



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM G. WILCOX
DBN (i.e. 01M001): 31R048
Principal: JACQUELINE MAMMOLITO
Principal Email: JMAMMOL@SCHOOLS.NYC.GOV
Superintendent: JESSICA MOLINA JENKINS
Network Leader: NEAL OPROMALLA

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
Jacqueline Mammolito	*Principal or Designee	
Susan Lauria	*UFT Chapter Leader or Designee	
Maggie Scarcella	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Beth Cohen	Member/ Teacher	
Stephanie Minnini	Member/ Teacher	
Kristine Murphy	Member/ Parent	
Marie Vinditti	Member/ Parent	
Laura Campagna	Member/ Parent	
Victoria Piccone	Member/ Parentt	
SusanOrlandi	Member/ UFT Para)	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 June 2014 the percentage of all tested students (excluding SWD's and ELL's) will demonstrate a 7-10% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2014 NYS ELA assessment.

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.

. Student performance in 2011 was 17.9% out of 25%. In 2012 performance was 12.1% out of 25% showing a decrease of 5.8% moving from a grade of A to a B. Students performing at Level 3 and Level 4 showed a 31.5% decrease from 2011 to 2012. 77.2% in 2011 to 45.7% in 2012.

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. Through Professional Development in the area of Close Reading, we will plan for instruction in order to engage all students and increase student achievement.
2. Whole group instruction in each classroom that is aligned to the CCLS.
3. Small group instruction in each classroom that targets students' needs based on formative and summative data analysis.
4. Targeted intervention services delivered in extended day program and F-Status push-in services throughout the school day.
5. RTI plans are created and tracked by RTI members.

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

1. Classroom teachers,
2. CFN 409 P.D Close Reading monthly sessions,
3. P.D. for Administrators
4. F-Status teachers to provide small group instruction in a push-in/pull out model.
5. Literacy Support Services P.D.

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

1. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching,
2. Cycles of feedback
3. review of curriculum maps
4. End of unit assessments on all grades.
5. Performance Tasks

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

1. Frequent observations occur from October – June.
2. Curriculum maps are modified throughout the year as teachers analyze student work on end of unit assessments from September – June.
3. Additional planning days for all grades
4. RTI bi-monthly meetings
5. PD sessions November - June

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

6. .Teachers are provided with six preparation periods per week, one of which is a common period for planning.
7. Teachers also participate in extended day planning each Wednesday from 2:20-3:10 p.m.
8. Monthly professional development sessions occur through CFN support in the area of close reading for teachers and administrators. Through CFN 409, both the principal and assistant principal participate in study groups.
9. Network personnel provide teachers with monthly workshops in Special Education (ICT support) New Spec. ed. Teacher training, Wilson and Foundations.
10. Literacy Support Systems

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).

The school will provide materials and workshops to help parents work with their children to improve academic achievement.

Parents receive monthly curriculum newsletters

. Parents are provided information about the the Annual School Report Card and the LES

. Parents are invited to participate in monthly publishing parties and evening social events. S Monthly grade meetings are held for families.

Adult Nutrition and ESL Programs (twice weekly)

Budget and Resource Alignment

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

X	Tax Levy	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.

ARRA

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 June 2014 the percentage of tested students (excluding SWD's and ELL's) will demonstrate a 7-10% increase in meeting and/or exceeding grade level standards in Math as measured by the 2014 NYS math assessment.

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.

Student performance in NYS Math test decreased from 87.3% of students scoring at level 3 and 4 (2011) to 56.8% of students scoring at Level 3 and 4. (2012 This is a 30.5% decrease in levels 3 and 4.)

