



**P.S. 048 WILLIAM WORDSWORTH**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 048 WILLIAM WORDSWORTH**  
**ADDRESS: 155-02 108 AVENUE**  
**TELEPHONE: 718-739-4463**  
**FAX: 718-297-0087**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342800010048 **SCHOOL NAME:** P.S. 048 William Wordsworth

**SCHOOL ADDRESS:** 155-02 108 AVENUE, QUEENS, NY, 11433

**SCHOOL TELEPHONE:** 718-739-4463 **FAX:** 718-297-0087

**SCHOOL CONTACT PERSON:** Patricia M. Mitchell **EMAIL ADDRESS** PMitche4@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nicola Fletcher

**PRINCIPAL:** Patricia M. Mitchell

**UFT CHAPTER LEADER:** gerard telfer

**PARENTS' ASSOCIATION PRESIDENT:** Belinda Peterkin

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** Joanne JoynerWells/MARGUERITE STRAUS/Gary D. Goldenback

**SUPERINTENDENT:** JEANNETTE REED

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Patricia M. Mitchell	Principal	
Vanessa Christensen	Admin/CSA	
nicola Fletcher	UFT Member	
gerard telfer	UFT Chapter Leader	
Diana Pries	UFT Member	
Belinda Peterkin	Parent	
Mark Powell	Parent	
Sydney Sidberry	Parent	
Trevor Darrell	Parent	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ PS 48 is located in the South Jamaica section of Queens, New York. It is a Pre-K to fifth grade school building. It serves a population of approximately 372 students from culturally diverse backgrounds. The school is small, thus, providing a family like environment for its students. Students are exposed to a rigorous academic program. Teachers use a variety of diagnostic instruments to assess students' academic abilities which are used to monitor and guide instruction. Students who are not meeting the standards are identified for small group instruction (AIS). Our small ELL population is growing and is currently being serviced in a multi-sensory approach to develop their English skills. The PS 48Q community is home to African Americans, Africans, East Indians, Latin and Caucasians, thus, providing a unique cultural environment for students to learn about different cultures. Third grade puts on a spectacular event to celebrate African American History in the month of February based on their social studies curriculum that gets the entire school community involved. In fact, the school has adopted a love for the arts by doing a lot of visual arts, drama, dance, and music with its students in the classroom. Project based thematic units of study also lend themselves to school trips which students always love to go on. The school has a terrific science teacher who also incorporates this type of teaching into the science curriculum to make it more interesting for students. The school recently won a grant from Senator Malcolm Smith's office for technology so we will be incorporating the newest trends into our school program. The school recently hired a new physical education teacher who has brought health and physical education to a new level in the building. For the last few years, we have had several annual activities: Field Day for all students to serve as a culminating activity for various gym activities taught throughout the year. Anti Bully Week, which sends a clear message that it is not tolerated at our school. PS. 48 is a very reflective environment. As a staff we are committed to our students and their parents. Our school mission is to provide a safe child centered environment where students and the community are involved in an assertive effort to create lifelong learners who have pride and self-discipline to meet the challenges of the future.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot.** Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 048 William Wordsworth								
<b>District:</b>	28	<b>DBN #:</b>	28Q048	<b>School BEDS Code:</b>					
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	18	18	17		91	91.6	TBD		
Kindergarten	46	49	53	<b>Student Stability - % of Enrollment:</b>					
Grade 1	61	61	72						
Grade 2	58	56	50						
Grade 3	53	61	63						
Grade 4	61	56	62	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 5	54	63	58		85.7	86.95	TBD		
Grade 6	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	14	TBD		
Grade 12	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Ungraded	1	0	2						
Total	352	364	377						
<b>Special Education Enrollment:</b>				<b>Recent Immigrants - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	28	27	28		3	1	5		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
Number all others	21	27	28						
<i>These students are included in the enrollment information above.</i>									
<b>Special High School Programs - Total Number:</b>				<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)	CTE Program Participants				0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	21	25	30	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	2	Number of Teachers	28	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	7	TBD
				Number of Educational Paraprofessionals	4	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	96.4	100	TBD
				% more than 2 years teaching in this school	71.4	74.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	75	77.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	81	TBD
American Indian or Alaska Native	1.1	1.4	1.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.2	100	TBD
Black or African American	78.1	72.5	68.7				
Hispanic or Latino	12.2	14.3	14.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	8.8	10.3				
White	1.4	2.2	2.4				
Multi-racial							
<b>Male</b>	48.9	53.8	51.5				
<b>Female</b>	51.1	46.2	48.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	73.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

After conducting several reviews of the quantitative and qualitative data provided by the school's accountability and assessment resources, these are the findings:

From an ACUITY School Summary Report, percentages show: students performed about the same as other students in the district for the ELA Grade 3 December ITA and better than other students in the district for the ELA Grade 3 March ITA, students performed better than other students in the district for the ELA Grade 4 December ITA and the ELA Grade 4 March ITA, students performed better than other students in the district for the ELA Grade 5 December ITA and about the same as other students in the district for the ELA Grade 5 March ITA. Students performed the same as other students in the district for the Math Grade 4 December ITA and better than students in the district for the Math Grade 4 March ITA.

Our principal is supported by the assistant principal in providing a strong vision, and leadership is focused on improved student achievement and professional growth. Student work is richly displayed and cared for throughout the school.

