



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE WILLIAM WORDSWORTH SCHOOL

28Q048

PRINCIPAL: PATRICIA MITCHELL

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SUPERINTENDENT: DR. BEVERLY FFOLKES-BRYANT



SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
PATRICIA MITCHELL	*Principal or Designee	
	*UFT Chapter Leader or Designee	
BELINDA PETERKIN	*PA/PTA President or Designated Co-President	
CAROL GRANT	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
JANELL CURRY	CBO Representative	
AUDRA WILSON	Member/	
TRACY BATTLE	Member/	
MARK POWELL	Member/	
NICOLA FLETCHER	Member/	
DIANA PRIES	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, targeted students in Grades 3, 4 and 5 will demonstrate progress towards achieving ELA state standards as measured by our Progress Report median growth percentile. The goal is to raise the median growth percentile 10 percentage points. (57.0 to 67.0)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal included a review of the following:

- 2010-2011 Progress Report which indicated that our median growth percentile was 59.0% for our lowest third in ELA
- Quality Review which indicated that student work needed to be differentiated to meet the needs of our diverse learners and the level of student engagement needs to be increased via targeted instructional goals.
- October 2011 Interim Assessment Data (ACUITY) which indicates that student performance trends in grades 3-5 need to improve: (see below)
Average for grade 3 - 40%, grade 4 - 71%, grade 5 - 75%
- Classroom observations indicate that instruction needs to be differentiated for sub groups of students including English language learners, students with disabilities and students in the lowest third
- Running records that indicate that 40% of students are not reading on grade level using TCRWP benchmarks

The rationale for annual goal #1 is supported by data from the various aforementioned sources which indicate a need for improvement in the area of ELA student progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

INSTRUCTIONAL PRACTICES

- Strengthening ELA instruction by infusing Common Core Learning Standards into English language arts curriculum and lessons via Teacher's College Reading and Writing Project by December 2011.
- Teacher Teams will engage in the inquiry process to ensure curricular coherence, share best practices, and analyze student writing using a protocol and common rubrics each Thursday beginning in September 2011 through June 2012
- Instructional Team will facilitate inter-visitations in grades K-5 to provide ongoing peer and administrative feedback on teacher practice during reading and writing workshops and student work produced during the workshop
- Teacher engage in the use of Depth of Knowledge, and Bloom's Taxonomy strategies to improve the quality of questions, discussions and accountable talk during reading and writing workshops
- Teachers use Guided reading to implement small group instruction based on running record data and student conferences

PreK-2 Fall 2011

Teachers will adhere to the Common Core Literacy Focus as outlined in the Citywide Instructional Expectations Memorandum:
Written response to informational texts through group activities and with prompting and support (Reading informational Text Standards 1 and 10; Writing Standard 2)

3-5 Fall 2011

Teachers will adhere to the Common Core Literacy Focus as outlined in the Citywide Instructional Expectations Memorandum:
Written or analysis of informational texts (Reading informational Text Standards 1 and 10) *and*

3-5 Spring 2012

Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1

RESOURCES USED TO IMPLEMENT STRATEGIES & SUPPORT for IDENTIFIED GROUPS OF STUDENTS DURING THE INSTRUCTIONAL DAY:

- SmartBoards, laptops (ongoing) and Smart interactive technology (February 2012) will be used to increase student engagement and integrate technology in English Language Arts
- Instructional support during the school day for **struggling students** in grade **3** will be provided by targeted teachers beginning October 2011 through May 2012.
- Instructional support during the school day for **students with disabilities** in grades **3, 4** and **5** will be provided by targeted teachers and Educational associates beginning October 2011 through May 2012.
- Instructional support during the school day for **students with disabilities** in grades **K, 1** and **2** will be provided by targeted teachers and Educational Associates beginning October 2011 through May 2012.
- Organizational decision was made to use research based “looping” of teachers and classes from grades 4 to 5 in September 2011
- Instructional support during the school day for **struggling students** in grades **4 & 5** will be provided by targeted teachers, beginning October 2011 through May 2012.
- Teacher Teams will provide instructional support (directly or indirectly) to targeted students (ongoing)

RESOURCES USED TO IMPLEMENT STRATEGIES & SUPPORT for IDENTIFIED GROUPS OF STUDENTS BEFORE AND AFTER THE INSTRUCTIONAL DAY:

- An afterschool program will provide academic intervention support for identified grade **3** students to support English language arts instruction based on interim assessments (December – May) (TBD)
- An afterschool program will provide academic intervention support for **ELL** students twice per week (November- May)
- Afterschool Art Club will provide enrichment for identified grade **3** students afterschool twice per week (December- February)
- Afterschool Chess Club will provide enrichment for identified grade **4** and **5** students afterschool twice per week (September – May)
- Early morning academic support will be provided for identified grade **5** students for customized English language arts support (October – May)