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. CFN Network PD for math – monthly workshops in the area of Envision Math to align problem-solving practices within the curriculum units across grade levels
2. Identified personnel will participate in developing CCLS aligned curriculum maps that reflect the CC Instructional Shifts and receive feedback for improvement
3. utilize assessment data to plan for small group instruction
4. collaboratively analyze student work to evaluate the effectiveness of curriculum maps/lessons, and engage in creating math tasks with accompanying teacher created rubrics

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

1. Classroom teachers
2. CFN support
3. Envision PD from Pearson consultants
4. RTI

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

1. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching,
2. Review of curriculum maps
3. End of unit assessments on all grades.
- 4, Performance Tasks

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

1. Ongoing cycles of feedback October - June
2. Analysis of monthly end of unit exams October - June
3. Exit ticket analysis
4. Bi-monthly RTI meeting

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

1. Teachers are provided with six preparation periods per week, one of which is a common period for planning.
2. Teachers also participate in extended day planning each Wednesday from 2:20-3:10 p.m.
3. Monthly professional development sessions occur through CFN support in the area of mathematics for teachers and administrators.
4. PD from Pearson Envision Math

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).

- Parent Math Workshops
- Teacher/Parent curriculum meetings
- Newsletters
- Online support for Pearson technology
- Nutrition classes for adults
- ESL Adult Ed Program

Budget and Resource Alignment

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

X	Tax Levy	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 #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 the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners(inclusive of the lowest performing third) will demonstrate a 10% increase in proficiency as measured by the 2014 NYS ELA assessment.

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.

- In grade 4, 34 out of 96 students scored at the lowest third within a range of 1.66 – 2.48
- In grade 5, 33 out of 97 students scored at the lowest third within a range of 1.72-2.48
- In grade 6, 32 out of 92 students scored at the lowest third within a range of 1.55-2.45

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. SETSS services and at-risk students are serviced by the IEP/SETSS teacher
2. Two 12:1 classes were opened for the 2013-2014 school year

3. AIS and RTI support through F-Status positions, SAT and Related Service Providers
4. ELL program
5. ICT class support

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

1. Special Education Teachers attend month PD sessions through network 409 support
2. Administration, SAT and teachers review progress during SIT meetings
3. Extended Day Program
4. ELL Program and at-risk ELL support
5. F-Status push in/pull out

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

1. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching,
2. Review of curriculum maps
3. End of unit assessments on all grades.
4. Performance Tasks
5. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching, review of formative and summative assessments and benchmark conversations

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

1. **Weekly Extended Day Professional Development period Oct-June**
2. **Extended Day Program Sept-June**
3. **F-Status push-in/pull out program Nov-June**
4. **AIS and RTI small group support as necessary**

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

1. Bi-Weekly SIT and RTI meetings
2. Common planning time to include SETSS and ELL Teacher
3. Common Planning time for all ICT Teachers
4. Intervisitations

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).

- Monthly newsletter
- Parent Workshops
- Nutrition Workshops
- ESL Adult Program
- Parent involvement meetings

Budget and Resource Alignment

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

X	Tax Levy	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 #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 June 2014 the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest

performing third) will demonstrate a 10% increase in proficiency in Math as measured by the 2014 NYS Math assessment.

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.

- In grade 4, 32 out of 96 students scored at the lowest third within a range of 1.49– 2.59
- In grade 5, 28 out of 97 students scored at the lowest third within a range of 1.82-2.61
- In grade 6, 39 out of 92 students scored at the lowest third within a range of 1.71-2.60

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.CFN Network PD for math – monthly workshops in the area of Envision Math to align problem-solving practices within the curriculum units across grade levels
- 2.utilize assessment data to plan for small group instruction
- 3.collaboratively analyze student work to evaluate the effectiveness of curriculum maps/lessons, and engage in creating math tasks with accompanying teacher created rubrics
- 4.Extended Day

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

- 1. Teachers attend month PD sessions through network 409 support
- 2. Administration, SAT and teachers review progress during SIT meetings
- 3. Extended Day Program
- 4. Pearson Envision Math Training

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

- 1. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching,
- 2. review of formative and summative assessments and benchmark conversations
- 3. Analysis of student work exemplars
- 4. Curriculum maps

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

- 1. Evaluation through frequent feedback from informal and formal observations utilizing the Danielson Framework for Teaching,
- 2. review of formative and summative assessments and benchmark conversations
- 3. Common Planning sessions
- 4. Professional Development

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

- 1.Bi-Weekly SIT and RTI meetings
- 2.Common planning time to include SETSS and ELL Teacher
- 3.Common Planning time for all ICT Teachers
- 4. Intervisitations

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).

