



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WILLIAM G. WILCOX

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R048

PRINCIPAL: JACQUELINE MAMMOLITO **EMAIL:** JMAMMOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Jacqueline Mammolito	*Principal or Designee	
Susan Lauria	*UFT Chapter Leader or Designee	
Lori Colacino-Aiello	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Beth Cohen	Member/Teacher	
Lisaann Siracusa	Member/Teacher	
Susan Orlandi	Member/Paraprofessional	
Lori Colacino-Aiello	Member/Parent/PTA President	
Sylvia Jusufi	Member/Parent	
Christine Murphy	Member/Parent	
Yana Lam	Member/Parent	

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, the schoolwide performance of all students in grades K-5 will complete an ELA task that asks them to read and analyze informational texts and draw/write opinions and arguments in response. By June 2012, 75% of all students in grades K-5 will demonstrate proficiency on the spring literacy task as measured by a DoK aligned, teacher created rubric. By June 2012 100% of teachers will participate in research based professional development in the area of non-fiction reading and writing aligned with CCLS.

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 School Progress Report indicates that all tested students (NYS ELA 2011) show a decrease in overall student progress between 2010 and 2011. Improving teacher quality and effectiveness in NYCCLS will increase 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.

September 2011 – June 2012 Ten teachers will attend professional development in non-fiction reading and writing with Literacy Consultant Carl Anderson. Ten teachers will attend professional development with Literacy Consultant Larry Ainsworth in “unwrapping “ the CCLS and creating performance tasks as measured by a DoK aligned teacher created rubric.. Teachers will align end of unit assessments to CCLS. Teachers will turn-key information sessions at weekly planning meetings.

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 workshops in the area of CCLS
- Parent Coordinator
- Monthly writing celebrations
- Newsletters and email
- Phone Messenger

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 becomes highly qualified, in order to achieve this goal.

PS 48 data indicates high teacher retention and all staff is highly qualified and participates in ongoing professional development. PS 48 hosts student teachers and student observers from various colleges – The College of Staten Island, St. John’s University and Oneonta. All student teachers participate in professional development and planning meetings.

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.

Guidance Counselor provides anti-bullying workshops in classrooms and small groups. Cyber bullying evening workshop is coordinated by Parent Coordinator. Attendance incentives and awards are ongoing throughout the school year.

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.

Fair Student Funding, ARRA RTTT Citywide Instructional Expectations, Staten Island Foundation Literacy Grant., TL Translation Services

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 100% of teachers will participate in research based professional development in the area of mathematics to include multi-step problem solving math tasks aligned with CCLS. By June 2012, all students will engage in mathematics task requiring them to demonstrate their ability to model with mathematics and explore the reasoning behind the arguments to arrive at a viable solution as measured by a DoK aligned teacher created rubric.

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 School Progress Report indicates a decrease in student progress in the area of mathematics. ITA’s and Acuity Predictives indicate the need for students to demonstrate their work in multi-step problem solving math tasks.

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.
 September 2011-June 2012, all classroom teachers will receive professional development in math multi-step problem solving. Professional Development will be provided by CFN409 at monthly training sessions and intervisitations of schools within the network.

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 workshops
 Parent coordinator
 Newsletters/emails
 Spring Family Math Night
 Phone Messenger

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 becomes highly qualified, in order to achieve this goal.

Data indicates a high retention rate for teachers. All teachers are highly qualified. PS 48 hosts student teachers from various colleges and universities.

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.
 Guidance Counselor provides anti-bullying workshops in classrooms and small groups. Cyber bullying evening workshop is coordinated by Parent Coordinator.
 Attendance incentives and awards are ongoing throughout the school year.

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.
 FSF Set aside for CFN TL Translation Services, FSF, TL Parent Coordinator

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.
By June 2012 all students will increase their independent reading levels as measured by DRA II.

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.
Data indicates the need for small group intervention and enrichment services. Monitoring of progress will be ongoing and matched to individual needs and learning styles. High class registers (30-32) reveal the need to increase differentiation and intervention supports for students to increase academic performance.

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.Between January 2012 and June 2012, targeted students will receive additional small group instruction (push-in model) in the area of literacy provided by F-Status teachers.

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 workshops
Parent coordinator
Newsletters/emails
Spring Family Math Night
Phone Messenger

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 becomes highly qualified, in order to achieve this goal.