STEPS TAKEN TO INCLUDE TEACHERS IN THE DECISION MAKING

- In an effort to practice distributive leadership teachers have played an integral part in designing curriculum maps for their respective grades
- Teacher teams meet once a week to decide how to customize Common Core Learning bundles to meet the needs of our diverse learners using an inquiry approach
- Administrators schedule common planning periods to ensure instructional coherence and sharing of best practices
- Teacher teams create and implement customized Acuity interim assessments for English language arts in grades 3-5
- Teacher teams create and implement a protocol for analyzing student work using agreed upon comprehensive rubrics
- Teacher teams create and implement common assessments (teacher made and prescribed) on each grade
- In addition, teachers have played an integral role in creating, adapting, and using comprehensive rubrics to use for common assessments (ongoing)
- Teachers are also an integral part of decision making with respect to using the inquiry approach to analyze student work and design instructional goals based on needs of students (ongoing)

PROFESSIONAL DEVELOPMENT FOR TEACHERS

- Each teacher will create and adhere to an individual professional development plan
- Instructional Team will analyze and support these plans via mentoring, inter-visitations, observation feedback, professional literature, professional development sessions in and out of the building,
- Instructional Team will create professional development based on the Citywide Instructional Expectations Memorandum to include the following:
- Teacher competencies
- Use of ARIS resources
- Effective use of Acuity Resources
- Depth of Knowledge integration
- UDL strategies
- Effective use of Thinking Maps
- Effective use of inquiry learning through Science Journaling
- Understanding the Common Core Library
- Differentiating Instruction
- Using a protocol to analyze student work
- Creating instructional coherence through curriculum, common assessment and the use of standards based rubrics
- Implementing Response to Intervention techniques
- Establishing a comprehensive school-wide grading policy
- Teachers will be supported during grade conferences throughout the school year
- Teachers will meet with administrators in February and June to reflect on professional goals as outlined in individual professional development plans

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PARENT EMPOWERMENT WORKSHOPS

PTA, parent coordinator and SLT have collaborated to plan ongoing parent workshops that are designed to support parents in working with their children to improve their proficiency levels in literacy.

At these workshops, parents are provided with materials and training that support literacy and will be facilitated throughout the school year

- Questions to ask their children while reading,
- Recognizing children's respective learning styles,
- Analyzing New York State ELA assessment trends in grades 3-5
- Asking questions that assess comprehension through oral and written responses
- Introduction to the ELA Common Core Standards
- Understanding ECLAS

In addition, a grant has been written to encourage Family Reading Nights. This Grant program will provide families with books to read with their children at home, structured support, and guidance to strengthen effective literacy practices.

- Parents receive Progress Report Cards every 6-8 weeks to show how their child is performing in school.
- Parents have access to ACUITY and ARIS data that shows their child's performance and progress.
- School will provide open access hours for the school library for parents and children.

- Parents are provided with Test Sophistication strategies to use at home with their children.

SCHOOL-WIDE EVENTS THAT PROMOTE PARENT INVOLVEMENT

School-wide events that will promote literacy will include but are not limited to the following:

- SLT Super Saturday
- Parent Teacher Conferences
- Health Fairs and Parent Summits
- Spelling bees
- Debate team
- Literacy BINGO,
- scrap-booking,
- Family Feud
- Books, Bears, and Blankets Night
- Pizza Hut Book-It Program
- School Leadership Team meetings
- Title One Meetings
- PTA meetings
- Parent Involvement field trips
- Open Access Days for PS 48 School Library

We also recognize the need to translate our Report Cards into four languages including Spanish, Bengali, Haitian-creole, and Urdu. Key internal documents will be translated for parents for more effective communication.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We attract HQT by creating vacancies on the DOE portal. We retain HQT by creating a collaborative, professional learning environment. We nurture our teachers with feedback regarding professional practices. Administrators support individual professional development goals via professional development plans, and opportunities for professional development. Staff is provided with differentiated opportunities for professional growth through classroom observation feedback, inter-visitations and mentoring. Professional development opportunities are also solicited by teachers based on their individual professional development plans and self assessment to become highly effective.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

LOCAL SERVICES

- Urban Arts
- Leadership
- Literacy Inc.
- Sean Elijah Bell Foundation
- Praise Tabernacle

Church of God and Christ of the Apostle Faith
 Food Bank/Cookshop
 Home Depot will provide hands-on project based activities that promote writing (October 2011)
 Artist in Residence – Charles Lilley
 Anti-Bully Week sponsored by the PS 48 Students Against Violence in Education
 Child Abuse Awareness
 Bill Briggs Tennis
 Knicks Jr. Basketball
 Cool Culture
 Noel Pointer Foundation
 Classics for Kids Foundation
 YMCA
 L.E.A.P.
 E.P.I.C.
 Project Arts
 New York Cares
 Material for the Arts
 Mayor’s Interoffice Agency for Chronic Absenteeism and Truancy
 Chess in the Schools
 Children’s First Network 2.05
 A Better Jamaica

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- PS 48 will effectively utilize fiscal resources to analyze data, create educational goals and develop instructional plans to raise student achievement.