- Monthly newsletter
- Parent Workshops
- Nutrition Workshops
- ESL Adult Program
- Parent involvement meetings

Budget and Resource Alignment

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

X	Tax Levy		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 #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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	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	Guided reading, Close Reading, Repeated Readings, Wuilson, Foundations	Small group push in and pull out model 2 F-Status teachers provide push in services three times weekly in grades 1-6.. Teachers plan and assess weekly. AIS and SETSS Teacher provide at-risk services.	During the school day and extended day program..
Mathematics	Envision Math Pearson on-line math	Small group push in and pull out model 2 F-Status teachers provide push in services three times weekly in grades 1-6. Teachers plan and assess weekly. AIS and SETSS Teacher provide at-risk services.	During the school day.
Science	Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction science texts through close reading and guided reading.	Small group instruction provided by science teachers	Extended Day Program
Social Studies	Independent Investigation Method	Small and whole group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Respect for All, nutrition, health hygiene, family counseling	One to one and small group	During the school day.

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

- 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 31	Borough Staten Island	School Number 48
School Name PS/IS 48		

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 Jacqueline Mammolito	Assistant Principal Kristine Nuzzella
Coach N/A	Coach N/A
ESL Teacher Christine Vitale	Guidance Counselor Donna Alagna
Teacher/Subject Area Theresa Manzo/ Science	Parent Maria Hionas/ PTA Co-President
Teacher/Subject Area Beth Cohen/ SETTS	Parent Coordinator Terry Guthrie
Related Service Provider Marisa Marrone/ Speech	Other Michael Goldenberg/ SAT Member
Network Leader(Only if working with the LAP team) N/A	Other

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	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	749	Total number of ELLs	49	ELLs as share of total student population (%)	6.54%
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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	0	0	0	0	0	0							0
Dual Language (50%:50%)	0	0	0	0	0	0	0							0
Freestanding ESL														
Pull-out	8	8	8	4	8	4	3							43
Push-In							1							1
Total	8	8	8	4	8	4	4	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	9	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	40	0	8	9	0	6	0	0	2	49
Total	40	0	8	9	0	6	0	0	2	49

Number of ELLs who have an alternate placement paraprofessional: 1

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	5	1	1	1	2	4	0							14
Chinese	4	3	3	1	1	0	0							12
Russian	2	3	1	1	2	0	0							9
Bengali	0	0	0	0	0	0	0							0
Urdu	0	3	1	0	0	0	0							4
Arabic	0	0	1	0	0	0	0							1
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	0	0	1	1	0	0	0							2
Polish	1	0	0	1	0	0	0							2
Albanian	0	0	0	1	0	0	0							1
Other	1	1	1	0	0	0	1							4
TOTAL	13	11	9	6	5	4	1	0	0	0	0	0	0	49

