by grade. The program will run from the week of December 7, 2020 through the week of April 19th, 2021, exclusive of Holidays: 16 sessions. The After School ENL Academy will be managed by 3 ENL certified teachers and 1 CB teachers for the cost of 16- 3 hour sessions that will be charged to Title III. The CB teachers is 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

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 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.

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 prior to the start of the school day beginning December 2020

(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.

-Analyzing baseline assessments to develop and deliver appropriate lessons. Meeting the needs of all ENL students

-Aligning Priority standards to topics teachers are focusing on during the Title III program. To ensure these professional learning sessions are having a direct impact on the students, the Assistant Principal will meet weekly on Mondays from 2:20-2:50 with the Title III teachers to discuss progress and visit the after school sessions.

-

5. Name of Provider: Ayfer Mehmet, 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

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 via Zoom. Topics to be covered as follows:

*Parents will become familiar with our school's website and many resources on the website. (December 2020)

*Parents will become familiar with Google Classroom and Zoom. January 2021

* Parents will become familiar with Lexia, NewsELA and Castle Learning. Parents will be given specific strategies and tips to support their children at home. (March 2021)

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, e-blasted, posted on Instagram, teacher's Google classes and our school website.

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

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.	
Allocation Amount (\$):	\$12,366

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> ▪ Per session ▪ Per diem 	N/A	After school ENL Academy <u>(four teachers)X 3 hours x 16 sessions x \$55.23=7,794.72</u> <u>Total direct instruction=\$10,604.16</u> Total: \$10,604.16
Purchased services <ul style="list-style-type: none"> ▪ High quality staff and curriculum development contracts. 	<u>N/A</u>	<u>N/A</u>
Supplies and materials <ul style="list-style-type: none"> ▪ Must be supplemental. ▪ Additional curricula, instructional materials. ▪ Must be clearly listed. 	<u>\$2645.90</u>	<u>Books with cds and tapes (10), cd players (1), dictionaries (Uzbek-20), Hungarian (2), Chinese (10), Spanish (2), glossaries, picture dictionaries (20), headphones (10), cassette player (1), library- levels A-N (picture books) = \$1,339.10</u> <u>Continental Press NYSESLAT student books and teacher's books (grades K-8) (\$46.75 x 8= \$374.4), student books (\$18.65x 50= \$932.50)= \$1,306.90</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>N/A</u>	<u>N/A</u>
TOTAL	11,911.06	N/A