



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: WILLIAM WORDSWORTH SCHOOL

DBN (i.e. 01M001): 28Q048

Principal: PRINCIPAL PATRICIA MITCHELL

Principal Email: PMITCHE4@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLY FFOLKES-BRYANT

Network Leader: ELLEN PADVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia Mitchell	*Principal or Designee	
Barry Hauptman	*UFT Chapter Leader or Designee	
Ina Blackshear	*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	
Diana Guerrini	Member/ Teacher	
Nicola Flechter	Member/ Teacher	
Danielle Grossi	Member/ Teacher	
Mark Powell	Member/ Parent	
Tracy Battle	Member/ Parent	
Shemika Parkinson	Member/ Parent	
Seema Dass	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 July 2014 the number of level 3's and 4's will increase on state mathematics exam by 5% overall in testing grades

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.

- Our overall school mathematics performance is at 11.1%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will continue to utilize Envisions math and EngageNY resources to target instruction based on student needs and data trends
2. Support staff, including related service providers will push-in to support instruction
3. Administrators will facilitate time for teachers to meet each week to analyze student work samples and align curriculum with CCLS
4. Teachers will meet to decide on CCLS math bundles to increase rigor and promote critical thinking with scholars

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers
2. TC Staff Developer
3. Administration
4. Classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress Reports
2. Math assessments based on school-wide assessment calendar
3. Entire school population
4. Running records

D. Timeline for implementation and completion including start and end dates

1. Start September 2013
2. Continue through May 2014
3. Continue through May 2014
4. Continue through May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Input data into Skedula
2. Teacher teams will create lesson plans and assessments to be implemented during mathematics blocks
3. Small group instruction in math through a push in model to reduce student teacher ratio
4. Saturday Academy to provide supplemental support
5. Weekly meetings and common planning times in lieu of teaching period

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- All parents will be invited to attend workshops designed to inform and raise awareness about the cognitive demands of CCLS tasks and bundles
- Parents will be provided with examples of mathematics problems that encompass what scholars will be expected to master in all grades.

Parents will be provided with online resources to further inform and answer frequently asked questions about CCLS and citywide instructional expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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 July 2014 the number of level 3's and 4's performance scores will increase on State English Language Arts exam by 10% overall in testing grades by July 2014

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.

- Our overall school ELA performance is at 14.3%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. We will continue to utilize Reading Streets to target instruction based on student needs and data trends
 2. Support staff, including related service providers will push-in to support instruction during English Language Arts blocks
 3. Administrators will facilitate time for teachers to meet each week to analyze student work samples and align curriculum with CCLS
 4. Teachers will meet to decide on CCLS ELA/Social studies bundles to increase rigor and promote critical thinking with scholars
- 2. Key personnel and other resources used to implement each strategy/activity**
 3. Classroom teachers
 4. TC Staff Developer, Reading teacher
 5. Administration
 6. Created a schedule to maximize the "push-in" model
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Progress Reports
 2. Teacher assessments
 3. Fountas and Pinnell Running Records (K-2)
 4. Scholastic Independent Reading Assessment (3-5)
- 8. Timeline for implementation and completion including start and end dates**
 1. The bulk of the work to be done between October 2013 and May 2014
 2. Start September 2013
 3. Continue through May 2014
 4. Continue through May 2014
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Input data into Skedula
 2. K-5 Teachers will be provided with time to upload information to STARS.
 3. Saturday Academy to provide supplemental support
 4. Weekly meetings and common planning times in lieu of teaching period

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- All parents will be invited to attend workshops designed to inform and raise awareness about the cognitive demands of CCLS tasks and bundles
- Parents will be provided with examples of complex text that encompass what scholars will be expected to comprehend and respond to in all grades.

- Parents will be provided with online resources to further inform and answer frequently asked questions about CCLS and citywide instructional expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014 observations will demonstrate that all classroom teachers have employed hands-on science lessons on a weekly basis.

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.