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	0	0	0	0	0	0							1

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)	4	3	1	0	1	0	0							9
Advanced (A)	8	8	8	6	4	4	1							39
Total	13	11	9	6	5	4	1	0	0	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	0	0	5
4	2	2	0	0	4
5	1	0	0	0	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	0		4		1		0		5
4	2		1		1		0		4
5	1		0		0		0		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		0	2	0	2	0		0	4
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.
Currently PS/IS 48 utilizes the DRA as the tool for assessing early literacy skills. This assessment is administered to every student in the school. Data extrapolated from this tool provides insight on ELL performance in the areas of fluency, accuracy, and comprehension. For the kindergarten and first grade levels, this assessment also reveals ELL performance for word attack skills as well. The classroom teacher utilizes this information to differentiate her instruction for the ELLs in his/her classroom. This information is also shared with the ESL teacher so that she might focus on key areas of weakness during her small group instruction (i.e., 50 minute small group after school program). In conjunction with DRA scores, the ESL teacher carefully examines LAB-R and NYSESLAT scores when planning her instruction as well. Data patterns extrapolated from the DRA reveal that the deficits in phonemic awareness of beginning ELLs leaves them with far less word attack strategies than their English speaking peers. With this in mind, both the ESL and the classroom teacher incorporate strategies to better equip these students to increase performance.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns of LAB-R and NYSESLAT indicate that student progress correlates to years of service in ESL. Therefore, of the 53 students tested, all but one showed progress.
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](#))
Based on NYSESLAT modality findings, new NYSESLAT materials were purchased (Empire State NYSESLAT – Continental Press) and utilized. Findings reveal that, although writing still remains the weakest modality for our ELL population, there was a marked improvement in the modality of writing. Currently, we do not utilize ELL periodic Assessments; therefore, we have no findings to report at this time. Leadership did not opt to administer these assessments. As this is not a TBE/Dual Language Program, Native Language is not utilized in instruction. After careful analysis by school Leadership, Data Specialist/Test Coordinator as well as the ESL teacher of the RSMR, NYSESLAT modalities report results indicate that in the area of listening and speaking our students show the greatest strength. This is most prevalent in grades K through 2. In the modalities of reading and writing, our student's weakest area is writing. Writing is the weakest area in grades 3 through 5. These findings will be taken into consideration not only to drive small group instruction but for NYSESLAT preparation as well.
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?After analyzing NYSESLAT results, patterns indicate that our students weakest area continues to be in the modality of writing. When looking at the shift to academic language within the Common Core Learning Standards, patterns would indicate that ELL students are lacking the proper knowledge base of academic vocabulary in English. Administration recognizes this and as a result has purchased new materials to address the need. Currently, we do not utilize ELL periodic Assessments; therefore, we have no findings to report at this time. Leadership did not opt to administer these assessments. As this is not a TBE/Dual Language Program, Native Language is not utilized in instruction.
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](#).)
The school utilizes DRA assessments along with other assessments and checklists to identify students in need of RTI. In addition, the universal screening process for ELLs (LAB-R) is also closely examined. Based on need, the school implements the Wilson program for the lower grades, which continually charts student progress to guide instruction and Soar to Success and Visualizing and Verbalizing for the upper grades. The progress of these students is checked by Quick Checks and DRA assessments.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In the case of ELLs, their second language being English, teachers utilize proven methodologies to ensure multiple entry points of learning for these students. Some examples are: graphic organizers, pre-teaching of vocabulary, and sheltered English.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As we believe that a holistic approach of evaluating our program in order; at PS/IS 48, we are committed to excellence and we understand that we must grow and change every year to meet the ever changing needs and challenges of our students. With this tenet in mind, all venues are explored (report cards, formal (NYSESLAT , DRA) and informal assessment (teacher created test, On Demand writing pieces), teacher and parent interviews, needs based surveys, and feedback given to us from our parent coordinator who conducts outreach.) to determine the success of our ELL programs.

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](#).)
When NYSESLAT scores are made available in August the data specialist communicates with the ESL teacher so that she may compile a list of Continued Entitlement/Non-Entitlement Transitions letters that need to be sent out upon the start of school. The ESL teacher personally delivers the letters to the students so that they go home to the parents. A running record is kept as to the date these letters are sent out. As per CR Part 154, at registration an interview is conducted with the parent/guardian to determine if translation assistance is needed when filling out the HLIS form. At PS/IS 48 the screening process is collaboration between the ESL teacher who is fully certified, the Parent Coordinator, and the school Guidance Counselor who is also a licensed pedagogue. Whenever feasible the ESL teacher is the primary staff member conducting the screening process and ultimately handles all decisions for LAB-R eligibility. If assistance is required, the parent coordinator secures a translator for the process and HLIS is administered in the home language if available. The ESL teacher then reviews the document with the parents ensuring that they fully understand what is being asked of them. Consequently if the responses indicate a potential ELL; the ESL teacher conducts an informal interview with the child to determine if the LAB-R will be necessary. In September, within the first 10 days of enrollment, the ESL teacher revisits all HLIS forms of new registrants to determine who is eligible for LAB-R testing. All students who are eligible for testing are administered the LAB-R within the first 10 days of their enrollment. The ESL teacher keeps a hand score of all LAB-R results to ensure that all incoming ELLs are serviced as soon as possible. Subsequently, per Jose P., any student whose native language is Spanish that does not pass the LAB-R is also administered the Spanish LAB. This test is given by the ESL teacher who is bilingual (Spanish). Subsequently this process is repeated throughout the course of the year when is needed. Current as well as newly identified ELLs will be administered the NYSESLAT exam in the spring. Leadership in conjunction with the ESL teacher closely examine ATS reports which show trends in modalities to track progress of students and make changes accordingly.
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.
Orientation meetings are conducted to appraise ELL parents the different programs available in the New York City school system for their children. Prior to the meeting a report is run in ATS to determine the language needs of the participants in the meeting. All documents and translations are secured by the Parent Coordinator and ESL teacher to be utilized at this meeting. The day of the meeting parents first view the orientation video in English and then in their native language when feasible. Although the video describes the three programs that the city has to offer it behooves the ESL teacher to go further into depth about each of the program choices available to ensure that the parents make an informed choice on the program selection form. Before filling it out both the- Parent Coordinator and the ESL teacher- who are present at the meeting review the entire selection form and entertain any questions or concerns that the parents might have. Parents are informed that at this time PS/IS 48 only offers a Freestanding ESL program at this time but a running record of their choice will be kept on file and if the numbers indicate and a new program