PS 48's accomplishments include creating a positive tone for learning which is provided by the attention paid to the development of a cooperative working relationship among the staff, families and students. Teachers are provided with, and often take advantage of, a variety of external opportunities to learn and hone teaching skills. As a school, we engage in processes to set rigorous, measurable goals for improvement, and plans are set with timeframes to reach these goals. PS 48 has a core Inquiry Team as well as several Teacher Teams that focus on the needs of students who are at risk. Teacher Team work is done through analyzing data and implementing best practices and strategies that have been shown to work with the students being serviced. After services are provided, data as well as the effectiveness of the activities/lessons are analyzed, and the activities are then reformed.

This past year, Teacher Teams implemented a working model that fostered meeting consistently to discuss students' goals, assessments, progress and also increased collaboration across grades on various activities and lessons.

The class sizes average around 22 students in grades K-2 and 24 students in grades 3-5. We also create effective partnerships with outside entities to support the academic, social, emotional and artistic growth of students.

The challenges we face are: increasing student performance levels, increasing student progress, creating and implementing periodic standardized assessments to track the progress of students who

receive small group instruction through AIS and are part of our Inquiry Process, the continuity/uniformity of analyzing student performance data to inform and revise instruction, improve more teachers' understanding in utilizing differentiated techniques in planning and teaching to more closely meet the needs of all students, school-wide consistency of long and short-term goals, incorporation of more arts and project-based learning into various activities, constantly updating the performance and progress of ethnic groups, gender groups, English Language Learners and Students with Disabilities.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. <input type="checkbox"/> By June 2011, the number of students performing at or above grade level will increase from 31.2% to 42%	<input type="checkbox"/> Students in need of AIS will be identified by September 2010 and those students will be targeted by Collaborative Teacher Teams. Teachers will receive professional development around the use of the Common Core State Standards.
<input type="checkbox"/> 2. <input type="checkbox"/> By June 2011, the number of students performing at level 3 on the state math test will increase from 36.4% to 46%.	<input type="checkbox"/> Collaborative Teacher Teams will use data to develop goals and differentiated instructional strategies for targeted students. Teachers will receive professional development around the use of the Common Core State Standards.
<input type="checkbox"/> 3. <input type="checkbox"/> By June 2011, our overall attendance rate will increase by percentage points, from 91.8% to 93.8%.	<input type="checkbox"/> Chronically absent students will be identified by the School Attendance Committee and a series of measures including phone calls home, letters home, and parent meetings will be implemented.
<input type="checkbox"/> .	<input type="checkbox"/> .



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**  
(where relevant) :

**Use of assessment data**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 1. <input type="checkbox"/> By June 2011, the number of students performing at or above grade level will increase from 31.2% to 42%</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- Students in need of AIS( Level 1 and 2 students) will be identified, using ARIS (ECLAS, ELA, and Math scores) by September 2011 from their classroom teachers and Data Specialist.</li> <li>- ARIS and in house data will be used to develop student goals and drive differentiated instruction by classroom teachers monthly.</li> <li>- Inquiry Teacher Teams will meet weekly to discuss data, instructional strategies, student work and progress with Administration and Data Specialist leading the groups.</li> <li>- Inquiry Teacher Teams will meet weekly to discuss professional articles related to data analysis, teaching, and learning.</li> <li>- Monthly student progress reports will provide benchmarks for progress by classroom teachers.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>- Funding is available to support activities of a Core Inquiry Team and Data Specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>          - State ELA and math tests by June 2011 5% gain          - Ongoing ITA and Acuity data ( Nov.10, Jan. 11, March 11) 5% gain</p>

**Subject Area**  
 (where relevant) :

**Use of assessment data**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2. <input type="checkbox"/>By June 2011, the number of students performing at level 3 on the state math test will increase from 36.4% to 46%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>- Collaborative Teacher Teams will meet to discuss instructional goals for students by October 2009.          - Collaborative Teacher Teams will meet weekly to discuss data, instructional strategies, student work and progress.          - ARIS data and in house assessments will be used to drive differentiated instruction.          - IEP teacher will push in to implement and support instruction twice each week.          - Teachers will communicate long and short term goals to parents.</p>

	- Monthly student progress reports will provide benchmarks for progress.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> - School schedule will be adjusted to allow for weekly Teacher Team meetings. - Administration and Data Specialist will provide training and support as needed.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> - Results of NYS ELA and in house assessments will indicate progress. - Monthly progress report grades. - Instructional goals reached. - Growth in independent reading level.

**Subject Area**  
(where relevant) :

**Improving school environment**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. <input type="checkbox"/> By June 2011, our overall attendance rate will increase by percentage points, from 91.8% to 93.8%.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- SAPIS staff will assist with character education for grades K - 2.</li> <li>- SAVE Coordinator will assist with character education for grades K - 2.</li> <li>- Teachers will follow a Progressive Discipline Procedure as outlined in the Faculty Handbook.</li> <li>- UFT Violence Prevention Specialist will educate staff in ways to diffuse and combat disruptive behavior.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> - Funds have been allocated for support staff and training.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- Decrease in the number of reported classroom incidents.</li> <li>- Decrease in the number of classroom removals.</li> <li>- Decrease in the number of student suspensions.</li> <li>- Decrease in the number of Level 4 infractions reported to OORS to fewer than 45 for the 2009 - 2010 academic year.</li> </ul>

