

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PO MICHAEL J. BUCZEK  
**DBN (i.e. 01M001):** 06M048  
**Principal:** TRACY A. WALSH  
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**Superintendent:** MANUEL RAMIREZ  
**Network Leader:** **BEN SOCCODATO**

**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
Tracy Walsh	*Principal or Designee	
Lori Spector	*UFT Chapter Leader or Designee	
Sharinne Betances	*PA/PTA President or Designated Co-President	
Sonia Santos	Member/ Parent	
Lenny Ciccone	Member/ Parent	
Yokasta Baez	Member/ Parent	
Marie Greenidge	Member/ Parent	
Miriam Rosario	Member/ Parent	
Kayla McCormack	Member/ Teacher	
Iolani Grullon	Member/ Teacher	
Quran Francis	Member/ Teacher	
Shelia Sullivan	Member/ Teacher	

\*\*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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 90% of students in grades 3-5 will make a one level gain in targeted writing indicators as measured by the grade specific 6 + 1 writing rubric aligned to the Common Core standards for Writing.

### **Comprehensive Needs Assessment**

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

After examining class written assignments, DRA written responses and ELA State Exam, we concluded that our students need additional instructional support to improve skills in writing. Analysis of the school based interim writing assessments, DRA responses, data from the NYS ELA exam, indicate that our students struggle in writing, therefore, require additional instructional support to improve writing skills.

### **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**

In grades 3, 4, and 5 develop a grade specific common writing rubric with six criteria: Opinion, Organization, Voice, Word Choice, Fluency and Conventions.

Three written pieces per year will be scored against this rubric and placed on a spreadsheet to be given to the Assistant Principal, in order to use as the basis for inquiry work and choose appropriate instructional strategies.

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

Grade teams, including the Assistant Principal, will examine the strengths and weaknesses of the grade, class and individual students.

Teachers will design lessons to improve weaknesses found to be prevalent in the student writing.

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

Special attention will be given to SWD's, with a support teacher pushing in/pulling out twice each week.

Special attention will be given to ELL students with afterschool instruction twice per week.

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

A 50 minute block each week for teachers to meet, score papers and design lessons.

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

Title III afterschool program to focus on expository/informational writing strategies.

F-status teacher to work with teachers of SWD.

Per session Funding to create a spreadsheet to collect student scores.

### **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).

Conduct Parent meetings and workshops targeted toward prep for standardized testing, improvement in writing and questioning techniques.

Schedule Publishing parties celebrating student writing.

Written communication between parents and teachers about student progress on a regular basis.

Conduct Parent meetings where parents learn about instructional expectations of the Common Core standards.

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2014 90% of classroom teachers will make a 1 level gain (i.e., basic to proficient) in Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction based on the Danielson Framework of Teaching.

### **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.

Lead Teachers and the Principal studied the Framework for Teaching during the Summer of 2012. Using the research based framework will serve as a vehicle for engaging in professional discussions, create a common language, and receive feedback to improve the quality of teaching.

### **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**

Lead teachers will lead a grade study group of the book, Frameworks of Teaching.

Each grade, with input from the Assistant Principal and Principal will select areas to work on for the year based on CIE expectations

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

1. Supervisors will provide feedback to teachers' 3-5 times per year.

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

Teachers will design a protocol to observe each other and provide feedback.

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

1. Weekly Grade meetings focused on instructional expectations.

2. Weekly Inquiry team meetings to focus on Using Assessment in Instruction.

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

FSF to purchase books

Coverage and Per-diem monies to cover teachers to observe each other.

### **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).

- Communicate with parents through a monthly newsletter.
- Invite parents to visit classrooms.

This will be shared and discussed at PA and SLT meetings.

### **Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, grade 3 ELA scores increase by 5% as measured by the State Exam.

#### **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 order to meet demands of the new assessment, we will work on close reading of grade level texts.

#### **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. Teachers will plan together to select grade level texts.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. Teachers will plan highly structured conversation with parents as a model for how to talk about the books with their children.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. Focus on grade 2 and 3 Social Studies curriculum.  
 2.