opens up we will contact them and revisit their initial choice.

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 [\[see tool kit\]](#).)
PS/IS 48 is cognizant (per CR Part 154) that any family who doesn't fill out a program selection form defaults to a TBE program; this is factored into our running records as well. As a running record of program choice is kept if a TBE/DL program becomes at our school the Parent Coordinator, Guidance Counselor and ESL teacher are prepared to contact parents who previously chose these programs so as they can revisit their choices. We recognize how important this survey is and we make every effort to accommodate parents to ensure that they are privy to the orientation process. The Parent Survey and program selection forms are stored in the schools compliance binder. The ESL teacher keeps a running record of all this information and whenever necessary phone interviews are conducted in order to ascertain this important information.
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.
As previously stated, parent program and selection forms are filled out at the orientation meeting and stored in the compliance binder. In addition, after parent choices are reviewed, entitlement letters are sent home informing the parents of their program choice. Within ten days of school, continued entitlement and non-entitlement transition letters are sent home with students based on their June NYSESLAT results. A running record of letters sent home is kept by the ESL teacher.
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.
In the beginning of the school year, the ESL teacher in conjunction with the pupil personnel secretary run ATS reports to account for every student that must take the NYSESLAT exam. Based on these reports, NYSESLAT exams are ordered through the NYSED portal ensuring that the school has enough exams for every student. In the months prior to administering the exam, the principal, test coordinator and the ESL teacher sit to plan how the exam will be administered. A review of needed proctors, rooms, and schedule changes are made to ensure that every single student who requires NYSESLAT testing is administered all four parts of the exam.
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. 
The current trend at PS/IS 48 in terms of parent selection has been Freestanding ESL. Currently we have 49 ELL students of the 49; 42 have chosen Freestanding, 4 have selected Dual Language and 3 didn't respond resulting in a default to TBE. Therefore at this time PS/IS 48's program offering is aligned with selection choice. Based on LAB-R results and parent choice, placement letters are then sent home to the families and a running record is kept of this as well. Yes, at this time, our program model is aligned with current parent trend choice. PS/IS 48 understands that with demographic changes there might come parental preference changes as well, so we will make every effort to accommodate these possible changes.

Part V: ELL Programming

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])?

In order for students to receive their mandated hours and effectively schedule these services, ELL students are grouped with heterogeneous proficiency levels. In the Free Standing ESL model a combination of push in and pull out sessions are utilized. Differentiated instruction is provided within the groups in order to address the academic needs of all students. ELL students are grouped by grade level rather than proficiency level. All advanced groups meet five times a week for a total of more than 180 minutes. The intermediate and beginning groups meet twice a day, four times a week, for a total of 360 minutes. All students receive their mandated minutes per CR-Part154.

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)?