After close analysis of the data (periodic assessments) it is evident that students who scored at level 1 or Level 2 will require additional support . It is critical to maintain this high level of performance by closely analyzing ongoing formative assessments and planning for the identified deficit areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- We will continue to utilize Harcourt Brace to target instruction based on student needs and data trends
- Classroom staff, including related service providers will push-in to support instruction
- Administrators will facilitate time for teachers to meet each week to analyze student work samples and create engaging hands-on science lessons

2. Key personnel and other resources used to implement each strategy/activity

- Science instructor
- Classroom teachers
- Administration

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Science lesson observations
- Regular unit monitoring throughout the year by school leaders and Teachers
- Regular check-ins at team meetings, tracking teacher progress regularly

4. Timeline for implementation and completion including start and end dates

- The bulk of the work to be done between October 2013 and May 2014
- Start: September, 2013. Ongoing through June, 2014
- Start, September, 2013 ongoing through June, 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Teachers will receive professional development about questioning and discussion techniques.
- Teachers will continue to encourage students to use accountable talk and higher level thinking
- Schedule of observations, school professional development plan created and monitored by administration

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with examples of grade specific science projects that encompass what scholars will be expected to complete
- Parents will be provided with online resources to further inform and answer frequently asked questions about science projects and citywide instructional expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By July 2014 the number of chronically absent students will decrease by 35%

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.
<i>Our school has identified 68 scholars who are chronically absent (20 or more days per annum)</i>

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. We will continue to utilize DOE attendance resources to target scholars for attendance improvement based on data trends 2. Support staff, including related service providers will be on the school attendance team to support school-wide goals 3. Administrators will facilitate time for team to meet bi-monthly to analyze student attendance and create incentives
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. School Aides, Guidance Counselors, Nurse, Members of Community based organizations, Educational Associates, Pupil Accounting Secretary Parent Coordinator 2. Support staff 3. Administrators
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Our target students are those that are absent 20 days or more. This year our average daily attendance rate has reached 96.2%, a steady increase from our low point of fewer than 90% in 2006 -2007.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. The bulk of the work to be done between October 2013 and May 2014 2. September 2013 through June 2014 3. September 2013 through June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Monthly attendance assemblies w/ certificates of recognition 2. Reward students with engaging activities 3. Display of student names and photographs in main lobby showcase

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • All parents will be invited to attend workshops designed to inform and raise awareness about the cognitive demands of CCLS tasks and bundles • Parents will be provided with examples of mathematics problems that encompass what scholars will be expected to master in all grades. • Parent will be provided with online resources to further inform and answer frequently asked questions about CCLS and citywide instructional expectations

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 #5

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

Provide at least 134 informal/formal observations (a minimum of 90 minutes for each teacher), with feedback and support to improve instructional practice and scholar achievement, based on the 22 competencies by May 2014.

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.

Fulfillment of the new teacher evaluation system set forth by New York State commissioner of education, based on Danielson Framework

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Review of Advance Reports
2. Reviewing Reports

2. Key personnel and other resources used to implement each strategy/activity

1. Instructional leaders
2. Administrators

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement/Growth in 22 components over time

4. Timeline for implementation and completion including start and end dates

1. The bulk of the work to be done between October 2013 and May 2014
2. Start September 2013 0 June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be provided with ARIS access, research-based articles
2. Intervisitation to improve reflective practice and teacher performance

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Offer workshops for parents during the day and the evening according to parents needs in reference to; Instruction-CCLS, Safety, Chancellor Regulation, etc.

Create Parent survey to assess needs and concerns of parents

Parent Coordinator will keep parents informed of all events and workshops/training via emails, phone master, and flyers, etc

Team with CBOs to assist the parents/family with on-going daily issues

Parent room will be utilized throughout the day for assistance

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, Reading Streets, ReadyGen CCLS bundles, Reading Partners, Simple Solutions, Complex Text (Rally), JumpStart	Small group (Tues., Wed.) One to one Tutoring	Before school During school day After school
Mathematics	EnVisions Math, EngageNY, Math literature, Test Prep Coach)	Small group (Tues., Wed.) One to one Tutoring	Before school During school day After school
Science	CCLS bundles Science cluster program Non- fiction reading (50%)	Small group One to one Tutoring	During school day After school
Social Studies	CCLS bundles Non-fiction reading (50%)	Small group One to one Tutoring	During school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP teacher SETTS teacher Classroom teachers SAVE Coordinator Cluster Teachers Guidance Counselor	Small group One to one Tutoring	During school day