**Subject Area**  
**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- Teachers will join grade level collaborative teams by September 2009.</li> <li>- Establish a school schedule to allow for weekly meetings of Collaborative Teacher Teams by September 2009.</li> <li>- Establish a school schedule to provide for time for teachers to work with targeted students, throughout the year, by September 3009.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>- School schedule will be adjusted to allow for weekly teacher team meetings and time for teachers to work with targeted students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- At least 90% or 24 teachers on Collaborative Teacher Teams.</li> <li>- Three or more grade level Collaborative Teacher Teams.</li> <li>- Weekly meetings of Collaborative Teacher Teams.</li> <li>- Regularly scheduled times for teachers to work with students.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	21	23	N/A	N/A				
2	22	19	N/A	N/A				
3	35	22	N/A	N/A				
4	26	22						
5	17	13	7	5				
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Grades 1-5 use a differentiated approach to service students below grade level. The Wilson Program is used for students in self contained classes. The upper grade students use material from different area such as the Scholastic Guided Reading Approach. Lower grade teacher make hands on activities based on students' needs, along with the The Buz About Literatre, which focus on non-fiction literature. AIS Services are provided 4X a week Monday - Thursday for 37.5 minutes, in a small group or one to one tutorial. Students who have met or exceeded grade level attend enrichment clubs 4x a week Mon. - Thurs. Teachers use an array of differentiated lessons to meet the need of each student below and approaching the standard.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Upper grade teachers will use the Kaplan, Invision Unit Assessment and an array of test sophistication materials. The teachers in lower grades will also use Invision Unit assessments, the Pioliting in ECAMP and ACUITY results to drive instruction.</p>
<p><b>Science:</b></p>	<p>N/A</p>
<p><b>Social Studies:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> NA</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> NA</p>

**At-risk Health-related Services:**

N/A

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**3-5**

**Number of Students to be Served:**

**LEP 15**

**Non-LEP 0**

**Number of Teachers 1**

**Other Staff (Specify) 1**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

PS 48Q is a PreK-5 school with approximately 372 students with 30 of these being identified as English Language Learners (ELLs) or about 8% of the school's total population. It has a freestanding English as a Second Language (ESL) program to help it's ELLs achieve proficiency in the English language. The ESL program utilizes a multi-sensory approach with multi-media resources to make them succeed in their language skills. Each lesson is designed so that each ELL gets a holistic experience. By this, ELLs are immersed with the target language through listening, speaking, reading and writing.

Currently, PS 48 has a fully certified ESL teacher who works three days a week from Monday through Wednesday and English is the main language of instruction. The ESL teacher has envisioned an exciting and effective approaches and strategies to help our ELLs achieve proficiency in the target language. With this in mind, the program will utilize the interactive reading system called leapfrog which is a very good touch system which will turn reading into boundless adventure, where words talk, pictures sing and children fall for the interactive displays. This will prepare the ELLs to become independent readers and learners.

Further, the program will also implement the Accelerated Reader program which has been proven to work effectively with ELLs all over the country. This program will provide personalized practice so that each ELL will experience success and get excited about reading and vocabulary. Since this is a data-driven instruction, each ELL has a reliable, objective information about his/her independent book reading, literacy skills development, vocabulary development to help him/her become better reader. This program comes with a computer-adaptive diagnostic assessment that will help to identify the level of phonemic awareness of the ELLs, as well as their knowledge of phonics and other reading readiness skills. Immediate feedback will inform the teacher on literacy progress of each ELL allowing for intervention with effective instruction in the early stages of language instruction. Also, for advanced ELLs, this program has a computer-adaptive reading test which quickly identifies the strengths and weaknesses in their reading abilities. This computer-adaptive, norm-referenced test provides scores on demand, not based on grade level, but on the reading level of the individual student.

The Title III After-School program for ELLs will target the upper grade ELLs from 3-5, 4 ELLs in 5<sup>th</sup>, 3 in 4<sup>th</sup>, and 6 in 3<sup>rd</sup> grade. This program will commence in November up to June next year and will meet three times per week from Monday through Wednesdays and will further utilize Reading for Fluency program which is a guided reading program aimed at helping the children become independent readers equipped with better vocabulary and comprehension skills. This will be supplemented by Learning Resources' Learning to Read is a Snap to strengthen their reading skills and, hopefully, improve their skills in test-taking preparing them for the state tests.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

□ This program will hold professional development for teachers and other staff responsible for the delivery of instruction and services to ELLs. Scaffolding strategies and approaches to help the ELLs achieve proficiency will be tackled and discussed. Parents will be regularly informed of their children's performance.

**1. Scaffolding Content for ELLs      January 2011      target: Classroom teachers**  
  
**(2 sessions)                                      February 2011**

**2. Online Programs for ELLs              March 2011              target: Classroom teachers**  
  
**Parents**

**3. Modeling as an Instructional Strategy**  
  
**for ELLs                                      April 2011              target: Classroom Teachers**

**4. Teaching Reading to ELLs              May 2011              target: Classroom Teachers**

**Section III. Title III Budget**

School: PS 48Q William Wordsworth School

BEDS Code: 342800010048

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,000	<input type="checkbox"/> All monies will be allocated towards an after-school program for 3rd-5th grade. The after school ELL program will run Mondays-Wednesdays from 3;00pm-5:00pm. It will start in November 2010 and end in May of 2011. The focus will be to rprepare students for stae ELA and Math exams.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$15,000	<input type="checkbox"/> Monies will be used towards an after school program for current and former ELL students in grades 3-5. The after school program will focus on preparation for the state ELA and math exam. The program will run Mondays-Wednesdays from 3:00 to5:00pm. The program will begin in November 2010 abd end in May 2011.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$15,000	<input type="checkbox"/> We will purchase the leapfrog interactive program and the accelerated reader programs. (see above explanation)
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> Not available
<b>Travel</b>	0	<input type="checkbox"/> Not available
<b>Other</b>	0	<input type="checkbox"/> Not available
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