When creating the schedule for the academic year, the administration sits down with the ESL teacher to review NYSESLAT results in order to calculate the amount of mandated minutes of explicit ESL instruction required for each student. Based on previous LAB-R results, a block of time is also allotted for the potential incoming kindergarten/newly enrolled students. Blocks of time are also dedicated for common planning between teacher on the grade and the ESL teacher.

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.

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

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

Currently PS/IS 48 does not have a TBE or Dual Language program, therefore, the students are not receiving periodic assessments in their native language. In the case of special education evaluations, we are cognizant that all ELLs referred for an evaluation must receive the evaluation in both their native language and English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are periodically assessed on Imagine Learning (technology). This program is individually tailored to each student. In September, a baseline assessment is given which then sets up the program to meet the needs of the child. The ESL teacher is able to ascertain the results to drive her instruction in the four modalities. Subsequently, the students are intermediately assessed by the program so that instruction can be readjusted as needed.
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).

At this time we do not have any Students with Interrupted Formal Education(SIFE) at the school. Nevertheless, we recognize that a student who has experienced gaps in fromal schooling may lack the critcal (social and academic) skills that are necessary to assist thme

in performing on grade level. The first step would be to determine if the child was in fact a SIFE student. If the student fits the criteria, an informal assessment would be administered to determine the student's level of literacy. In the case of a middle school student the ALD exam would be administered in lieu of the informal assessment. If in fact the student was deemed to be SIFE, an action plan would be put into effect to meet the basic needs of the child. The next step would be to ascertain the amount of schooling the child has actually had and determine the child's true functioning level. All possible support services would be employed (at risk SETTS, Title III supplementary programs, 50 minutes of mandated tutoring.) The classroom teacher in conjunction with the ESL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with TPR (total physical response) and sheltered English methodologies have been successful. The student's progress would be carefully monitored and evaluated on a continuous basis. ELL students receiving service for 4 or more years are given an extension of services for standardized tests. For those students, the academic interventions focus more on text complexity. Extensive preparation in the writing workshop is also done in the ESL setting. In the case of long term ELLs, the school intervention team would meet with the ELL's classroom teachers and ESL teacher to review student's work to see if there was an academic issue impeding the student's language acquisition. In the case of former ELLs, they are provided with 1 additional year of ESL support which can be delivered in the form of AIS or 50 minute mandated tutoring services. The school's test coordinator is also apprised by the ESL teacher of all students eligible for continued testing modifications.

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?

ELLs with SWDs are provided with Wilson instruction, small group units that are aligned with the Common Core Standards (Language Skills Teaching Center - Lakeshore.) In addition, the ESL teacher shares best practices of ESL methodology with all teachers of ELLs on staff.

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?