	ESL Teacher		
	Speech Teacher		

Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Create postings with qualifications and requirements that speak to adequate licensure and education • Create a hiring committee to collaborate about vacancies and long term absences • Create a series of questions and salient points for discussion during interview • Utilize a quality rubric to make decisions about prospective applicants • Provide new teachers with criteria for tenure • Schedule meetings with new teachers regarding requirements for tenure • Provide mentors for new teachers to provide feedback regarding professional contributions, impact on student learning and instructional practice • Maintain teacher teams to encourage professional collaboration regarding CCLS tasks, homework, student data trends, instructional resources and best practices

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Create a professional development plan for existing teachers to improve practice • Share the Danielson model with teachers to familiarize them with criteria for exemplary teaching components • Utilize an effective teacher model rubric (Danielson) to provide feedback to teachers • Provide feedback to teachers in short and frequent observation cycles for continuous improvement

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are consolidated to meet the needs of all learners. We carefully monitor our student data and make instructional decisions to meet the needs of individualized students. Each student is provided with mandated academic and developmental supports and every student has access to extended learning and afterschool programs as needed. Funds are used to meet the intent and purpose programs by carefully tracking the students in the subgroups and ensuring we are in compliance while supporting all students and preparing them for college and career readiness.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • Ensure program continuity by providing developmentally appropriate curriculum for all age levels and all educational settings. • To maintain ongoing communication and cooperation between teachers and administrators. • Prepare for the transition by visiting first grade classrooms, going on a tour of the floor where the Kindergarten and First grade classes will be, and reading stories with a central message about moving up. • Involve parents in the transition process.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Grade level teams choose the assessments used for in class assessments.
- Members of the Measures of Student Learning Committee, a team made up of 5 teachers administration, selected state and local assessment measures for the school.
- Teams meet to discuss Curriculum and grade-appropriate assessments for each unit/topic with the UFT TC Site Staff Developer.
- Administration and staff members research and attend professional development opportunities that enhance the use of assessments throughout instruction to improve student achievement.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) for PS48

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, 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 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 a report with the central office.;
- 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, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS48, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 048
School Name William Wordsworth School		

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

Principal Patricia Mitchell	Assistant Principal Vanessa Christensen
Coach type here	Coach type here
ESL Teacher Danilo Billlanes	Guidance Counselor Carlene Jean-Felix
Teacher/Subject Area Danielle Grossi/Art	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nyota Thacker
Related Service Provider Michelle Grossman	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	465	Total number of ELLs	31	ELLs as share of total student population (%)	6.67%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
SELECT ONE	4	7	11	1	5	3								31
SELECT ONE														0
Total	4	7	11	1	5	3	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	5	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	26			5						31
Total	26	0	0	5	0	0	0	0	0	31

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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	2	2	3	1		1								9
Chinese														0
Russian														0
Bengali	1	5	5		2	2								15
Urdu														0
Arabic														0
Haitian														0
French	1		1											2
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other			2		2									4
TOTAL	4	7	11	1	5	3	0	0	0	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	1	2		1									5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	1	4		2	2								11
Advanced (A)	1	5	5	1	2	1								15
Total	4	7	11	1	5	3	0	0	0	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1	2			3
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2						3
4	1		2						3
5	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				2		3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The classroom teachers use the ECLAS and Fountas and Pinnell running records to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, three (3) ELLs read below level A, (1) is a level A reader, one level B, two level C, three level D and one level G. These data indicate a need for intense reading instruction for the ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Through music a letter of the alphabet is emphasized with a corresponding Big Book. This enables the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through Starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R is the basic assessment tool used for ELLs to determine their English proficiency level. This year's LAB-R showed that most Kindergarten students are at an intermediate level. However, the new arrivals are beginners. Therefore, instruction should focused on language development and vocabulary for upper grades. Kindergarten and first grade lessons should focus on alphabet recognition, sight words and phonics. In as much as the school has low ELL population, there is no ELL Periodic Assessment administered to these ELLs. However, during the year, the ESL teacher uses authentic assessment such as Daily Observation, Performance Assessment, and Class Portfolio. In May, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress. The NYSESLAT results indicate that the proficiency level of most students move up in all modalities of listening, speaking, reading and writing during the first two years. During the third year, however, results showed that their performance move down which implies that the ESL teacher needs to teach students how to increase their stamina to endure more rigorous yet engaging instruction in reading and writing. The ESL teacher's focus is on teaching phonics, guided reading and use of Bloom's Taxonomy's art of questioning to develop thinking skills. Echoing, choral reading, Read-alouds and books on tapes are used as listening and speaking activities. These assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision. The success of the school's program for ELLs are measured in the achievement of the targeted goals in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Data shows that both upper and lower grades performed well in the NYSESLAT with 11 out of 21 lower grades scored advanced in the test while seven out 11 upper grades moved up in their proficiency levels. Those students who who took the tests in their native language in Math scored better. The school opted out of the ELL Periodic Assessments this year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