□

At the beginning of the school year, as the parents enter the building to register their children, the parents are given the Home Language Identification Survey (HLIS) to ascertain what language they read and understand. A pedagogue is always at hand together with a translator as the need arises. Based on this, communications sent to the parents are translated in the language they could read and understand. Ms. Rosario is the School appointed bilingual Para for Spanish Translation. Ms. C. Jean-Felix, the Guidance Counselor, is the Translator for Haitian Creole Parent population. LIS Translations contracted Vendor for DOE if there are no translators available in the building.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the HLIS, half of our ELL parents speak Spanish, 8 speak Bengali and the remaining 7 speak a variety of African languages. Ms. Rosario will verbally translate and also written Spanish translations to parents. Signs are posted around the school in all languages that are available letting parents know that translation services are available if needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

Based on the HLIS, half of our ELL parents speak Spanish, 8 speak Bengali and the remaining 7 speak a variety of African languages. Ms. Rosario will verbally translate and also written Spanish translations to parents. Signs are posted around the school in all languages that are available letting parents know that translation services are available if needed

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**As indicated in Part A: We use in-house translation by school staff or parent volunteers - Verbal and Written. We have also used LIS during City Wide Testing for students.**

**Depending on the situation we will be using in-house interpretation services or if not available the DOE Vendor LIS will be notified.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Ms. Rosario will verbally translate and also written Spanish translations to parents. Ms. Jean-Felix will verbally translate Haitian Creole to our Haitian population. Signs are posted around the school in all languages letting parents know that translations services are available if needed.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

**We fulfill the Chancellor's Regulations A-663 by assuring that postings and letters sent home are translated by in-house staff interpreter, or order in the languages needed to address our population.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	221,530	4,736	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2215		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,077	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,154	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- 
1. Teachers will particiapte in school visits to highly successful places of learning.
  2. Teachers will attend in house PD through class intervisitations

3. Teachers will participate in book study groups.
4. Teachers will attend outside conferences.
5. Teachers will use video taping to improve their professional practices.
6. Aussie Consultants will work with teachers in grades 3-5.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

### **SCHOOL PARENT INVOLVEMENT POLICY**

PS 48 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA. . The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent at PA meetings and School Leadership Team Meetings.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

#### How PS48 Will Implement Required Parental Involvement Policy Components

1. PS 48 will take the following actions to involve parents in the joint development of its school parental involvement plan Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Monthly writing Celebrations, African Festival, and School Leadership Super Saturday Events.

2. PS 48 will take the following actions to involve parents in the process of school review and improvement by encouraging parent participation on the School Leadership Team, doing school walk throughs, and reviewing data on the school.

3. PS 48 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by maintaining a list of translators available for parent meetings, translating home school documents, and surveying parents as to their best availability time for parent workshops, meetings, and student performances.

4. PS 48 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary and with the involvement of parents its parental involvement policies.

6. PS 48 will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Community Based Organizations.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY and SCHOOL -PARENT COMPACT – Continued**

PS 48 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents. Our programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children via parent surveys and a needs assessment by school staff.

The school will ensure that the required school-level parental involvement policy meets its requirements by disseminating timely notices, utilization of the phonemaster to promote various meetings, workshops, events, and student performances. Food and relevant take home materials will also be provided. The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports to parents in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, about how the 1 percent of Title I funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS 48 will take the following actions to involve parents in the joint development of its school parental involvement plan by: Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Mother's Day celebration, Daddy Domino Nite, Technology Olympics, Multicultural Celebration, chaperone school, School Leadership team trips

2. PS 48 will take the following actions to involve parents in the process of school review and improvement by: School Leadership Team participation and School Leadership team walk throughs.

3. PS 48 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by: having grade forums for parents to understand grade specific standards, back to school night, parent workshops aligned with home activities that parents can do that align with standards for specific grades; invite parents to student performances that align with grade specific standards.

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY and SCHOOL-PARENT COMPACT – Continued**

PS 48 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents its parental involvement policies.

6. PS 48 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below: parent forums for grade specific standards, back to school night, workshops targeting specific grades with activities that can be done at home to support work done in schools.

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate to foster parental involvement

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: utilizing phone master for parent notification of events, mass mailings for special events, bookbag letters for special events, and conduct home visits when necessary to encourage parent involvement activities/workshops/ performances at the school.

d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities that encourage and support parents in fully participating in the education of their children.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

There is an on going issue with lack of parent participation in many areas such as: content area workshops, students attending AIS, attendance and students participating in the afterschool program on a regular. The Parent Coordinator reach out to the parents and the community through many channels such as: educational trips, e-mails, hands on workshops, evening events, afternoon events and community affairs. The contributing factors are as follow: effectiveness of our parent coordinator, PTA board and our Learning Leaders.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Parent involvement trips include Childhands on science workshop for parents and Childhands on social studies workshops for parents and Childliteracy inc., books and breakfast bear day, Be excited about reading and Tiger Day.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Differentiated Instructional, Inquiry Team, SETTS, SAVE, York College Every Day mathematic, Project Based Instruction, Queens Child Guidance , Literacy Inc. and Learning Leaders.

- o Help provide an enriched and accelerated curriculum.  
Professional Development training in - house and out workshops. Teacher turn key informational and interclassroom visitation for all grades.
- o Meet the educational needs of historically underserved populations.  
We provide community resources such as: free lunch for eligible students, training workshops for parents.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.  
We provide AIS for all students that are at risk. We also provide parent and child counseling with in house guidance counselors.
- o Are consistent with and are designed to implement State and local improvement, if any.  
We use data from many sources to drive our instructional practices at the school.