Books and children’s literature	NYSTYL Library
Professional Development	ARRA RTTT Citywide Instructional Expectations
Afterschool Enrichment	21 st Century
Coaching and Mentoring	Contract for Excellence
Supporting Students with Disabilities	IDEA
PerSession for Afterschool Programs	Title I SWP
Cool Culture and parent workshops	Title I Parent Involvement
Translation	Title I SWP Translation
ESL	Title III LEP
Educational Consultants	City Council
Administrative Support	Fair Student Funding
Intervention	TL IEP
Smart Technology	NYSTYL Hardware
Laptops and Interactive peripherals	Reso A
Software	NYSTYL Software

Student textbooks	NYSTYL Textbooks
Attendance Support	AIDP
Artist in Residence	Title I

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, targeted students in Grades 3, 4 and 5 will demonstrate progress towards achieving mathematics state standards as measured by our Progress Report median growth percentile. The goal is to raise the median growth percentile 10 percentage points (46.0 to 56.0)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal included a review of the following:

- **2010-2011 Progress Report** which indicated that our median growth percentile was 46.0% for our tested students in mathematics
- **2010 Quality Review** which indicated that student work needs to be differentiated to meet the needs of our diverse learners and the level of student engagement needs to be increased via project based learning activities
- **October 2011 Interim Assessment Data (ACUITY)** which indicates that student performance trends in grades 3-5 need to improve
- **Classroom observations** which indicate that instruction needs to be further differentiated for small group instruction to meet the needs of our diverse learners
- **October 2011 Early Childhood Assessments for Mathematics** which indicate that early childhood mathematics instruction must be more rigorous in the area of number and operations in Base Ten

The rationale for annual goal #2 is supported by data from the various aforementioned sources which indicate a need for improvement in the area of mathematics student progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

INSTRUCTIONAL PRACTICES

- **Strengthening mathematics instruction by infusing Common Core Learning Standards into mathematics curriculum and lessons via Pearson's EnVision's program by December 2011.**
- **Teacher Teams will engage in the Inquiry process to ensure curricular coherence, share best practices, and analyze mathematical thinking using a protocol and common assessments (PAM) each month beginning in December 2011 through June 2012**
- **Instructional Team will facilitate inter-visitations in grades K-5 to provide ongoing peer and administrative feedback on teacher practice during mathematics workshops and student work produced during the workshop**
- **Teachers engage in the use of Depth of Knowledge, and Bloom's Taxonomy strategies to improve the quality of questions, discussions and accountable talk during math workshops**
- **Teachers use EnVisions resources to implement small group instruction based on running record data and student conferences**

Teachers in grades Pre K -5 will adhere to the Common Core Domain of Focus as outlined in the Citywide Instructional Expectations Memorandum
PreK- Fall 2011

Operations and Algebraic Thinking

K-2 Fall 2011

Number and Operations in Base Ten

3-5 Fall 2011

Number and Operations-Fractions

All teachers will engage in lessons that focus on key concepts to develop fluency related to problem solving through modeling of authentic real world problems that are relevant and rigorous.

RESOURCES USED TO IMPLEMENT STRATEGIES & SUPPORT for IDENTIFIED GROUPS OF STUDENTS DURING THE INSTRUCTIONAL DAY:

- SmartBoards, laptops (ongoing) and Smart interactive technology (February 2012) will be used to increase student engagement and integrate technology in mathematics
- Instructional support during the school day for **struggling students** in grade **3** will be provided by targeted teachers beginning October 2011 through May 2012)
- Instructional support during the school day for **students with disabilities** in grades **3, 4** and **5** will be provided by teachers and Educational Associates beginning October 2011 through May 2012)
- Instructional support during the school day for **students with disabilities** in grades **K, 1** and **2** will be provided by targeted teachers beginning October 2011 through May 2012)
- Organizational decision was made to use research based “looping” of teachers and classes from grades 4 to 5 in September 2011
- Instructional support during the school day for **struggling students** in grades **4 & 5** will be provided by targeted teachers beginning October 2011 through May 2012)
- Teacher Teams will provide instructional support (directly or indirectly) to targeted students (ongoing)

STEPS TAKEN TO INCLUDE TEACHERS IN THE DECISION MAKING

- In an effort to practice distributive leadership teachers have played an integral part in designing curriculum maps for their respective grades
- Teacher teams meet once a week to decide how to customize Common Core Learning bundles to meet the needs of our diverse learners
- Administrators schedule common planning periods to ensure instructional coherence and sharing of best practices
- Teacher teams create and implement customized Acuity interim assessments for mathematics in grades 3-5
- Teacher teams create and implement a protocol for analyzing student work using agreed upon comprehensive rubrics
- Teacher teams create and implement common assessments (teacher made and prescribed) on each grade
- Teachers in grades K-2 engage in analyzing student mathematical thinking through ongoing ECAM conferences to record progress
- In addition, teachers have played an integral role in creating, adapting, and using comprehensive rubrics to use for common assessments (ongoing)
- Teachers are also an integral part of decision making with respect to using the inquiry approach to analyze student work and design instructional goals based on needs of students (ongoing)