Data indicates a high retention rate for teachers. All teachers are highly qualified. PS 48 hosts student teachers from various colleges and universities.

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.

Guidance Counselor provides anti-bullying workshops in classrooms and small groups. Cyber bullying evening workshop is coordinated by Parent Coordinator. Attendance incentives and awards are ongoing throughout the school year.

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.

FSF, translation services, TL Parent Coordinator

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	20	20	N/A	N/A	3		1	
1	24	24	N/A	N/A	2			
2	24	24	N/A	N/A	1			
3	30	30	N/A	N/A	3		2	
4					5		2	
5	19	14	5					
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	The extended day program supports students K-2 additional literacy instruction. Foundations, Words Their Way and guided reading groups. Students 3-5 are grouped based on State ELA data. Small group instruction is provided by classroom teachers, cluster teachers and the ELL Teacher.
Mathematics	The extended day program supports students K-5 additional mathematics instruction with a focus on multi-step math problems and computation skills.
Science	Science teacher provides two additional periods of weekly instruction to students scoring at Level 2 on NYS Science exam.
Social Studies	
At-risk Services provided by the Guidance Counselor	Small group and individual counseling to students and parents/guardians.
At-risk Services provided by the School Psychologist	Counseling for parents.

At-risk Services provided by the Social Worker	Small group and individual counseling to students and parents.
At-risk Health-related Services	

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 4	District 31	School Number 048	School Name William Wilcox
Principal Jacqueline Mammolito		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Christine Vitale –ESL		Guidance Counselor Kristine Nuzzela	
Teacher/Subject Area Beth Cohen/SETSS		Parent Lori Colacino/PTA President	
Teacher/Subject Area – * Theresa Manzo/Science		Parent Coordinator Terry Guthrie	
Related Service Provider Marissa Marrone		Other Michael Goldenberg– SAT member	
Network Leader Neal Opromalla		Other Josephine Esposito–SAT member	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	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 Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	554	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	9.03%
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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.

Paste response to questions 1–6 here.

As per CR Part 154, at registration an interview is conducted with the parent/ guardian to determine if translation assistance is needed when filling out the HLIS form. * At PS 48 the screening process is collaboration between the ESL teacher who is fully certified, the Parent Coordinator, and the school Guidance Counselor who is also a licensed pedagogue. Whenever feasible the ESL teacher is the primary staff member conducting the screening process and ultimately handles all decisions for Lab-r eligibility. If assistance is required, the parent coordinator secures a translator for the process and HLIS is administered in the home language if available. The ESL teacher than reviews the document with the parents ensuring that they fully understand what is being asked of them. Consequently if the responses indicate a potential ELL; the ESL teacher conducts an informal interview with the child to determine if the Lab-r will be necessary. In September, within the first 10 days of enrollment, the ESL teacher revisits all HLIS forms of new registrants to determine who is eligible for Lab-r testing. Subsequently this process is repeated throughout the course of the year when is needed. In addition, orientation meetings are conducted to appraise ELL parents the different programs available in the New York City school system for their children. Prior to the meeting a report is run in ATS to determine the language needs of the participants in the meeting. All documents and translations are secured by the Parent Coordinator and ESL teacher to be utilized at this meeting. The day of the meeting parents first view the orientation video in English and then in their native language when feasible. Although the video describes the three programs that the city has to offer it behooves the ESL teacher to go further into depth about each of the program choices available to ensure that the parents make an informed choice on the program selection form. Before filling it our both the- Parent Coordinator and the ESL teacher- who are present at the meeting review the entire selection form and entertain any questions or concerns that the parents might have. Parents are informed that at this time PS 48 only offers a Freestanding ESL program at this time but a running record of their choice will be kept on file and if the numbers indicate and a new program opens up we will contact them and revisit their initial choice. PS 48 is cognizant that any family who doesn't fill out a program selection form defaults to a TBE program, this is factored into our running records as well. We recognize how important this survey is and we

make every effort to accommodate parents to ensure that they are privy to the orientation process. The ESL teacher keeps a running record of all this information and whenever necessary phone interviews are conducted in order to ascertain this important information. The current trend at PS 48 in terms of parent selection has been Freestanding ESL. Currently we have 40 ELL students of the 40; 34 have chosen Freestanding, 2 have selected Dual Language and 4 didn't respond resulting in a default to TBE. Therefore at this time PS 48's program offering is aligned with selection choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K✳	1✳	2✳	3✳	4✳	5✳	
	6●	7●	8●	9●	10●	11●	12●