During the intial screening of ELLs when their parents fill in the Home Language Survey, we can gather facts about the students already. Then we administer the LAB-R to assess what kind of services the child needs. Later, ECLAS/Fountas and Pinnell are used to assess the students' literacy competence. For upper grade students, state tests are administered to determine their academic competence in English and Math. In Spring, all ELLs take the NYSESLAT assessing their language competencies. Based on these assessments, teachers should create strong core instruction where there is collaboration and engagement around rigorous content with meaningful lessons that foster conversation, dialogue, questioning and sharing ideas and knowledge.'

6. How do you make sure that a child's second language development is considered in instructional decisions?
Research show that a student who is proficient in his/her native language achieves at higher levels in English reading so we help students make connections across languages. Students acquire English when they receive input that is understandable, using language in context, providing background knowledge, using visual and context cues, clarifying vocabulary.
7. 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?
 Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The result of the NYSESLAT which is given near the end of the school year would indicate success when students are moving up in terms of proficiency

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PS 48 requires that all parents registering their students are interviewed first by a pedagogue, in our case, Mr. Billanes, the ESL teacher; 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. Ms Fernandez, our family worker, would help translate in Spanish and for Bengali translator, we would request paraprofessionals from District 75 which shares the building with us.

Once a parent makes a determination that his/her child speaks another language other than English, this child is administered the LAB-R within the 10 days that the child is enrolled in school by the ESL teacher. 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.
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.
After the child is tested with the LAB-R and got a score below the cut off, 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 to watch the video informing them of the programs available for their children within the 20 days that the child started school. 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. The ESL teacher make sure that all parents are informed, be able to watch the video and be able to select programs they believe is appropriate for their child/children. So first day of school, the ESL teacher looks at the HLIS which students need to be tested. Then, the next day, students are tested with the LAB-R. Then, on the third day, letters are sent to the parents whose children tested in to come over for a video conference wherein they would select which programs they like best for their children. On the fourth day, parents view the video and fill in the Parent Selection form wherein they make a choice which programs they would want their children to be in. On

the fifth day, another set of letters are sent for those who tested out and for those still receiving services.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed to the children after they were tested with copies retained in school files in side the ESL classroom. Parents are then invited to come over to view the video in their native language, whenever available. The ESL teacher makes sure that all Parent Survey and Program Selection forms are returned and will be kept in a locked drawer in the building. This year all parents of new admits have signed and returned all Parent Survey forms. The ESL teacher would call the parents or try to see them during line up in the morning or when they pick up their children in the afternoon.

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.

Once students are identified as ELLs through the LAB-R, their parents are called to view the video which explains the programs that are offered in the system in their native language whenever available. Parents then decide what programs they like for their respective children. If the program that the parent has selected is not available in the building, the child is temporarily placed in an ESL program until another school has been identified that has a program that the parent wants for their child. A translator is always available if parents have questions after viewing the video. Ms Fernandez, our Family worker, would translate in Spanish and we hired a Bengali translator from District 75 which shares the building with us.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The New York State English as a Second Language Achievement Test (NYSESLAT) are administered to all ELLs in the building in Spring. The speaking comes first with ELLs tested individually and scored by a teacher who is not the child's teacher. After this, ELLs are tested with three other components, Listening, Reading and Writing which can be administered in a group.