RESOURCES USED TO IMPLEMENT STRATEGIES & SUPPORT for IDENTIFIED GROUPS OF STUDENTS BEFORE AND AFTER THE INSTRUCTIONAL DAY:

- An afterschool program will provide academic intervention support for identified grade **3** students to support mathematics instruction
- An afterschool program will provide academic intervention support for **ELL** students twice per week (November- May)
- Art Club will provide enrichment for identified grade **3** students afterschool twice per week (December- February)
- Chess Club will provide enrichment for identified grade **4** and **5** students afterschool twice per week (September – May)
- Early morning academic support will be provided for identified grade **5** students for customized mathematics support (October – May)

PROFESSIONAL DEVELOPMENT FOR TEACHERS

- Each teacher will create and adhere to an individual professional development plan
- Instructional Team will analyze and support these plans via mentoring, inter-visitations, observation feedback, professional literature, professional development sessions in and out of the building,
- Instructional Team will create professional development based on the Citywide Instructional Expectations Memorandum to include the following:
- Teacher competencies
- Use of ARIS resources
- Effective use of Acuity Resources
- Depth of Knowledge integration
- UDL strategies
- Effective use of Thinking Maps
- Effective use of inquiry learning through Science Journaling
- Understanding the Common Core Library
- Differentiating Instruction
- Using a protocol to analyze student work
- Creating instructional coherence through curriculum, common assessment and the use of standards based rubrics
- Implementing Response to Intervention techniques
- Establishing a comprehensive school-wide grading policy
- Teachers will be supported during grade conferences throughout the school year
- Teachers will meet with administrators in February and June to reflect on professional goals as outlined in individual professional development plans

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PTA, parent coordinator and SLT have collaborated to plan ongoing parent workshops that are designed to support parents in working with their children to improve their proficiency levels in mathematics.

At these workshops, parents are provided with materials and training that support mathematics and will be facilitated throughout the school year

PARENT EMPOWERMENT WORKSHOPS

At these workshops, parents are provided with materials and training that support math related tasks such as:

- Questions to ask their children regarding real world math problems
- Recognizing children's respective learning styles
- Analyzing New York State mathematics assessment trends
- Asking questions that assess mathematical conceptual understanding and procedural knowledge
- Introduction to the Math Common Core Standards
- Understanding ECAM

In addition, a grant has been written to encourage Family Reading Nights. This Grant program will provide families with books to read with their children at home, structured support, and guidance to strengthen effective mathematics practices via the use of rich mathematical literature.

STRENGTHENING HOME-SCHOOL COMMUNICATION

- Parents receive Progress Report Cards every 6-8 weeks to show how their child is performing in school.

- Parents have access to ACUIITY and ARIS data that shows their child's performance and progress.
- School will provide open access hours for the school library for parents and children.
- Parents are provided with Test Sophistication strategies to use at home with their children.

SCHOOL-WIDE EVENTS THAT PROMOTE PARENT INVOLVEMENT

School-wide events that will promote math literacy will include the following activities planned by School Leadership Team sub-committees and/or administrators

- SLT Super Saturday
 - Parent Teacher Conferences
 - Health Fairs and Parent Summits
 - Spelling bees
 - Debate team
 - Literacy BINGO,
 - scrap-booking,
 - Family Feud
 - Books, Bears, and Blankets Night
 - Pizza Hut Book-It Program
 - School Leadership Team meetings
 - Title One Meetings
 - PTA meetings
 - Parent Involvement field trips
 - FAMILY MATH NIGHT
- We also recognize the need to translate our Report Cards into four languages including Spanish, Bengali, Haitian-creole, and Urdu. Key internal documents will be translated for parents for more effective communication.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We attract HQT by creating vacancies on the DOE portal. We retain HQT by creating a collaborative, professional learning environment. We nurture our teachers with feedback regarding professional practices, Administrators support individual professional development goals via professional development plans, and opportunities for professional development. Staff is provided with differentiated opportunities for professional growth through classroom observation feedback, inter-visitations and mentoring. Professional development opportunities are also solicited by teachers based on their individual professional development plans and self assessment to become highly effective.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Urban Arts

Leadership

Literacy Inc

Sean Elijah Bell Foundation

Praise Tabernacle
Church of God and Christ of the Apostle Faith
Food Bank Cookshop
Home Depot
Child Abuse Awareness
Bill Briggs Tennis Program
Knicks Jr. Basketball
Cool Culture
Noel Pointer Foundation
YMCA
L.E.A.P.
Classics for Kids
E.P.I.C.
Project Arts
New York Cares
Materials for the Arts
Mayor's Interoffice Agency for Chronic Absenteeism and Truancy
We have Universal PreKindergarten
Children's First Network 2.05
Artist in Residence-Charles Lilley
Anti-Bully Week sponsored by the PS 48 Students Against Violence in Education