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0–3 years)	33	Special Education	0
SIFE	0	ELLs receiving service 4–6 years	7	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	33	0	0	7	0	0	0			40
Total	33	0	0	7	0	0	0	0	0	40
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)											
K-8											
Number of ELLs by Grade in Each Language Group											
	K	1	2	3	4	5	6	7	8	TOTAL	

	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	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	3	4	1										9
Chinese	2	1	1	5										9
Russian	5	2	1											8
Bengali														0

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
Urdu														0
Arabic	2	2	1	1										6
Haitian														0
French														0
Korean														0
Punjabi	1			1										2
Polish	1	1												2
Albanian	1		1											2
Other		1				1								2
TOTAL	13	10	8	8	0	1	0	40						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1–4 here

*In order for students to receive their mandated hours and to effectively schedule these services, *ELL students are grouped with heterogeneous proficiency levels. In the Free Standing ESL model, differentiated instructions is provided within the groups in order to address the academic needs of all students. Kindergarten and first grade

students are grouped together. The advance group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes.

Second and third graders are also grouped together. The advanced group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes.

Finally, fourth and fifth graders are grouped together. The advance group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes. All students receive their mandates minutes as per CR-Part 154.

Content area instruction is covered during the ELL students' time in their regular classrooms. Classroom teachers collaborate with the ELL teacher in order to present concepts using scaffolding techniques so as to further facilitate ELL language development.

At this time, we do not have any Students with Interrupted Formal Education (SIFE) at the school. Nevertheless, we recognize that a student who has experienced gaps in formal schooling may lack the critical (social and academic) skills that are necessary to assist them in performing on grade level. The first step would be to determine if the child was a SIFE student. *If the student fits the criteria, an informal assessment would be administered to determine the student's level of literacy. If, in fact, a student was deemed to be SIFE, an action plan would be put into effect securing basic needs.

The next step would be to ascertain the amount of schooling the child has actually had and determine the child's true functioning level. All possible support services would be employed (at risk, SETS, Title III supplementary programs, 37.5 minutes of mandated tutoring). In the classroom, the teacher in conjunction with the ELL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with TPR (Total Physical Response) and Sheltered English methodologies have been successful. The student's progress would be carefully monitored and evaluated on a continuous basis.

ESL students (newcomers) team up with other ESL students who speak their native language making the transition easier for the student in their new school and environment. Students learn their new language (English) using technology and computer programs that help to introduce them to their new language using the four modalities.

The language allocation policy considers the students' level of literacy in their native language. Students are encouraged to write and read in their native language. Classroom libraries include books in languages other than English. Parents receive notices in languages other than English. NYSTL monies will be used to purchase additional books and materials. Students who reach proficiency on the NYSESLAT continue to receive ESL once a week. They also receive small group instruction three times a week as a push-in model of instruction for additional ELA and Math instruction.

*ELL students receiving service for 4 or more years are given extension of services for standardized tests. For those students, the program more closely aligns itself with the classroom curriculum. The program uses the classroom curriculum so that these students can be successful in the state mandated content tests, i.e., social studies, math and science. Extensive preparation in the writing workshop is done in the ESL setting. These children are also able to attend the P.S. 48's after school ESL program.*Currently PS 48 does not utilize periodic

assessments therefore there is no data to extrapolate at this time. If in fact an ELL is identified as possibly

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE			
collaborative effort on the part of teachers, Administration and the School Assessment Team. If the team feels that the child is in fact a candidate for special education, the parent is contacted and a full bilingual evaluation will take place. In the case of P.S. 48, this evaluation will be contracted out. When all the results are obtained, the parent will be invited to discuss with the School Assessment Team members the best plan of action for the child. An interpreter is provided if necessary to obtain this service whenever necessary. If the parent considers that the recommendation for their child is appropriate, an IEP is then generated for the child listing all modifications that the child might require ensuring that all ELL modifications are noted. In the case of our free standing ESL program, the teacher is also fully certified in Special Education and has mo				
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children. Therefore, she is thoroughly familiar with the state and federal regulations regarding special education. P.S.48 does not have Special Education self-contained classes. For ELL students who receive related services, a collaborative effort takes place between the classroom teacher, ELL teacher and the service providers. Planning includes scheduling as to not create co				
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	Freestanding ESL			
		BEGINNERS	INTERMEDIATE	ADVANCED
particular ELLs.				