6. 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.) 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. 

For the past three years, majority of parents opted for ESL which our school offers. This year, out of 7 new parents only one opted for Bilingual program but decided not to transfer her son because the other school with a bilingual program is just too far. Last year, all parents chose ESL as their first choice. Three years ago, only one parent opted for Bilingual program.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])? At this time, PS 48 has no ESL self-contained classes, and all the entitled students, 31 of them, are served through the pull-out model. Upper grade ELLs are grouped together heterogeneously as also the lower grade ELLs and travel as a group to the ESL classroom.

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)?

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

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 foster language development and meet the demands of the Common Core Learning Standards.

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.

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

At the beginning, those children who speak Spanish and tested in are also administered the Spanish LAB to ascertain their fluency in the native language. Consequently, these students can also take the state tests in their native language which also apply to students who speak other languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated formally and informally in all four modalities in the classroom in how they speak, listen, read and write. Also, the NYSESLAT formally evaluates each ELL in all four modalities, beginning with speaking which is administered individually, followed by listening, reading and writing which can be done in a group.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

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 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.

7. 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?

For lower grade ELLs, the ESL teacher uses Ready Gen which can support both struggling and advanced ELLs with scaffolded strategies to help unlock the text with activities and routines to support reading, writing, speaking and listening and vocabulary acquisition and comprehension in the content areas. For upper grade ELLs, we use Reading Street Common Core helping us prioritize instruction to support higher levels of reading and writing through increased text complexity in reading, providing accessible rigor, balanced fiction and informational texts, built content-area knowledge, emphasized close reading, focused on informative/explanatory, argumentative/opinion, and narrative writing, implemented performance assessments, and integrated media and 21st century skills.

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

All ELLs with IEPs are given all the accommodations to attain English proficiency like extended time, questions read aloud, separate location to achieve their IEP goals.

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:				

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

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	45 minutes per day	45 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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

In addition to literacy and content area instruction received in the classroom, the school increases Academic Intervention Services (AIS) for students, including ELLs, whose performance is below grade levels. All ELLs attend the AIS program every Tuesdays and Wednesdays, 8:00-8:50. There is no targeted intervention program for ELL subgroup alone but there is a targeted intervention program for at-risk students, i.e. students including ELLs who scored level 1's and 2's. This is for both ELA and Math. In Math, the ELLs use Spanish workbooks to better understand mathematical concepts being taught. Academic Intervention Services (AIS) are provided in small groups during that 50- minute AIS periods and also in Title II after-school program which will commence in November. All Upper-grade ELLs will be encouraged to attend the Title III after-school program. All at-risk students including ELLs receive additional support by the Reading Teacher and the Reading Partners which have helped struggling readers in our school since last year.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently, our school uses Ready Gen for the lower grades and Reading Street for the upper grades which have effectively support not only our ELLs but also struggling readers and accelerated learners. This program has scaffolded strategies to help unlock the text and has activities and routines to support reading, writing, speaking and listening and vocabulary acquisition in the content areas.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

All programs and services which have been available will be continued.

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

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.

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14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All ELLs are given glossaries in their native language to help them comprehend the text and our library is multi-cultural and multi-lingual to help all ELLs adjust to their academic environment.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All students including ELLs and at-risk students avail of all the services like Reading Partners, SETTS, Speech and, of course, ESL for ELLs. Resources like smartboards, online programs in their laptops, Ready Gen and Reading Street correspond to ELLs ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Currently, we don't have programs before the beginning of the school year. However, for newly-enrolled ELLs, we have devised a buddy program wherein the newly-enrolled ELL is paired with an old ELL or a former ELL that speak his/her language making the new ELLs comfortable.