**D. Timeline for implementation and completion including start and end dates**  
 1. September 2013 we will implement the grade level meetings to set the goals for June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 • Weekly Grade meetings to focus on instruction  
 1. Focused feedback to students.

#### **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 activities to result in rich language activities.  
 Parent Workshops.  
 Parents will share their experiences with other parents.

#### **Budget and Resource Alignment**

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

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

### 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. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	<p><b>Foundations-</b> The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding vocabulary fluency, and spelling.</p> <p><b>Wilson Reading System-</b> This is used to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p><b>Estrellita-</b> This is a Spanish language phonological/phonemics awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency and spelling.</p> <p><b>Guided Reading-</b> Each lesson has a set of objectives to be taught through the course of a session. Teachers will aid students in decoding words, figuring meaning, etc.</p>	<p>AIS teachers deliver differentiated instruction to small groups of grade K-2 students one period per day.</p> <p>Teacher delivers differentiated instruction to small groups of grade 3-5 students one period a day.</p> <p>The Dual language K and 1<sup>st</sup> grade classes have one period of instruction each day.</p> <p>AIS teachers deliver differentiated instruction to small groups of K-5 students one period per day.</p>	<p>During the school day.</p>

<b>Mathematics</b>	<b>Everyday Math</b> is a standard-based curriculum developed by the University of Chicago. It is research-based; has been field tested and proven by results; it teaches basic skills and conceptual thinking; uses a hands-on approach; set higher expectations.	One AIS teacher provides differentiated instruction to small groups of grades 3-5 students one period per day.	During the day.
<b>Science</b>	During the mandated four periods per week of science instruction teachers will integrate the literary genre of non-fiction informational texts and procedural narratives.	In 50 minute blocks by classroom teacher on Tuesday and Wednesday	During the school day
<b>Social Studies</b>	During the mandated four periods per week of social studies instruction teachers will integrate the literary genre of non-fiction informational texts and procedural narratives.	In 50 minute blocks by classroom teachers	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>School Psychologist:</b> Clinical services are provided by a psychologist from Columbia-Presbyterian. The services offer agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede the students performance and provides prescriptive measures that address student needs by suggesting additional student support services.	This will be done one on one.	

**Social Worker:** One part-time school social worker provides counseling services to at risk students during the school day one period per week depending on the students' needs. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.

**Health-related Services:** One school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity and asthma.

This will be done one on one.

**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 *TAS 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
We attend Hiring Fairs.
Work with local Universities and Colleges.
Coordinate with the Network Human Resource personnel.
Match new teachers with Mentors.
Provide Professional Development.

**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).
We have two coaches at the school that work with teacher teams and individual teachers on cycles of Professional Development.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We work first to be sure that we use the funds to cover the expressed reasons why we have them; STH, At-Risk, Pre-K. Then we use the funds to work with all students.

**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.).
Our two early childhood classes in Pre-Kindergarten are engaged in a math curriculum called Math Building Blocks. Also, teachers support student learning by including activities to help with the Foundational Skills included in the Common Core State Standards. In addition, Prekindergarten students are included in our specialty classes including dance, technology, art, library and physical education. Parents tour our school to become familiar with our school culture and to better understand our special programs. This helps with the transition from Prekindergarten to the elementary school. Our Kindergarten High-Five Math Club also helps in the transition.

**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.
Our grade level teachers decide on the assessments in both math and writing to be tracked during their Teacher Team Meetings. Assessments are connected to our math and ELA programs and trackers are used to assess progress and to group students throughout the school year. Our professional learning includes using multiple protocols to look at strengths and weaknesses of our students and to adjust instruction accordingly.

**TA Schools Only**

**Use of Program Resources**

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

N/A

***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).

N/A

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## **Parent Involvement Policy (PIP)**

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 1<sup>st</sup> 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;

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 1<sup>st</sup> 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.