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

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- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

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Those ELLs who successfully passed the NYSESLAT still have access to ESL services depending on the difficulties they may encounter in the classroom. There will be communication between the ESL teacher and the classroom teacher regarding these students. Students may meet at least once a week with the ESL teacher to discuss difficulties or receive any support needed. Currently there are no SIFE students. In the future, if we were to have SIFE students they would be serviced by their proficiency level for the mandated amount of time needed. If enrolled, SIFE children would also be provided additional support services, e.g. guidance involvement for acclimation, parent workshops, etc.

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No programs are being discontinued at this time.* In so far as incoming or transitioning ELLs our schools guidance counselor who is also a licensed pedagogue is available to provide support in any way that she can to help these student meet their particular challenges.

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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?

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P.S. 48 recognizes and preserves each child's cultural background by providing enrichment instruction through the Arts and Social Studies. In conjunction with the JCC. P.S. 48 houses a program for adults. Parents as Arts Partners activities celebrate different cultures through the arts. The Parent Coordinator has formed a translation committee that supports new families into the P.S. 48 community. They serve as liaisons for families who are not yet able to advocate for themselves to address any needs or concerns they might have. Our Parent Coordinator is extremely

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N/A

English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
- a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1–6 here

Currently P.S. 48 utilizes the DRA as the tool for assessing early literacy skills. This assessment is administered to every student in the school. Data extrapolated from this tool provides insight on ELL performance in the areas of fluency, accuracy, and comprehension. For the Kindergarten and First Grade levels, this assessment also reveals ELL performance for word attack skills as well. The classroom teacher utilizes this information to differentiate her instruction for the ELLs in his/her classroom. This information is also shared with the ESL teacher so that she might focus on key areas of weakness during her small group instruction (i.e., 37 and half minute morning program, after school program). In conjunction with DRA scores, the ESL teacher carefully examines Lab–R and NYSESLAT scores when planning her instruction as well. *Data patterns extrapolated from the DRA reveal that the deficits in phonemic awareness of beginning ELLs leaves them with far less word attack strategies than their English speaking peers. With this in mind both the ESL and the classroom teacher incorporate strategies to better equip these students to increase performance.

Data patterns of Lab–R and NYSESLAT indicate that student progress correlates to years of service in ESL. Therefore, of the 35 students tested, all but one showed progress.

After careful analysis of the RSMR, NYSESLAT modalities report results indicate that in the area of listening and speaking our students show the greatest strength. In the modalities of reading and writing, our student's weakest area is writing. These findings will be taken into consideration not only to drive small group instruction but for NYSESLAT preparation as well.

Based on NYSESLAT modality findings, new NYSESLAT materials were purchased (Empire State NYSESLAT – Continental Press) and utilized. Findings reveal that, although writing still remains the weakest modality for our ELL population, there was a marked improvement in the modality of writing. Currently we do not utilize ELL periodic Assessments therefore we have no findings to report at this time.

*As we believe that a holistic approach of evaluating our program in order; At P.S.48, we are committed to excellence and we understand that we must grow and change every year to meet the ever changing needs and challenges of our students. With this tenet in mind, all venues are explored (report cards, formal and informal assessment, teacher and parent interviews, needs based surveys, and feedback given to us from our parent

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P.S. 48 recognizes and preserves each child's cultural background by providing enrichment instruction through the Arts and Social Studies. In conjunction with the JCC. P.S. 48 houses a program for adults. Parents as Arts Partners activities celebrate different cultures through the arts. The Parent Coordinator has formed a translation committee that supports new families into the P.S. 48 community. They serve as liaisons for families who are not yet able to advocate for themselves to address any needs or concerns they might have. Our Parent Coordinator is extremely proactive in championing the needs of this population. She participated in the creation of a DOE funded film, "We are New York – Welcome Parents." The film is regularly shown at any of the ELL parent orientation meetings. In addition, the PTA is very active in working with both parents and school administration. There is an open door policy on behalf of the Principal. * Parents are made to feel very comfortable to approach her with any questions or concerns they have. She is a strong advocate for ELL families and procures to make sure the needs of this population are met.