18. What language electives are offered to ELLs?

At this time, we have no language electives offered to ELLs except English with native language support.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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: November: Scaffolding Content for ELLs, December: Online Programs for ELLs, January: Modeling as an Instructional Strategy for ELLs, February: Teaching Reading to ELLs, ELLs and the Common Core Curriculum.

Professional Developments like Unpacking Nonfiction texts and other related PDs which concern the Common Core curriculum offered by the Office of English Language learners are also offered to the classroom teachers so that they can support their population inside their classrooms.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 lined up activities on how parents could help their children with their homework on that night. We also have staff members on-site to assist with translations for our ELL parents. Ms Fernandez, our Family Worker would translate in Spanish and we usually hire Bengali translator from District 75 which shares the building with us. 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.

E. 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 response to question here:

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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q48 School Name: William Wordsworth School

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. Fernandez is the school's appointed translator in Spanish. Ms. C. Jean-Felix, the Guidance Counselor, is the Translator for Haitian Creole Parent population. Bengali para professionals of District 75 who shares the building with our school are always on hand to help in translation and interpretations. Also, 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, 15 of our ELL parents speak Bengali, eight speak Spanish, two speak French, 1 speaks Punjabi and the remaining four speak a variety of African languages. Ms. Fernandez will verbally translate and also written Spanish translations to parents. We request Bengali translators from District 75 which shares the building with us to help us interview Bengali 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 and staff from District 75 who are also in the building 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. Fernandez will verbally translate and also written Spanish translations to parents. Ms. Jean-Felix will verbally translate Haitian Creole to our Haitian population. Bengali paraprofessionals of District 75 will translate in Bengali. Also, we have parent volunteers to translate for us in Bengali and Punjabi. Signs will be posted around the school in all languages that are dominant in the building, letting parents know that translation services are available when 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 Bengali and Spanish, communications sent to them will be translated to Bengali and 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 48	DBN: 28Q048
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
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:

Rationale:

The purpose of our Title III program is to provide supplemental direct instruction for our Newcomers, Long-term ELLs, struggling former ELLs, Parents and all ELLs across proficiency levels. As a school community, we believe in enhancing and in further developing the language and literacy skills of our students. According to Dr. Lily Wong Fillmore, "To learn in school and become an educated person, students must learn to deal with the language in written text." Providing students with additional support around the importance of unpacking academic language is critical since academic English is a logical, connected discourse that is much more precise in reference than ordinary spoken language. English Language Learners need further support in understanding that information is delivered with grammatical devices that allow a lot of meaning "packing." By focusing in on academic English, students will be given the additional strategies to ensure that they are academically prepared for College and Careers. We want to ensure that our ELL families feel included and supported so that they may become active members of our school community and the community at large.

Subgroups/grade levels to be served:

Based on the NYSESLAT, the Title III After-School program for ELLs will target the upper grade ELLs from 3-5, six ELLs in 5th, six in 4th, and five in 3rd grade and those former ELLs in the upper grades who recently tested out of the NYSESLAT but have not been performing well academically based on the state tests and acuity assessments. This program will commence in November up to April next year and will meet three times per week from Monday through Wednesday one hour and a half per session. Also, this program will hold professional developments 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 in their native language whenever possible.

Schedule/Duration:

After school program - Mondays, Tuesdays and Wednesdays (3:00-4:30) with the first half focusing on supplemental lessons for ELA and the second half on Math.

Teacher A will take the Beginners, Intermediates, Advanced and Former ELLs in 3rd grade

Teacher B will take the Beginners, Intermediates, Advanced and Former ELLs in 4th grade

Teacher C will take the Beginners, Intermediates, Advanced and Former ELLs in 5th grade

Language of Instruction/# Certified Teachers

One certified ESL teacher, one certified bilingual teacher and a classroom teacher with extensive ESL training will provide direct and supplemental language instruction to ELLs in the testing grades.