PS/IS 48 recognized the need for SWDs to be serviced in the least restrictive environment. We now have an ICT class on six out of seven grades. We utilize the special education teacher's expertise and knowledge to help address those targeted students along with our speech and occupational therapist. In the case of ELLs with SWDs, the ESL teacher is also on hand to support the needs of the ELL students. Administration allows for scheduling to be flexible for these providers in order for them to have common planning time to collaborate.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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.
Intervention programs include AIS, Wilson, and extended day in both areas of ELA and Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
When examining the most recent NYSESLAT scores, findings indicate that ELL students are making progress. ELLs are provided with scaffolded instruction in content areas within the general education classroom and explicit ESL methodological language development instruction with the ESL teacher in a small group setting. At this time, we feel we are meeting the needs of our ELL population but we are always striving to improve and are consistently reassessing our program.
11. What new programs or improvements will be considered for the upcoming school year?
In light of the changes to the NYSESLAT exam to CCLS alignment the school is considering the following programs: Getting Ready for the NYSESLAT Attanasio and Associates and Tell Me More English software program.
12. What programs/services for ELLs will be discontinued and why?
Text Talk was discontinued for use in the ESL pull out program because it is now being implemented by all classroom teachers so that all students, including ELLs, might benefit.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At PS/IS 48, every child is afforded the same opportunity to participate in all the activities that the school has to offer. Students are invited to participate in not only academic intervention programs, but a rich art program as well (Guggenheim Museum, Ballroom dancing, Arts connection.)
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
In light of the Common Core Standards, the school has purchased Finish Line For ELLS-Continental Press in order to target the four modalities while addressing content area academic language and provide explicit instruction to ELLs in these domains. In addition, Imagine Learning software is used to provide further differentiated instruction. The school has also purchased, for grades 3-5, Language Power-Teacher Created Materials in order to provide ELLs with more support in text complexity.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
As we do not have any TBE or Dual language programs at this time therefore explicit native language instruction does not take place. However, whenever possible native language support is provided in the form of bilingual dictionaries, bilingual glossaries are also made available to the students. Bilingual copies of state tests are also provided if needed. In the event that the state does not have a version of the test in the student's language the school makes every effort to provide a certified translator. PS/IS 48 recognizes the value of a student's native language and makes every effort to make the student feel empowered and encourages families to preserve their native language and not allow attrition to take place.
16. Explain how the required services, support, and resources correspond to ELLs' ages and grade levels.
If an ELL is in need of support services, first the case is looked at by the school's Academic Intervention Team where a plan is put together for that student. If the child has an IEP, the IEP is looked at closely to determine what services are needed and how they should be appropriately delivered. Therefore, all services at the school (SETTS, OT, PT, Speech, etc.) correspond to ELLs' grade levels, ages, and if needed, functioning 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.
ELL students (newcomers) team up with other ELL students who speak their native language, making the transition easier for the student in their new school and environment. Students learn their new language (English) using technology and computer programs to help introduce them to their new language using the four modalities.
18. What language electives are offered to ELLs?
Currently there is no language elective offered at our school to any students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

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.

In order to provide all pedagogues on staff, all School Assessment Team members, service providers, school secretaries, parent coordinator and Leadership when possible with their 7.5 hours of ELL training, P.S. 48 offers professional development opportunities. The purpose of these opportunities is to enhance and support ELL instruction. Professional development is offered to all staff during extended day, grade meetings and faculty meetings. Professional development is driven by the needs of the students and teachers. Workshops are on a continuum basis. A sign in sheet will be implemented this year for recording. Some of the workshops include the following: (tentative calendar provided below) An agenda and sign in sheet is maintained in the main office and in teacher's file.

- a. How are ELLs identified? Sept. 25th 2013
- b. The ELL student and the Common Core Learning Standards October 23rd, 2013
- c. How to help an ELL with phonics? November 27th, 2013
- d. How can you tell if an ELL student is succeeding? December 18th, 2013
- e. The ELL student and Response To Intervention- February 5th, 2014
- f. ELL methodologies and the ELAND student. March 5th, 2014
- g. ELLs and the NYSESLAT exam- May 7th, 2014
- h. ELLs who have reached proficiency- June 4th, 2014

Ms. Vitale also models lessons for teachers in order to share best practices in ESL methodology. She is available along with School Leadership and guidance counselors to offer their expertise in aiding anyone with specific questions regarding ELLs at any time.

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?

P.S. 48 recognizes and preserves each child's cultural background by providing enrichment instruction through the Arts and Social Studies. In conjunction with the JCC, P.S. 48 houses a program for adults. Parents as Arts Partners activities celebrate different cultures through the arts. The Parent Coordinator has formed a translation committee that supports new families into the P.S. 48 community. They serve as liaisons for families who are not yet able to advocate for themselves to address any needs or concerns they might have. Our Parent Coordinator is extremely proactive in championing the needs of this population. She participated in the creation of a DOE funded film, "We are New York - Welcome Parents." The film is regularly shown at any of the ELL parent orientation meetings. In addition, the PTA is very active in working with both parents and school administration. There is an open door policy on behalf of the Principal. Parents are made to feel very comfortable to approach her with any questions or concerns they have. She is a strong advocate for ELL families and procures to make sure the needs of this population are met. Translations are made available upon request on the spot translations are made available either via the Parent Coordinator's mobile phone in conjunction with the DOE translation unit. The parent coordinator plays a pertinent role in translations both written and oral. The school runs an ATS report which states the parents language preference. Through this list we are able to compile a running record of specific languages that are needed for written communications as well as possible translations needed at conferences. Finally as a direct result of having a new school building with ample space, our plans for offering many new programs to ELL parents has come to fruition. As of this September, PS/IS 48 offers free english classes to adults ; a plan to offer free homework help to ESL students whose parents are not able to assist is also in the planning. In addition , we have partnered with Cornell University to offer free nutrition classes as well. This is just the beginning of many new exciting programs we hope to bring to our school.