3. Instruction by highly qualified staff.

- All staff members are certified in their area of expertise.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development is offered to all staff members. Staff members are allowed to sign up for professional development according to their needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Teachers are interviewed by the principal and AP. Candidates are encouraged to bring a portfolio of their past work experiences. Demo lessons are done by candidates when applicable.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parent involvement activities include Childhands on science workshop, Childhands on social studies workshops, books and breakfast bear day, Be excited about reading and Tiger Day for parent and child, and Family night

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- none

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers in K-2 use ECLAS and Treasures running records to monitor literacy progress. Teachers in 3-5 use Acuity assessments given by the city to measure progress as well as TC running records in literacy. Teachers in K-5 use EDM unit assessments to measure math progress. Teachers in 3-5 also use Acuity math assessments given by the city to monitor math progress.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The school has developed the workshop model for teaching core subject areas. While students are working independently, teachers pull a small group for guided practice daily. Teachers are expected to take conference notes for next steps. Students participate in small guided instruction daily in all core subjects so teachers can monitor student progress through various assessments based on their mini lessons.

Teachers who have identified students at-risk service students 4 days a week for 37 minutes in the morning. Teachers work with students in groups that are no larger than 10 students during this time. Assessments are teacher created based on student needs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The S.A.V.E Coordinator has established a program that consist of several students called SAVE Leaders, who promote anti-violence within the school. They also conduct school and grade level assemblies. The SAPIS worker, counsel and mentor students and parents. The Leadership program push in and create specific programs per grade, per need.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
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		Yes	No	N/A		Check(x)	Page#(s)

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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
9
2. Please describe the services you are planning to provide to the STH population.  We have support services such as After School Program and referrals for the families as needed. Group or individual counseling is also available. We provide free training and workshops to deal with their financial needs, parenting skills or their child's academic needs.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

NA

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

NA



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_28Q048\_102810-172456.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>28</b>	School Number <b>48</b>	School Name <b>William Wordsworth</b>
Principal <b>Patricia Mitchell</b>	Assistant Principal <b>Vannessa Christensen</b>		
Coach <b>Maryann Gaughan</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Susan Lopatto/Science</b>	Guidance Counselor <b>Carleen Jean-Felix</b>		
Teacher/Subject Area <b>Danilo Billanes/ESL</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carol Grant</b>		
Related Service Provider <b>Kaye Smith</b>	Other <b>type here</b>		
Network Leader <b>type here</b>	Other <b>type here</b>		

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>370</b>	Total Number of ELLs	<b>31</b>	ELLs as Share of Total Student Population (%)	<b>8.38%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PS 48 requires that all parents registering their students are interviewed first if they speak another language at home. If they do, they are given a home language identification survey (HLIS) that is available in their native language. Likewise, a pedagogue is always present when the parents fill in the HLIS.

Once a parent makes a determination that his/her child speaks another language other than English, this child is administered the LAB-R. If the child scores below the cut-off score for his/her grade, then he/she is identified as an English Language Learner (ELL) making him/her eligible for ESL services.

The next step is to send a letter of entitlement, informing the parent that his/her child is entitled to services to help him/her achieve proficiency in the target language. Then, the parents are invited to a conference informing them of the programs available for their children. A video is shown in their native language, whenever available, explaining the programs that are offered in the system to help their children cope with the demands of learning the English language. A translator is always at hand, if the parents have any questions. After the video showing, the parents are given the Survey and Parent Selection Form also in their native language. Based on the three programs offered, the parents make a selection based on their own choosing.

Right now, PS 48 offers only ESL and all of the parents, 14 of them, have chosen ESL as their first choice of program for their children. If ever a parent chooses a program that is not available in the building, the parent is given an option to transfer his/her child to a school where the program he/she chooses is available.

On the other hand, if a child takes the LAB-R and scores above the cut-off score for his/her grade, then a letter of non-entitlement is sent to the parent. This means that the child is proficient and does not need services.

Further, it is explained to the parents that near the end of each school year, their ELL children will be administered the NYSESLAT. This is a state test for ELLs to determine their proficiency levels, if they are beginner, intermediate, advanced or proficient. This would also determine how much instruction the ELLs get in the English language as mandated. If the child is determined as proficient, this means the child does not need ESL services anymore. The parent is then informed by sending a letter of transition which would tell that the child no longer needs the services. If however, the NYSESLAT establishes that the child is a beginner, intermediate or advanced, a letter of continued entitlement is sent home informing the parent that his or her child still needs the services and will continue to receive those services until the child tests out of the NYSESLAT.

The past few years indicate that all parents who filled out the survey wanted only ESL in the program choices. As far as program selection is concerned, PS 48 is aligned with parent requests.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K \* 1 \* 2 \* 3 \* 4 \* 5 \*  
6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	6	4	3	5	1								31
<b>Total</b>	12	6	4	3	5	1	0	0	0	0	0	0	0	31

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	30
SIFE	0	ELLs receiving service 4-6 years	1
		Special Education	1
		Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 30	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31

Total	□30	□0	□1	□1	□0	□0	□0	□0	□0	□0	□0	□0	□31
Number of ELLs in a TBE program who are in alternate placement:													

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	2	2	3	1								14
Chinese														0
Russian														0
Bengali	2	2	2		1									7
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi	1	1												2
Polish														0
Albanian														0
Other	3	2		1	1									7
<b>TOTAL</b>	12	6	4	3	5	1	0	0	0	0	0	0	0	31

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

At this time, PS 48 has no ESL self-contained classes, and all the entitled students, 31 of them, are served through the pull-out model. There are no SIFE students in the building. Of the 31 ELLs, 30 are newcomers, one have been receiving 4-6 years of ESL, no more long-term ELL s and one in a self-contained Special Education class.