**DBN: 06M048**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$388,224.54	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$99,695.00	X	See action plan
Title III, Part A	Federal	\$23,728.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,161,819.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.O. Michael J. Buczek	DBN: 06M048
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 48 M. is a neighborhood pre-K through grade 5 school comprised of 621 students and has approximately 185 ELL students. The school population is 70% hispanic. In addition to Spanish, the other languages represented include Arabic, Chinese, Albanian and Serbo-Croatian. The number of ELL students is based upon the results of the 2014 NYSITELL and the 2014 NYSESLAT. These ELL students are in ESL self-contained classes, Dual Language classes and in free standing ESL classes across the grades from kindergarten through fifth. In each grade, Kindergarten through fifth grade, includes an ESL self-contained class. Also, in each grade, kindergarten through fifth, includes a Spanish Dual Language class. The ESL classes are all taught by licensed ESL teachers. The Spanish Dual Language classes are taught by licensed bilingual Spanish teachers. English and Spanish are taught on alternate days in the Dual Language classes.

After an analysis of the four modalities of the spring 2014 NYSESLAT: listening/speaking, reading/writing, Title III students will be grouped according to their language needs and abilities. Title III teachers will emphasize instruction for the NYSESLAT levels where students need assistance to achieve English proficiency. The designed Title III Program will enhance the ESL and Dual Language classroom instruction by offering additional instructional time and small group instruction in order to meet the language needs of the students. The assistant principal in grades 3-5 will supervise the program and be involved in designing and implementing the professional development.

Title III funds will be used for five instructional after school groups that will service a total of 70 ELL students. All five groups of students will be instructed by licensed ESL/bilingual teachers. All of the groups will meet two times per week for one and one half hours each session. The groups will meet for a total of three hours per week, for a total of twenty eight weeks. The student program will begin on October 22, 2014 and end on May 28, 2015, after the NYSESLAT and ELA have been administered. It will be held every Wednesday and Thursday from 2:30- 4:00 p.m.

After school group one will consist of fourteen Newcomers/SIFE in grades 3-5 (multi-grades) who are functioning at least two years below expected grade level in reading.

After school group two will consist of fourteen English Language Learners with disabilities in grades 3-5 (multi-grades) who are having difficulties with vocabulary and reading comprehension.

After school group three will consist of fourteen third grade students who will be taking the ELA exam for the first time.

After school group four and five will consist of twenty eight fourth and fifth grade students who are

## Part B: Direct Instruction Supplemental Program Information

reading below grade level.

New York City Public Libraries in partnership with New York City Public Schools (MyLibraryNYC.org) will be accessed and integrated into the Title III Afterschool program. This program integrates technology and literacy by utilizing materials housed in the public library inventory (i.e., ebooks, periodicals, journals, videos, etc.). MyLibraryNYC supports the NYCDOE instructional goals and expectations, as well as, offers text that are aligned with the Common Core Standards.

MyLibraryNYC has many components. In our Title III program we will use two components.

1)Bookflix- a video version of classic storybooks, as well as, modern fictional stories that are juxtaposed to non-fiction text of the same subject. Bookflix offers the reader the option to watch the story (visual) or read along with the story which highlights the text, giving the reader the opportunity to observe the words as they are read in the story for both non-fiction and fiction. The non-fiction text offers bold content vocabulary with pronunciation options and definitions. Bookflix helps early readers develop and practice essential reading skills. It also introduces them to a world of knowledge and exploration. In addition to the video books with read along option, Bookflix has:

Puzzlers- which reinforces key vocabulary from the non-fiction text

Meet the Author- students get to meet the author of the text they read

Explore the web- offers web links to further extend learning and broaden content knowledge

Lesson Plans- which includes activities specific to fiction and non-fiction. All lesson plans are aligned to National Language Arts and Content Area Standards.