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.

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

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

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

Part VI: LAP Assurances

School Name: PS/IS 48

School DBN: 31R048

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Mammolito	Principal		11/14/13
Kristine Nuzzela	Assistant Principal		11/14/13
Terry Guthrie	Parent Coordinator		11/14/13
Christine Vitale	ESL Teacher		11/14/13
Maria Hionas	Parent		11/14/13
Theresa Manzo/ Science	Teacher/Subject Area		11/14/13
Beth Cohen/ SETTS	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
Donna Alagna	Guidance Counselor		11/14/13
	Network Leader		
Marisa Marrone	Other <u>Speech</u>		11/14/13
Michael Goldenberg	Other <u>SAT Member</u>		11/14/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R048 School Name: PS/IS48

Cluster: 4 Network: 409

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

Part A: Needs Assessment Findings

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

PTA, School Leadership Team meetings and Monthly parent workshops are used to assess written translation and oral interpretation needs. The ELL teacher and The Parent Coordinator meet with ELL parents on ongoing basis. This information is used to ensure parents are provided with information in their native language. The Doe interpretation telephone unit is used for parent teacher conferences and translation monies are used to translate notices/letters into many different languages. Translation services are provided at monthly PTA meetings. Posters and notices are posted in different languages throughout the school.

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.

An increase in the number of ELL students and families indicate a need for written translations in additional languages. The Parent Handbook requires translation in languages other than English. Findings were reported via parent workshops, PTA meetings and ongoing oral conversations with parents and translators.

Part B: Strategies and Activities

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

- A. Written translations of forms and school documents-DOE Translation Unit and school Staff
- B. Written translation of Parent Handbook-(DOE Translation Unit
- C.School Newsletter and Calendar-Parent Volunteers.
- D.Parent Letters-translation by ELL teacher
- E. Written Narrative Report Cards- translation by ELL teacher

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.

- A. Oral translations at registration- ELL teacher and DOE interpretation telephone unit
- B.Oral translations at monthly PTA meetings- ELL teacher and parent volunteers
- C. Oral translation at parent -teacher confernces (or parental meeting regarding student)- ELL teacher and DOE interpretation telephone unit
- D. Oral translation at monthly parent workshops- ELL teacher and parent Volunteers
- E. Oral translation for phone calls home -Ell teacher translation and DOE interpretation telephone unit

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>.

As Per Chancellors Regulations , at registration every family is asked for their written and oral language preference. This information is documented on the students emergency blue card ,as well as in ATS. If there is a need for language interpretation the school makes every effort to obtain the requested language using all the channels previously stated . The ELL teacher and Parent Coordinator work in tandem with the schools pupil personnel secretary to monitor the schools translation and interpretation needs, through ATS reports and blue card findings.We are cognizant that schools must determine a family's need for this service within 30 days of enrollment. . We are also aware that families have a right to notfication of any critical information regarding their child's education including health, safety, legal disciplinary matters and entitlement to placement in any Special Education, ELL, or non- standard academic program. In addition, both the ELL teacher and the Parent Coordinator will be sent the periodic trainings provided by the DOE translation and interpretations unit. We will provide each parent whose

primary language that is other than English with written notification of their rights regarding translation and interpretation in the appropriate covered languages and instructions on how to obtain such services. At the main entrance, a sign in each covered language indicating the office/ room where a copy of such written notification can be obtained. Parents will be notified of the DOE website concerning the rights of parents to translation and interpretation services and how to assess such services.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Staten Island District: 31 School Number: 048 School Name: P.S. 048 William C. Wilcox
Cluster Leader: Christopher Groll Network Leader: Neal Opromalla Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/17/12 Senior ELL CPS: Nilda Kraft Additional Comments:		