In terms of grade, there are 12 ELLs in kindergarten, 6 in first grade, 4 in second grade, 3 in third grade, 5 in fourth grade and 1 in fifth grade. In terms of languages spoken, there are 14 students or less than half of the ELL population speak Spanish, 7 speak Bengali, 2 speak Punjabi, 1 speaks French and the remaining 7 speak a variety of West African languages like Fulani and Mandingo.

Since there are several ELLs distributed among different classes, PS 48 uses the pull-out program to ensure that all ELLs are covered and served accordingly. The ESL teacher groups the ELLs according to their proficiency levels, for example all beginning students from different grades and classrooms are taken to the Teachers' Center where ESL instruction takes place. The ESL teacher has followed the mandated number of minutes for each ELL based on his/her proficiency level, so a beginning and intermediate ELL is provided 360 minutes a week while an advanced ELL gets 180 minutes of instruction a week.

If a child is pulled out during content areas like Social Studies, instruction focuses on the language of Social Studies to make the subject more meaningful to the students. By this, scaffolding strategies are used so that the students can comprehend the text, providing them with skills they can use like modeling, bridging, text-representation and metacognition.

Currently, there are no SIFE in the building but if ever one comes along, the ESL teacher is prepared to put the student in a rigorous academic program to help him/her transition smoothly into the mainstream classroom. Reading programs like Leapfrog and Reading for Fluency and also, online programs like Starfall will be ready whenever a SIFE student enters the building.

Instruction for newcomers involves a Holistic approach where the four modalities of learning are integrated like speaking, listening, reading and writing. Further, the natural approach is used wherein authentic communication is used characterized by a low-anxiety approach focusing on meaning instead of form. Also, online programs like Starfall are being used to help the newcomers achieve proficiency.

For the group which have been receiving 4-6 years of services, they are exposed to academic discourse wherein students speak and write in a more formal process. Exposing them to language used symbolically which requires complex thought processes.

For long-term ELLs, instruction is focused on rigorous learning with a series of performance tasks requiring application of more than one skill area and the use of more than one learning resource designed to make the ELL an independent learner. Most upper-grade ELLs attend the Title III after-school program designed to help them cope with the demands of the mainstream classroom.

For ELLs with special needs, instructional planning is based on the particular academic and physical needs based on the IEP.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our Academic Intervention Program targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. Based on assessment data, ELLs who require extra support are mandated to come to school earlier for 37 and ½ minutes. ELLs who attend AIS are serviced either by an ESL teacher or a mainstream teacher. Collaboration between the ESL teacher and the mainstream teachers take place in order to provide ELLs with the strategies needed to excel. Further, the SETSS program targets first to fifth graders including ELLs to learn English by focusing on phonics, reading comprehension, math skills and math vocabulary. Upper grade ELLs also attend the Title III after-school program.

ELLs who have been deemed proficient on the NYSESLAT are still supported through testing accommodations like they still receive time extension, separate location and third reading of listening selection.

New programs like the Accelerated Reader and the Leapfrog programs will be included in the next school year because they have been proven time and again to help the ELLs acquire the English language and smoothly transition them to the mainstream classroom. All programs which the ESL and the classroom teachers have been using in particular and the whole school in general will be continued with the addition of those mentioned beforehand because they have been proven to help our ELLs achieve proficiency.

All ELLs have access to all programs offered by the school. All students including ELLs are informed by sending a letter home usually in their native language whenever available, letting them know all the after-school programs available to their students like Title III and also programs like sports, arts, drama and music. The Title III after-school program is especially designed to cope with the needs of ELLs. This is available from Monday to Wednesday every week from 3pm to 5pm. ELLs from 3rd to 5th grades are exposed to different reading and writing skills and given strategies to deal with these difficulties.

Currently, all ELLs have access to the online reading programs like Starfall and math programs like Cool Math. Beginner ELLs are usually exposed to a lot of language through online programs like Starfall. Also, there is an ongoing Reading for Fluency program which is used for listening strategies and guided reading to prepare ELLs to become independent readers and learners. The school is planning to purchase the Accelerated Reader program which has been proven to help ELLs nationwide to read and comprehend. Further, the school has purchased the Leapfrog program to help the newly-admits and newcomers read and improve their performance in the classroom.

To engage our ELLs, P.S. 48 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, the Teacher Center has created a multicultural library consisting of literature from

different parts of the world. Our students' culture and cultural experiences are vital components when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, and math manipulatives. All students at P.S. 48 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our teacher center, allows ELLs to interact not only visually but kinesthetically.

Communications in the parents' native language are regularly sent to parents of ELLs. At the beginning of the school year, the ESL teacher organizes a parent conference to inform parents of the programs available for their children in the system. Regularly, the ESL teacher calls or meets with parents informing them of their children's academic performance and behavior in the classroom. Likewise, parents are also invited to workshops and PDs whenever available to help them help their children at home. The parent coordinator makes it a point to meet with parents on a regular basis to identify their individual needs.