2)Trueflix- an in-depth, dynamic online resource that offers access to science and social studies Common Core Standards aligned materials. It promotes instruction and acquisition of 21st Century informational literacy skills. It also helps beginning researchers plan, manage and complete projects and assignments. Each Trueflix title includes the following elements:

Watch the Video (visual)

Read the book- (people, places, history, science and natives)

Explore More- Opportunities to conduct research

Project Ideas- contains a project goal

Explore the Web- web links to further extend learning and broaden content knowledge

Activity Center- Assessment to measure comprehension

Lesson Plans- Aligned with Common Core Standards

Both Bookflix and Trueflix have a homework help database which students will be taught to access. These components serve to further support the students' content knowledge. The two components also allow the students to continue to move at their own pace, so that it is individualized. The programs

### **Part B: Direct Instruction Supplemental Program Information**

encourage the students to continue to work on their content and literacy skills from home using their own computer. The parents can support their children's learning through the home links connection that is a parental component that is also available in Spanish.

In addition to Bookflix and Trueflix, we will use the program, Getting Ready for the NYSESLAT of Attanasio & Associates, Inc. This program will be used to target Speaking, Listening, Reading and Writing skills to prepare the students for the NYSESLAT that will take place in Spring.

We will also be using the Fountas and Pinnell Response to Intervention kits. The Fountas and Pinnell intervention kit provides teachers with leveled books so they can assess students and then provide strategic lessons using the five major components of reading: phonics, phonemic awareness, fluency, comprehension, and vocabulary. This system supports teachers with small groups to provide intensive, supplementary instruction designed to bring struggling readers and writers to grade level competency. Working with small groups supports teachers who are meeting the demands of Response to Intervention (RTI) and ELL students.

This intervention system includes a home-connection with the Take-Home Books and larger Lap Books for shared reading. Finally, the kit provides ongoing student assessment which helps teachers to adjust instruction continuously.

### **Part C: Professional Development**

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

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

Begin description here: Professional Development- the School Librarian, the ELL Coordinator and the Literacy Coach will work jointly to plan and implement professional development to all participating Title III teachers. The initial professional development will be conducted over one (1) session prior to the launch of the Title III Afterschool Program. This one initial professional development session will be held on Wednesday, November 15, 2014. The Title III teachers will be trained to use NYLibraryNYC. They will collaborate in the instructional planning and select appropriate common text that will meet the linguistic and literacy needs of participating Title III students. There will be seven (7) additional professional development sessions throughout the 2014-2015 school year. These professional development sessions will be held the first Tuesday of every month, beginning on Tuesday, November 11, 2014 and ending on Tuesday, May 5, 2015 from 3:45-4:45 p.m. Topics this year include: "Using Some Roleplay and Drama with Texts," November 25, 2014; "Using the Team-talk Routines More Strategically for ELLs," December 9, 2014; "Using Graphic Organizers Throughout All the Units to Support the Reading and the Writing," January 6, 2015; "Strategies to Promote Oral Language Development with SIFE and Beginner ELLs," February 3, 2015; "Guided Reading for ELLs," March 3, 2014; "English Language Learners and the Common Core Standards," April 14, 2015 and "Preparing for the NYSESLAT," May 5, 2014. These sessions will include additional planning and further professional development that will target students' writing needs as well as reading development. We will use the NYSESLAT report to identify

**Part C: Professional Development**

deficiencies to drive instruction in the Title III students' writing. There will be an emphasis on persuasive and informational writing. The instructional plans will be implemented with the Title III students, as well as, third through fifth grades (3-5) ESL/Dual Language Self-Contained classrooms. An additional school-wide resource will be made available to all of the teaching staff. There will be professional development given for working with the ASCD ActionTOOL, Strategies for Success with English Language Learners.