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?

Paste response to questions 1–4 here

P.S. 48 recognizes and preserves each child's cultural background by providing enrichment instruction through the Arts and Social Studies. In conjunction with the JCC. P.S. 48 houses a program for adults. Parents as Arts Partners activities celebrate different cultures through the arts. The Parent Coordinator has formed a translation committee that supports new families into the P.S. 48 community. They serve as liaisons for families who are not yet able to advocate for themselves to address any needs or concerns they might have. Our Parent Coordinator is extremely proactive in championing the needs of this population. She participated in the creation of a DOE funded film, "We are New York – Welcome Parents." The film is regularly shown at any of the ELL parent orientation meetings. In addition, the PTA is very active in working with both parents and school administration. There is an open door policy on behalf of the Principal. * Parents are made to feel very comfortable to approach her with any questions or concerns they have. She is a strong advocate for ELL families and procures to make sure the needs of this population are met.

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)	7	2	1	0		1								11
Intermediate(I)	3	6	3	1										13
Advanced (A)	3	2	4	7										16
Total	13	10	8	8	0	1	0	0	0	0	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	7	0	0	0	0	0							
	I	3	1	0	0	0	1							

	A	3	5	4	2	0	0							
	P	0	3	3	6	0	0							
READING/ WRITING	B	7	2	0	0	0	1							
	I	3	6	3	1	0	0							
	A	3	1	4	7	0	0							
	P	0	1	0	0	0	0							

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1	2		2		0		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				
Math				
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?
- 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.

Paste response to questions 1–6 here

Currently P.S. 48 utilizes the DRA as the tool for assessing early literacy skills. This assessment is administered to every student in the school. Data extrapolated from this tool provides insight on ELL performance in the areas of fluency, accuracy, and comprehension. For the Kindergarten and First Grade levels, this assessment also reveals ELL performance for word attack skills as well. The classroom teacher utilizes this information to differentiate her instruction for the ELLs in his/her classroom. This information is also shared with the ESL teacher so that she might focus on key areas of weakness during her small group instruction (i.e., 37 and half minute morning program, after school program). In conjunction with DRA scores, the ESL teacher carefully examines Lab-R and NYSESLAT scores when planning her instruction as well. *Data patterns extrapolated from the DRA reveal that the deficits in phonemic awareness of beginning ELLs leaves them with far less word attack strategies than their English speaking peers. With this in mind both the ESL and the classroom teacher incorporate strategies to better equip these students to increase performance.

Data patterns of Lab-R and NYSESLAT indicate that student progress correlates to years of service in ESL. Therefore, of the 35 students tested, all but one showed progress.

After careful analysis of the RSMR, NYSESLAT modalities report results indicate that in the area of listening and speaking our students show the greatest strength. In the modalities of reading and writing, our student's weakest area is writing. These findings will be taken into consideration not only to drive small group instruction but for NYSESLAT preparation as well.

Based on NYSESLAT modality findings, new NYSESLAT materials were purchased (Empire State NYSESLAT – Continental Press) and utilized. Findings reveal that, although writing still remains the weakest modality for our ELL population, there was a marked improvement in the modality of writing. Currently we do not utilize ELL periodic Assessments therefore we have no findings to report at this time.

*As we believe that a holistic approach of evaluating our program in order; At P.S.48, we are committed to excellence and we understand that we must grow and change every year to meet the ever changing needs and challenges of our students. With this tenet in mind, all venues are explored (report cards, formal and informal assessment, teacher and parent interviews, needs based surveys, and feedback given to us from our parent

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.

Ms. Christine Vitale is a fully New York State certified teacher. She holds master's degrees in T.E.S.O.L., Special Education, and Administration and Supervision as well as a bilingual Spanish extension. She is committed to academic rigor for her ELL students.

All students received rich academic language instruction to increase Listening and Speaking Standards as well as Reading and Writing Standards. To increase support for ELL students, additional instruction is provided in small group instruction both during and after school. P.S. 48 follow a Comprehensive Literacy Model that supports English Language Learners.