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Books and children's literature	NYSTYL Library
Professional Development	ARRA RTTT Citywide Instructional Expectations
Afterschool Enrichment	21st Century
Coaching and Mentoring	Contract for Excellence
Supporting Students with Disabilities	IDEA
PerSession for Afterschool Programs	Title I SWP
Cool Culture and parent workshops	Title I Parent Involvement
Translation	Title I SWP Translation
ESL	Title III LEP
Educational Consultants	City Council
Administrative Support	Fair Student Funding
Intervention	TL IEP
Smart Technology	NYSTYL Hardware
Laptops and Interactive peripherals	Reso A
Software	NYSTYL Software
Student textbooks	NYSTYL Textbooks

Attendance Support	AIDP
Artist in Residence	Title I

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To decrease the number of chronically absent students by 30% by June 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal included a review of the following:

- **2010-2011 Progress Report** which indicated that our school attendance rate was **91.8%**
- **Identification by Mayor's Office** as a school with **24% chronically absent students**
- **Attendance trends/data** that reveal a pattern of absences before and after holiday breaks
- **Analysis of positive correlation** between students with low rates of attendance and low performance

The rationale for the annual goal #3 is supported by data from the various aforementioned sources which indicate a need for improvement in the area of student attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Success mentors will support targeted students with classroom visits, mentoring and family support to encourage excellent attendance
Selected Attendance Team members will "adopt a grade" inclusive of targeted students to mentor regarding attendance as follows:
We have assigned a mentor to each respective grade

RESOURCES USED TO IMPLEMENT STRATEGIES & SUPPORT for IDENTIFIED GROUPS OF STUDENTS DURING THE INSTRUCTIONAL DAY:

- **SmartBoards, laptops (ongoing) and Smart interactive technology (February 2012)** will be used to increase student engagement and integrate technology
- **Success Mentors from the Department of Aging** will make contact with parents regarding lateness and absences daily (September 2011-June 2012)
- **Attendance coordinator** will convene weekly attendance meetings to review attendance data, provide updates related to attendance goals and to assess effectiveness of incentive programs (September 2011-June 2012)

- AIDP funds will be used to support Parent Summit meetings to raise awareness and communicate goals with parents of targeted students four times during the school year.
- Mayor’s Task Force will provide technical assistance, support and strategies for attendance improvement (September 2011-June 2012)
- School nurse will begin Open Airways Asthma program to support and empower targeted students regarding chronic asthma issues
- Success mentors will support targeted students with classroom visits, mentoring and family support to encourage excellent attendance
- Selected Attendance Team members will “adopt a grade” inclusive of targeted students to mentor regarding attendance

STEPS TAKEN TO INCLUDE TEACHERS IN THE DECISION MAKING

- Teacher teams will review student data and criteria to select students for the Principal’s Honor Roll throughout the school year.
- Teacher teams will analyze class attendance percentages for individual students based on monthly RCUA reports
- Attendance Team will recognize student attendance improvement and attendance excellence monthly
-

PROFESSIONAL DEVELOPMENT FOR TEACHERS

- Each teacher will create and adhere to a monthly attendance goal
- Instructional Team will analyze and support these goals via mentoring,
- Use of ARIS resources to track attendance trends for student
- Teachers will be provided with monthly attendance data throughout the school year

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PTA, parent coordinator and SLT have collaborated to plan ongoing parent workshops that are designed to support targeted parents in working with their children to improve their attendance

At these workshops, parents are provided with materials and training that support mathematics and will be facilitated throughout the school year

PARENT EMPOWERMENT WORKSHOPS

At these workshops, parents are provided with materials and training that support attendance goals such as:

Effectively managing chronic asthma

Research regarding chronically absent students

Locating resources in the community for familial support

STRENGTHENING HOME-SCHOOL COMMUNICATION

- Parents receive Progress Report Cards every 6-8 weeks to show how their child is performing in school including attendance data
- Parents have access to ACUITY and ARIS data that shows their child’s performance and progress.
- School will provide open access hours for the school library for parents and children.
- Parents are provided with automated Phone Master messages when students are absent and/or late
- **SCHOOL-WIDE EVENTS THAT PROMOTE PARENT INVOLVEMENT**

School-wide events that will promote math literacy will include the following activities planned by School Leadership Team sub-committees and/or administrators

- SLT Super Saturday

- Parent Teacher Conferences
- Health Fairs and Parent Summits
- Spelling bees
- Debate team
- Literacy BINGO,
- scrap-booking,
- Family Feud
- Books, Bears, and Blankets Night
- Pizza Hut Book-It Program
- School Leadership Team meetings
- Title One Meetings
- PTA meetings
- Parent Involvement field trips
- FAMILY MATH NIGHT
- We also recognize the need to translate our Report Cards into four languages including Spanish, Bengali, Haitian-creole, and Urdu. Key internal documents will be translated for parents for more effective communication.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We attract HQT by creating vacancies on the DOE portal. We retain HQT by creating a collaborative, professional learning environment. We nurture our teachers with feedback regarding professional practices, Administrators support individual professional development goals via professional development plans, and opportunities for professional development. Staff is provided with differentiated opportunities for professional growth through classroom observation feedback, inter-visitations and mentoring. Professional development opportunities are also solicited by teachers based on their individual professional development plans and self assessment to become highly effective.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Urban Arts