**Part D: Parental Engagement Activities**

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

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

Begin description here: There will be several parent informational meetings throughout the duration of the Title III Program. The first meeting will introduce the "My Library" component to the parents, so that they can monitor, participate and support their child's program involvement and progress. These meetings will involve the parent coordinator, school librarian and literacy coach. A parent letter will be sent home to the targeted Title III ELL afterschool students. This letter will explain the afterschool program. This letter will also explain how and why their child was targeted for the afterschool program. The first parent informational meeting/workshop will be, "Beyond TV/Activities to Support Literacy," Wednesday, October 22, 2014, presenter, Creative Arts Team. The second workshop will be "Songs, Chants and Finger Plays to Help our Children," Wednesday, November 19, 2014, presenter, Creative Arts Team. The following workshops will be presented by NYU LinCS Workshops: "Proactive Strategies + Ignoring Mild Misbehavior," Wednesday, January 14, 2015; and "Enjoying Mealtime Together," Wednesday, March 18, 2015. Last meeting will be, "Celebrating the Success of Title III," Wednesday, May 27, 2015. These meetings will be held from 8:30 to 10:30 a.m. \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>048</b>
School Name <b>P.O. Michael J. Buczek</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Tracy A. Walsh</b>	Assistant Principal <b>Fatimah Ali</b>
Coach <b>Gino Guistra</b>	Coach <b>Christie Quay</b>
ESL Teacher <b>Jonathan Hogan</b>	Guidance Counselor <b>Rosario Fung-Saldana</b>
Teacher/Subject Area <b>Jose A. Pena/ELL Coordinator</b>	Parent <b>Sharinne Betances</b>
Teacher/Subject Area <b>Lidia Liriano/SETSS</b>	Parent Coordinator <b>Arlene Tavarez-Vasquez</b>
Related Service Provider <b>Narolin Reyes/ Speech</b>	Other <b>Daniel Duignan/ Math</b>
Network Leader(Only if working with the LAP team) <b>Benjamin Socodatto</b>	Other <b>Leiry Tejada/ Reading</b>

### 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.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>6</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>636</b>	Total number of ELLs	<b>190</b>	ELLs as share of total student population (%)	<b>29.87%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Freestanding ESL</b>														
self-contained	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Push-In	2	2	1	2	1	1								9
<b>Total</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>21</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	190	Newcomers (ELLs receiving service 0-3 years)	143	ELL Students with Disabilities	40
SIFE	5	ELLs receiving service 4-6 years	47	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	53	5	0	12	0	2	0	0	0	65
ESL	90	0	16	35	0	15	0	0	0	125

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>143</b>	<b>5</b>	<b>16</b>	<b>47</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>190</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

### 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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	14	9	10	13	9	19	10	11	11	3	11	9							65	64
Yiddish																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>13</b>	<b>9</b>	<b>19</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>3</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>65</b>	<b>64</b>

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>64</u>	Number of third language speakers: <u>1</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>1</u>	Hispanic/Latino: <u>189</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>    </u>

**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	17	30	28	11	22	12								120
Chinese		1			2									3
Russian				1										1
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>17</b>	<b>31</b>	<b>28</b>	<b>12</b>	<b>25</b>	<b>12</b>	<b>0</b>	<b>125</b>						

## 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)	12	3	2	6	4	6								33
Intermediate(I)	2	14	13	3	9	5								46
Advanced (A)	17	24	22	13	23	12								111
Total	<b>31</b>	<b>41</b>	<b>37</b>	<b>22</b>	<b>36</b>	<b>23</b>	<b>0</b>	<b>190</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	6	0	0	31
4	15	2	0	0	17
5	21	4	0	0	25
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	15	3	4	3	3	0	0	0	28
4	6	3	9	1	0	0	0	0	19
5	16	10	2	1	0	0	0	0	29
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	4	1	8	4	0		19
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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)	1	3	12	3	0	1	6	5
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 48 Manhattan administers the Developmental Reading Assessment (DRA) and the Evaluacion del Desarrollo de la Lectura (EDL) to all students. Kindergarteners are assessed twice a year beginning in January and again in June. All other students are administered these assessments three times a year beginning in September. The DRA and the EDL provide information that assists teachers in