Inherent in our K-5 Comprehensive Instruction Model are student-centered authentic conversations. Students receive explicit instruction in the use of conversational prompts designed to engage them in meaningful, focused discussions of quality literature. It is through these conversations that students help one another, not only to develop richer vocabulary but also learn to deepen their comprehension of the text and further build each child's schemata. These conversations are an integral aspect of the instructional model - reader's and writer's workshops, read aloud, small group instruction and partnerships. Indeed, instruction in all content areas are organized in such a way that students are required to interact with each other utilizing collaborative learning techniques while simultaneously honing both receptive and expressive language.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R048 **School Name:** William G. Wilcox

Cluster: IV **Network:** 409

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.

PTA, School Leadership Team Meetings and monthly parent workshops are used to assess written translation and oral interpretation needs. The ELL Teacher and Parent Coordinator meet with ELL parents on an ongoing basis. This information is used to ensure parents are provided with information in their native language. The DoE interpretation telephone unit is used for parent teacher conferences and translation funds are used to translate notices/letters, etc. into native languages. Oral translation services are provided at monthly PTA meetings. Posters and notices are displayed on walls in different languages.

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.

Data indicates the need to translate parent handbook in languages other than English. The data also shows a need for written translations in additional languages. Findings were reported via parent workshops, ELL Teachers, Parent Coordinator and conversations with families and translators.

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.

Written translations of forms and school documents - DOE Translation Unit and school staff
Written translation of Parent Handbook - (DOE Translation Unit)
PTA Newsletter - Parent Volunteers
Parent Letter - ELL Teacher
Parent Workshops - Parent Coordinator and ELL Teacher
ATS Reports and parent meetings are used to determine the translation and oral interpretation needs of families.

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.

Oral interpretation will include parent workshops (Homework Help, Healthy Foods, etc.) PTA Newsletter, Forms and documents. Interpretation services will be provided by parent volunteers and ELL Teacher. Field Trips to museums and other cultural organizations are offered to parents in the spring. Parent Translators are provided.

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 will provide families with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services. Parents will be notified of the DOE website concerning the rights of parents to translation and interpretation services and how to access such services.

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: William G. Wilcox	DBN: 31R048
Cluster Leader: Chris Groll	Network Leader: Neal Opromalla
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: during the school day
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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: Title III funds will be utilized to implement an eight week Theater Making Program under the direction of ArtsConnection teaching artist JoJo Gonzalez, ten certified classroom teachers and one certified ELL Teacher. The ESL students will be working with the ESL teacher throughout the program. The program will support language development among the ELLs. Each class will receive sixty minutes of theater once a week. The language of instruction is English. To develop and increase vocabulary, language and conversation skills, kindergarten, first and second grade students will focus on the essential acting skills of vocal, physical and facial expression and improvisation to develop characters and act with others in short scenes. Working with literature, students undergo a theater-creating project. The process includes: gathering information, categorizing, exploring and presenting what they learn to families and the school community. Students are engaged physically and vocally in a theater ensemble. Weekly planning meetings are held during the eight week residency program. Funds will supplement the cost of Imagine Learning English, a computer based instructional program to develop and reinforce literacy skills to support curriculum goals. Additional fair student funding will support the cost of the program.

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: A comprehensive professional development program is implemented for all teachers. The ELL teacher and classroom teachers receive professional development from CFN 409 and contracted vendor Literacy Support Systems. All teachers have access to the DoE Common Core Library that offers additional strategies and supports for ELL students. The ELL teacher and Parent Coordinator offer workshops and activities for ELL parents at monthly workshops. The ELL teacher meets with classroom teachers weekly to discuss methodologies and instruction to support ELL students.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here: ELL parents participate in all school activities throughout the school year. In addition to monthly Family Friday evening events, the Parent Coordinator and the ELL teacher escort ELL parents to cultural events throughout the city. ELL parents participate in parent workshops, curriculum night and offer both written and oral translation services to other members of the school community.

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 	0	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$9,360.00	ArtsConnection teaching artist Jojo Gonzalez will work with all kindergarten, first and second grade students, certified classroom teachers and certified ELL teacher for 9 weeks two days a week in a theater residency program. Teachers and teaching artist meet one period a week over nine weeks for planning, reflection and professional development.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	\$1,840.00	Funds will supplement the cost of Imagine Learning English, a computer based instructional program to develop and reinforce literacy skills to

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.
		support curriculum goals. Additional fair student funding will support the cost of the program.
Travel		
Other		
TOTAL	\$11,200.00	