Leadership

Literacy Inc

Sean Elijah Bell Foundation

Praise Tabernacle

Church of God and Christ of the Apostle Faith

Food Bank Cookshop

Home Depot

Henry Jenet Meats Inc

Anti-Bully Week

Child Abuse Awareness

Heath Fairs

Bill Briggs Tennis
Knicks Jr. Basketball
Cool Culture
Noel Pointer Foundation
Food Bank
YMCA
L.E.A.P.
Classics for Kids
E.P.I.C.
Project Arts
New York Cares
Material of the Arts
Mayor's Interoffice Agency for Chronic Absenteeism and Truancy
We have Universal PreKindergarten

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Books and children's literature	NYSTYL Library
Professional Development	ARRA RTTT Citywide Instructional Expectations
Afterschool Enrichment	21st Century
Coaching and Mentoring	Contract for Excellence
Supporting Students with Disabilities	IDEA
PerSession for Afterschool Programs	Title I SWP
Cool Culture and parent workshops	Title I Parent Involvement
Translation	Title I SWP Translation
ESL	Title III LEP
Educational Consultants	City Council
Administrative Support	Fair Student Funding
Intervention	TL IEP
Smart Technology	NYSTYL Hardware
Laptops and Interactive peripherals	Reso A
Software	NYSTYL Software
Student textbooks	NYSTYL Textbooks
Attendance Support	AIDP
Artist in Residence	Title I

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	3	3			0	0	0	0
1	27	27			0	0	0	0
2	28	28			0	0	0	0
3	70	70			0	0	0	0
4	52	52			0	0	0	0
5	70	70			0	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Pearson on-line resources (Waterford), Common Core Library Resources Smartboard technology (K-5), ACUITY online resources Treasures reading material (K-2), Raz leaders on-line Teacher Created Materials
Mathematics	EnVisions materials Acuity online resources Teacher Created Materials
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, PS 48 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file reports with the central office via online transmission.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Student testing data and the Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 10th of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 10th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 28	Borough Queens	School Number 048
School Name William Wordsworth School			

B. Language Allocation Policy Team Composition [?](#)

Principal Patricia Mitchell	Assistant Principal Vanessa Christensen
Coach type here	Coach type here
ESL Teacher Danilo Billanes	Guidance Counselor Carlin Jean-Felix
Teacher/Subject Area Susan Lopatto/Science	Parent Belinda Peterkin
Teacher/Subject Area Danielle Grossi/Art	Parent Coordinator Carol Grant
Related Service Provider Kaye Smith	Other type here
Network Leader type here	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	411	Total Number of ELLs	27	ELLs as share of total student population (%)	6.57%
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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 by a pedagogue 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. Further, a translator is provided when the parents request for one.

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, nine 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 or the parent is informed that if there would be 15 or more parents in the same language signing up for a bilingual program in two grades, the school will open a bilingual program.

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.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	11	1	4	1	7								27
Total	3	11	1	4	1	7	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)

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										0
Dual Language										0
ESL	23			4		1				27
Total	23	0	0	4	0	1	0	0	0	27

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	1	4				5								10
Chinese														0
Russian														0
Bengali	1	3		2		1								7
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi		1	1											2
Polish														0
Albanian														0
Yiddish														0
Other <u>FU</u>	1	2		1	1	1								6
TOTAL	3	11	1	3	1	8	0	27						

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
TOTAL	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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
TOTAL	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	1	4		1		4								10
Chinese														0
Russian														0
Bengali	1	3		2		1								7
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi		1	1											2
Polish														0
Albanian														0
Other	1	2		1	1	1								6
TOTAL	3	11	1	4	1	7	0	0	0	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At this time, PS 48 has no ESL self-contained classes, and all the entitled students, 27 of them, are served through the pull-out model. There are no SIFE students in the building. Of the 26 ELLs, 22 are newcomers, four have been receiving 4-6 years of ESL, and one in a self-contained Special Education class.

In terms of grade, there are 3 ELLs in kindergarten, 11 in first grade, 1 in second grade, 3 in third grade, 1 in fourth grade and 7 in fifth grade. In terms of language, there are 16 students or half of the ELL population speak Spanish, 8 speak Bengali and the remaining 7 speak a variety of African languages.

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 came 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 and Leapfrog are being used to help the newcomers achieve proficiency.

For the group that has 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. Students will be exposed

A. Programming and Scheduling Information

to different reading strategies like repeated reading, assisted reading, visualized/verbalized reading, question-answer about the text and reciprocal teaching wherein they will be given the chance to summarize, ask questions, clarify and predict. Likewise, the school has purchased Leapfrog for this and also online reading programs like Starfall. Also, they are provided with Academic Intervention Services every Tuesdays and Wednesdays and will be invited to the after-school Title III program every Mondays, Tuesdays and Wednesdays. Students will be thoroughly exposed to different writing skills like mechanics and conventions, content involving meaning which would involve vocabulary, elaboration of details and the quality, clarity and organization of ideas. Likewise, they will learn that good writing involves a process of planning and developing ideas, then composing a draft and then, revising which would involve making improvements in content. Students who have difficulty in this field are also provided with Academic Intervention Services every Tuesdays and Wednesdays and will be invited to the after-school Title III program.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