At this time, PS 48 does not have programs for ELLs before the school year actually begins and likewise, the school does not offer language electives.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends monthly professional development hosted by the network support specialist. During these meetings, the teacher is introduced to current research and practices. This research is then turn-keyed as professional development to our entire staff, which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through a series of sign-in sheets and agendas. As ELLs move throughout the grades, the ESL teacher supports the staff in several ways. The ESL teacher provides data to the teachers on their current students. The ESL teacher has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns arise, the ESL teacher supplies teachers with strategies and materials to bridge language acquisition with grade level curriculum. PDs which were lined up for this school year include: Scaffolding Content for ELLs, Online Programs for ELLs, Modeling as an Instructional Strategy for ELLs, Teaching Reading to ELLs.

### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PS 48's goal is not only to accommodate the students but the families as well. We have an active parent coordinator who meets with parents regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Parents are invited to attend our annual Africa Festival show, the Career Day, the Health Fair and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their children's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The Office of English Language Learners also organizes various workshops for parents where they have translators on site to assist non-English speaking parents. The ESL teacher and ELL parents attend these insightful workshops where we learn new mandates and regulations regarding the education of ELLs. The ELL parents also partake in a Parent Orientation hosted by the school where they receive information in their native language about the different English learning programs offered by New York City for their children

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1												3
Intermediate(I)	1	0												1
Advanced (A)	8	1				1								10
Total	11	2	0	0	0	1	0	0	0	0	0	0	0	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1			1								
	I		3	1		1								
	A			1	3	1								
	P			2		1								
READING/ WRITING	B	1	2			1								
	I		1											
	A		1	4	3	2								
	P													

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			6						6
4	1		2						3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

LAB-R and NYSESLAT results show that six ELLs are performing on the beginning level, six are intermediates and 19 are advanced. Most of the beginners are also newcomers and first-time admits to the system, so these students are attending Academic Intervention Services in the morning before the regular school hours start besides receiving the regular mandated services. The ESL teacher has put these students in an intensive listening and reading online programs like Starfall. Further, they also get the Reading for Fluency program in the regular mandated periods which focuses on guided reading and reading comprehension.

After careful analysis of our data, it is shown that 61 % of our ELLs in each grade are advanced or have achieved proficiency in Listening and Speaking. Furthermore, the data indicates that our ELLs require additional support in the areas of reading and writing. As is shown by the result, only three or 10% of our ELLs are proficient in listening and speaking, while six or 19% struggle with their reading and writing. These findings have allowed us to target the ELLs needing the most support and differentiate our instruction to help them achieve proficiency.

Success of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, Social Studies and Science state exams. Our overall NYSESLAT scores indicate that 25% of our ELL population. Our ELA exam results indicate that out of five ELLs, 20% scored beyond grade level and another 20% scored within grade level. On the math exam, out of six ELLs, 17% score above grade level and 17% scored on grade level. Science exam results are as follows: out of three 4th grade ELLs, 67% scored beyond grade level. In Social Studies, out of three 5th grade ELLs 33% scored on grade level. It is evident from the exam scores at our ELLs are not only acquiring language but they are also able to apply language in content areas. For those who needed support in the content areas, the ESL teacher has differentiated the instruction in such a way that all needs are covered focusing on the language used thereby making the subject more meaningful to ELLs

### **Additional Information**

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

Paste additional information here

## **Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 048 William Wordsworth					
<b>District:</b>	28	<b>DBN:</b>	28Q048	<b>School</b>		342800010048

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	17	17		91.0	91.6	91.8
Kindergarten	49	53	49				
Grade 1	61	72	67				
Grade 2	56	50	61				
Grade 3	61	63	52				
Grade 4	56	62	59				
Grade 5	63	58	63				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	2	0				
<b>Total</b>	<b>364</b>	<b>377</b>	<b>368</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	85.7	87.0	91.6

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	72.5	89.6	79.2

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	14	21

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	1	5

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	28	31	Principal Suspensions	14	35	26
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	19	15
Number all others	27	28	32				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	25	30	TBD	Number of Teachers	28	27	25
# ELLs with IEPs	2	2	TBD	Number of Administrators and Other Professionals	6	7	6

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.4	100.0	100.0
				% more than 2 years teaching in this school	71.4	74.1	76.0
				% more than 5 years teaching anywhere	75.0	77.8	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	81.0	84.0
American Indian or Alaska Native	1.4	1.9	1.9	% core classes taught by "highly qualified" teachers	82.2	100.0	88.9
Black or African American	72.5	68.7	68.8				
Hispanic or Latino	14.3	14.1	15.8				
Asian or Native Hawaiian/Other Pacific	8.8	10.3	10.9				
White	2.2	2.4	2.7				
Male	53.8	51.5	50.5				
Female	46.2	48.5	49.5				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	22.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	3.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**DBN: 28Q048**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	221,530	4,736	226,226
2. Enter the anticipated 1% set-aside for Parent Involvement:	2215	48.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,077	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,154	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

1. Teachers will participate in school visits to highly successful places of learning.
2. Teachers will attend in house PD through class intervisitations
3. Teachers will participate in book study groups.
4. Teachers will attend outside conferences.
5. Teachers will use video taping to improve their professional practices.
6. Aussie Consultants will work with teachers in grades 3-5.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are

encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **SCHOOL PARENT INVOLVEMENT POLICY**

PS 48 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA. .