Part B: Direct Instruction Supplemental Program Information

They will plan collaboratively by meeting every Monday at lunch with the help of the Teacher Center Coordinator. An array of data will be analyzed to ensure that ELLs are placed in the appropriate subgroups formulated for our program. Data will be collected from the AMAOs, Predictive Assessment, NYSESLAT, TCRWP and ARIS and based on these we realized that former struggling ELLs will also benefit from this program. Instruction will be delivered in English with native language support. The school has created a multicultural library consisting of bilingual literature from different parts of the world. Our library also contain bilingual dictionaries that are accessible to students at all times and glossaries on the students' native language have been distributed to all ESL children. In order to ensure progress for our ELLs, instruction will include a successful researched based multi-sensory approach for English-Language Development.

Instruction will adhere to the Common Core State Standards for writing, reading informational text, reading literature and language standards. The ESL teacher together with the other teachers in Title III program will employ scaffolding strategies that unpack the academic language found in informational reading and content area learning. We will utilize Benchmark Education English Explorers materials which include audio CDs and leveled books which encompasses sentence structures, language development, reading strategies, content vocabulary, high frequency words, fluency and text and graphic features for Science and Social Studies content.

For Language Arts, we will align our instruction with the Teachers College Reading and Writing Project. Our ELLs will be exposed to a wide variety of complex texts through the use of the Scholastic Reading Skills Leveled Kits. The Scholastic Reading Skills Leveled Kits differentiate across Proficiency levels so that all students will learn necessary reading strategies in order to become skillful readers and subsequently achieve success as writers as well. The kits provide high intrest topics that are aligned with content area curriculum. They focus on topics in Social Studies, Science, Mathematics, Technology, Sports, Arts and Entertainment.

To further enhance Language Arts proficiency, we will utilize Imagine Learning, which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology. This program provides language support as needed, which gradually fades as the student progresses. Imagine Learning is a research-based literacy program that builds academic language, measures students' progress and incorporates parent involvement by providing them with reports, certificates of achievement and letters in their primary language. In addition, the use of the Smartboard and Tag Readers will allow teachers to supplement and reinforce planning and the presentation of lessons.

To develop ELLs' Math skills, we will construct our lessons by bringing the language of Math that our

Part B: Direct Instruction Supplemental Program Information

ELLs encounter during their daily math lessons. Additionally, our ESL teachers will scaffold the required tasks across content areas by modelling how to use graphic organizers and engaging students in instructional conversations. Instructional conversations will involve higher order questioning based on Charlotte Danielson's Framework for Teaching and students will learn how to initiate academic discourse among themselves.

By tapping into students' prior knowledge and building background knowledge of a subject, we will bridge new concepts so ELLs can progress through cognitive processes from recalling, understanding and applying information, to making analyses and evaluations of various situations, and to creating a variety of products in unique and original ways. We will contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers will use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation students will transfer skills and recreate concepts and display language across genres. We will ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. The aforementioned above scaffolds are part of the school's core belief of providing multiple entry points for English Language Learners as they continue to strive for success in school and further up the higher education ladder through college and beyond to careers.

During the course of the supplemental program, English Language Learners will be engaged in activities for the purpose of formative assessment. The school will utilize the AFL framework to ensure that the program is helping students move both linguistically and academically.

Types of materials

Besides Imagine Learning, Benchmark Education English Explorers, Scholastic Reading Skills Levelled Kits, the program will also 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

Part B: Direct Instruction Supplemental Program Information

revising and publication. All of these materials are already available in the Teachers Center and will not be taken from the Title III funds.

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: PDs will address questions and concerns that are common to all classroom teachers with ELLs. The ESL teacher/Teacher Center coordinator are available to assist the classroom teachers through staff development initiatives which will be posted in the office bulletin boards. 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 we have learned from previous PDs offered by our former network meetings and PDs initiated by the Office of English Language Learners. 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, the Bilingual Teacher and the Teacher Center coordinator during lunch periods. During grade conferences, teachers report on the progress of these implementations and during regular monthly walk-throughs.☐

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 with the help of the PTA 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 will have these newsletters translated in the languages available in our school community. We have come up 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 teacher, the bilingual teacher and the Teacher Center coordinator. Letters will be sent to parents based on their preferred language. These will be done during lunch periods because these are the times that we usually have good turn-outs and with translators available so that Title III

Part D: Parental Engagement Activities

fund will not be affected.

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
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)		
Travel		
Other		
TOTAL		