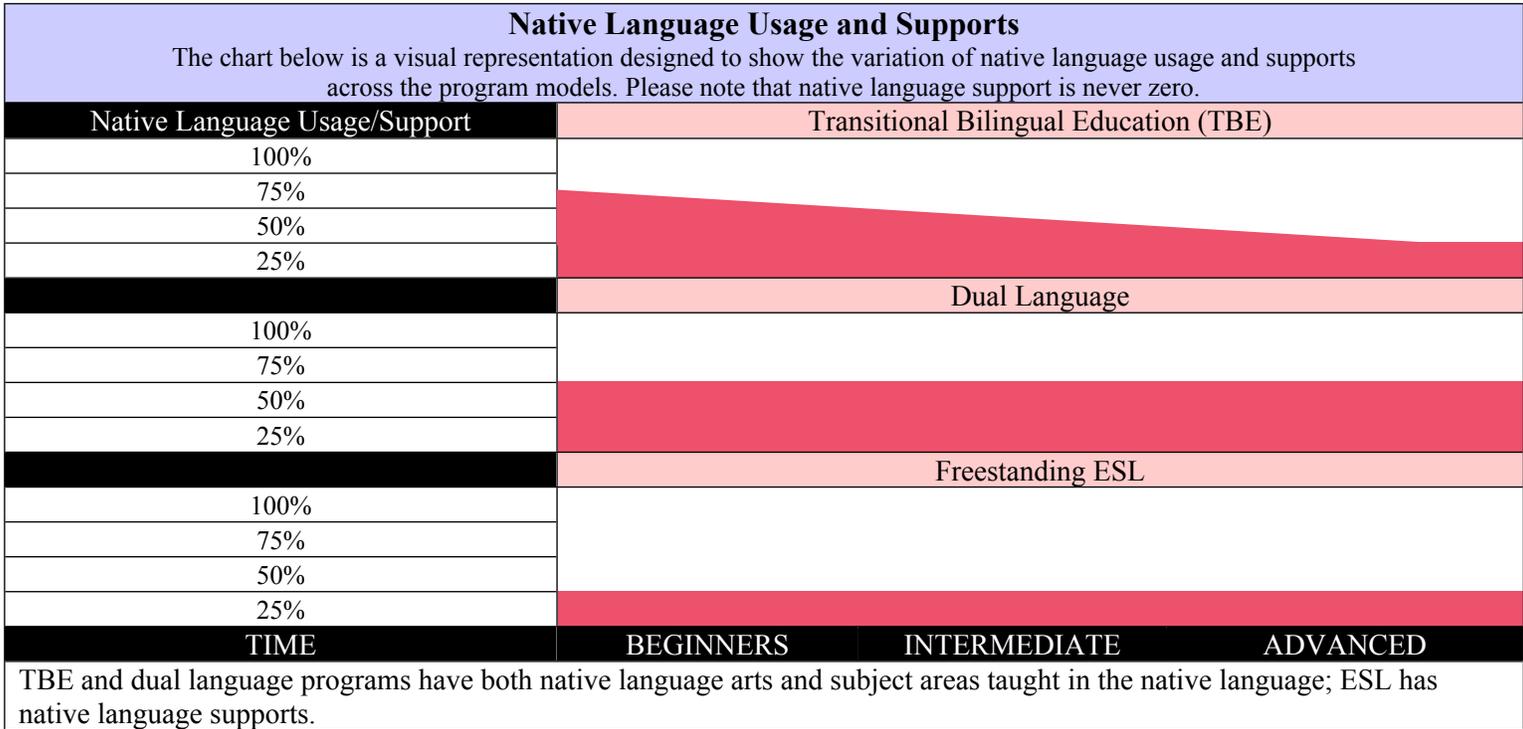
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 a 50-minute instruction Tuesdays and Wednesdays. 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. Further, they are encouraged to attend after-school programs that could help their academic needs like Title III.

B. Programming and Scheduling Information--Continued

8. 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.
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New programs like the Reading for Fluency and the Leapfrog programs will be included this school year because they have been proven time and again to help the ELLs acquire the English language and smoothly transition them into 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 is purchasing the leapfrog 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 and Smartboards to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in each of the classrooms, 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

B. Programming and Scheduling Information--Continued

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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 specialists. 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 would arise, the ESL teacher would supply classroom 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, ELLs and the Core Curriculum.

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 ESL teacher 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)	1	5		1	1	3								11
Intermediate(I)	1	5		1		3								10
Advanced (A)	1	1	1	2		1								6
Total	3	11	1	4	1	7	0	0	0	0	0	0	0	27

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Based on the ECLAS, 2 out of 3 ELLs in kindergarten are performing on grade level, 5 out of 11 ELLs in Grade I are performing on grade level and 100% of ELLs in Grade 2 are performing on grade level. Additional data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition.