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the

participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds

reserved for parental involvement is spent at PA meetings and School Leadership Team Meetings.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures

in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

learning and other school activities, including ensuring—

that parents play an integral role in assisting their child's learning;

that parents are encouraged to be actively involved in their child's education at school;

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

#### How PS48 Will Implement Required Parental Involvement Policy Components

1. PS 48 will take the following actions to involve parents in the joint development of its school parental involvement plan Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Monthly writing Celebrations, African Festival, and School Leadership Super Saturday Events.
2. PS 48 will take the following actions to involve parents in the process of school review and improvement by encouraging parent participation on the School Leadership Team, doing school walk throughs, and reviewing data on the school.
3. PS 48 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by maintaining a list of translators available for parent meetings, translating home school documents, and surveying parents as to their best availability time for parent workshops, meetings, and student performances.
4. PS 48 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary and with the involvement of parents its parental involvement policies.
6. PS 48 will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

d. The school will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Community Based Organizations.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY and SCHOOL -PARENT COMPACT – Continued**

PS 48 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents. Our programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children via parent surveys and a needs assessment by school staff.

The school will ensure that the required school-level parental involvement policy meets its requirements by disseminating timely notices, utilization of the phonemaster to promote various meetings, workshops, events, and student performances. Food and relevant take home materials will also be provided. The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the

participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports to parents in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, about how the 1 percent of Title I funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures

in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 48 will take the following actions to involve parents in the joint development of its school parental involvement plan by: Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Mother's Day celebration, Daddy Domino Nite, Technology Olympics, Multicultural Celebration, chaperone school,

School Leadership team trips

2. PS 48 will take the following actions to involve parents in the process of school review and improvement by: School Leadership Team participation and School Leadership team walk throughs.

3. PS 48 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by: having grade forums for parents to understand grade specific standards, back to school night, parent workshops aligned with home activities that parents can do that align with standards for specific grades; invite parents to student performances that align with grade specific standards.

**APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY and SCHOOL-PARENT COMPACT – Continued**

PS 48 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary

with the involvement of parents its parental involvement policies.

6. PS 48 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities specifically described below: parent forums for grade specific standards, back to school night, workshops targeting specific grades with activities that can be done at home to support work done in schools.

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate to foster parental involvement

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in

how to implement and coordinate parent programs and build ties between parents and schools by: utilizing phone master for parent notification of events, mass mailings for special events, bookbag letters for special events, and conduct home visits when necessary to encourage parent involvement activities/workshops/ performances at the school.

d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities th at encourage and

support parents in fully participating in the education of their children.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

There is an on going issue with lack of parent participation in many areas such as: content area workshops, students attending AIS, attendance and students participating in the afterschool program on a regular. The Parent Coordinator reach out to the parents and the community through many channels such as: educational trips, e-mails, hands on workshops, evening events, afternoon events and community affairs. The contributing factors are as follow: effectiveness of our parent coordinator, PTA board and our Learning Leaders.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Parent involvement trips include Childhands on science workshop for parents and Childhands on social studies workshops for parents and Childliteracy inc., books and breakfast bear day, Be excited about reading and Tiger Day.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Differentiated Instructional, Inquiry Team, SETTS, SAVE, York College Every Day mathematic, Project Based Instruction, Queens Child Guidance , Literacy Inc. and Learning Leaders.

- o Help provide an enriched and accelerated curriculum.

Professional Development training in - house and out workshops. Teacher turn key informational and interclassroom visitation for all grades.

- o Meet the educational needs of historically underserved populations.

We provide community resources such as: free lunch for eligible students, training workshops for parents.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We provide AIS for all students that are at risk. We also provide parent and child counseling with in house guidance counselors.

- o Are consistent with and are designed to implement State and local improvement, if any.  
We use data from many sources to drive our instructional practices at the school.

3. Instruction by highly qualified staff.

All staff members are certified in their area of expertise.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is offered to all staff members. Staff members are allowed to sign up for professional development according to their needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Teachers are interviewed by the principal and AP. Candidates are encouraged to bring a portfolio of their past work experiences. Demo lessons are done by candidates when applicable.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent involvement activities include Childhands on science workshop, Childhands on social studies workshops, books and breakfast bear day, Be excited about reading and Tiger Day for parent and child, and Family night

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

none

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers in K-2 use ECLAS and Treasures running records to monitor literacy progress. Teachers in 3-5 use Acuity assessments given by the city to measure progress as well as TC running records in literacy. Teachers in K-5 use EDM unit assessments to measure math progress. Teachers in 3-5 also use Acuity math assessments given by the city to monitor math progress.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective

assistance.

The school has developed the workshop model for teaching core subject areas. While students are working independently, teachers pull a small group for guided practice daily. Teachers are expected to take conference notes for next steps. Students participate in small guided instruction daily in all core subjects so teachers can monitor student progress through various assessments based on their mini lessons.

Teachers who have identified students at-risk service students 4 days a week for 37 minutes in the morning. Teachers work with students in groups that are no larger than 10 students during this time. Assessments are teacher created based on student needs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The S.A.V.E Coordinator has established a program that consist of several students called SAVE Leaders, who promote anti-violence within the school. They also conduct school and grade level assemblies. The SAPIS worker, counsel and mentor students and parents. The Leadership program push in and create specific programs per grade, per need.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any

activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes X	No	N/A			
Title 1 Part A( Basic)	Federal	Yes X	No	N/A	186,084	Check(x) X	Page#(s) 11
Title 1 Part A (ARRA)	Federal	X			4688	X	11
Title II A	Local	X			23,290	X	9
Title III Part A	Federal	X			15,000	X	23
IDEA	Federal	X			184,565	X	10
Tax Levy	Federal	X			1,703,845	x	6
Title iV	Federal	X			NA		

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.