Based on the results of our assessments, ESL teachers create differentiated lessons to meet the needs of their students. Students acquire new strategies and utilize them in their classrooms on a daily basis.

LAB-R and NYSESLAT results show that 12 ELLs became proficient last year, 10 ELLs are performing on the beginning level, 11 are intermediates and six are advanced. Most of the beginners or seven of them 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 the NYSESLAT modality result, it is shown that 25 % of our ELLs have achieved proficiency in Listening and Speaking while 46% are advanced and 17% are beginners. Furthermore, the data indicates that our ELLs require additional support in the areas of reading and writing. As is shown by the result, only one or 4% of our ELLs is proficient in reading and writing, while four or 17% are advanced with their reading and writing, eight or 33% are intermediates and another eight or 33% 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 40% of our ELL population achieved proficiency and has since tested out. Our ELA exam results indicate however that out of nine ELLs, only one or 4% scored within grade level. On the math exam, out of 11 ELLs, only two or 18% scored within grade level. Science exam results are as follows: out of five 4th grade ELLs, two or 40% scored within grade level. No ELLs took the Social Studies test last year. 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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		1	1			5
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **48**

Cluster: _____ Network:

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. Parent volunteers help translate in Bengali and Punjabi. 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, 10 of our ELL parents speak Spanish, seven speak Bengali, two speak French, 2 speak Punjabi and the remaining six 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.

We will 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. We have parent volunteers to translate for us in Bengali and Punjabi. Signs are posted around the school in all languages that are dominant in the building, letting parents know that translation 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. Also, staff members are regularly sent to trainings to better address the school's interpretation and translation needs. Since most of ELL parents speak Spanish, communications sent to them will be translated to Spanish. The school will hire a Bengali translator to translate communication to Bengali. While we have a variety of African languages, translators are not available, so communications will be in English in accordance to the CR A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 48	DBN:
Cluster Leader:	Network Leader:
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 48Q is a PreK-5 school with approximately 411 students with 27 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 its 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 together with the Literacy coach have 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.

The program will utilize the Voices Reading program which is the first comprehensive reading program to combine systematic literacy instruction and character development. Based upon years of research in the fields of literacy development and child psychology, Voices Reading was designed to address both skills development in reading and writing as well as social and emotional learning. The underlying premise for the program is that there is a strong and positive correlation between literacy development and social and emotional development.

Further, because writing matters for success in the school, the community, and the workplace, Schoolwide, Inc.'s Writing Fundamentals Program will be used for it has a central mission to improve student writing and learning by increasing the tools teachers can use to teach writing. Writing Fundamentals, created by Schoolwide, Inc., is a teaching resource that will help educators raise the quality of their students' writing. Writing Fundamentals is made up of a ready-to-use writing curriculum, along with the most essential books from Schoolwide, Inc.'s writing craft and genre studies set, as well as additional texts which match the strategies taught. The hands-on lessons and accompanying reproducibles, along with the actual texts, provide teachers with the instructional support to teach genre studies and to explore the qualities of good writing with their student writers, from prewriting to revising and publication.

The Title III After-School program for ELLs will target the upper grade ELLs from 3-5, eight ELLs in 5th, two in 4th, and four in 3rd grade and those former ELLs in the upper grades who recently tested out of the NYSESLAT. This program will commence in November up to April next year and will meet

Part B: Direct Instruction Supplemental Program Information

three times per week from Monday through Wednesday for two hours each day. The two teachers will handle the instructions taking turns at teaching the kids during mini-lessons for Reading, Writing and Math and during independent works, each teacher take a group to work with. Also, this program will hold professional development for teachers and other staff responsible for the delivery of instruction and services to ELLs. Strategies and approaches to help the ELLs achieve proficiency will be tackled and discussed. Parents will be regularly informed of their children's performance.

Part C: Professional Development

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

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

Begin description here: These are questions and concerns that are commonly discussed by classroom teachers. The ESL teacher/Teacher Center coordinator are available to assist the classroom teacher through staff development initiatives. Our goal is to arm the classroom teachers with the tools and strategies that they will need to serve the English Language Learner population in their respective classrooms. We are currently offering four professional development courses which are done during the two lunch periods 50 minutes each time. Accommodating ELL students in the regular classroom, November 2011; Alternative Assessments to be used with ELL students, December 2011; Best Practices for teaching ELLs in a regular classroom, January 2012; and Reading Comprehension strategies to use with ELLs, February 2012. This will be provided by the ESL teacher and the Teacher Center coordinator.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 48's goal is not only to accommodate the students but also the parents. Our PA is very active and meets regularly to discuss concerns within the school community. Our monthly newsletter informs parents about upcoming events, units of study, testing calendar and school notices. We have come with certain PDs for parents to better help their children at home, Online Resources for ELL parents, November 2011; Homework Help for ELL parents, December 2011 to be given by the ESL

Part D: Parental Engagement Activities

teacher and the Teacher Center coordinator. Letters will be sent to parents based on their preferred language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	11,200	All of the budget will go into professional salaries of the two teachers implementing the program.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	0	Supplies and Materials are already available in the building.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		