grouping their students by level or by literacy skills. For example, we have noted that expression and phrasing pose a problem to many students. We have responded by implementing school wide Poem of The Week. During our 50 minutes extended-day block many classes do Readers Theater. Teachers administering the DRAs meet to discuss trends and patterns. These are reported to the classroom teachers during scheduled sessions with their AP. Our DRAs also reveal that making inferences continues to challenge many of our ELL students. As a result, teachers have been planning mini-lessons, guided reading lessons and additional independent practice in these skill areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As in most years, data reveals that our beginners are concentrated heavily in the kindergarten, with 12 students in Kindergarten. An influx of new children to the country will increase the numbers in most grades as the year progresses. After Kindergarten, concentrations shift from beginner to advanced, which is the largest % of ELL population. We also notice a large amount of students have been scoring at the advanced level in the NYSESLAT for two or more consecutive years.
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 [AMAQ tool](#))  
Even though we do not have the NYSESLAT modalities scores, by looking at the raw score, we notice that the listening and speaking scores are higher than those of reading and writing. Our CEP goal is concentrated on writing and our dual language and ESL teachers are studying strategies for assessing and targeting student writing. For example, teachers examined students' work to identify areas of need which include improving syntax, developing lessons on subject-verb agreement and the use of the past tense.
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?
    - a - Similar numbers of children progress along the NYSESLAT levels in dual language and ESL. We find that children who remain at the same level for more than one year often are also identified as needing other interventions. More students have chosen to take the math exam in English than in Spanish while presented with both. On the 4<sup>th</sup> grade science test only 4 out of 19 took it in their Native Language. The ELA Common Core State Exam could be challenging for the ELLs, especially beginners and intermediates. These students are still having a difficult time answering questions where they have to imply: making inferences, drawing conclusions, and making predictions. In third grade 25 students score level 1, 6 scored level 2. In fourth grade 15 students scored level 1 and two students scored level 1 and 4 students scored level 2.  
In grades 3-5, on the NYS Math, less than 50% of the students that scored level 1 took the test in Spanish. Three students in grade 3 who took the test in English scored level 3.  
On the NYS Science one third of the ELL population took the exam in Spanish. 50% of the students that scored level 3 took the test in Spanish.
    - 4b. The School leadership and teachers are using the results of the ELL Periodic Assessments to identify the level of performance of each student. The ELLs who are performing two grades below the grade level in reading according to Fountas and Pinnell are considered struggling students. The team recommends them for intervention. This intervention is supplemented by the Foundations reading program in English, and Estrellitas in Spanish.
    - 4c. P.S. 48 M is learning many things about the ELLs from the Periodic Assessments. The early identification of the students who need intervention is important for the success of the students. We also learned that newly enrolled SIFE need the support in their native language throughout the day to acquire the second language.
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](#).)  
At P.S. 48, data is used to drive instruction. ELLs who need intervention, receive Foundations Tier I and Tier II. Tier I is provided by the classroom teacher. Tier II Foundations is provided by reading teachers using the pull-out model in small groups, no more than six students. Every ten sessions, students are tested to measure their progress. If any student does not master the projection, that student would be placed in a smaller group to afford the child more attention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- CR Part 154 is the guide for instructional decisions at P.S. 48M when it comes to ELLs. First, we take into consideration the parents' choice to place the student in a particular program for ELLs. After the student is placed in the program, we make sure that the student is receiving the mandated language services. Every teacher at P.S. 48 M knows the English Language Learners in his or her class. These students are grouped in a way they can learn from each other cooperatively. Licensed bilingual teachers, ESL teachers, and trained monolingual teachers deliver instruction aligned to the standards to the ELLs. Resources are available for literacy instruction. Smartboards and smart cameras are available to support learning and creating effective program implementation for ELLs. For progress monitoring, we assess the students in the language of instruction. If instruction is occurring in English and Spanish, then assessments take place in both languages.

Scaffolding instruction for ELLs is in place in our school. For example, pre-teaching vocabulary, and identifying and clarifying difficult words and concepts are routinely employed. We provide the students with additional time to work with grade appropriate content which is helpful in building both language and literacy skills. In writing, teachers provide students with explicit feedback on spelling, editing and revising their work

Testing accommodations are in place for our English Language Learners and former ELLs who tested proficient on the NYSESLAT less than 2 years ago.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- a. All students are assessed 3 times a year using the EDL and the ELE once a year.
- b. According to the ELE, 6 out of a total of 12 EPs scored at the third quartile and 5 scored at the top quartile. One scored at the second quartile and none scored at the first quartile.
- c. According to our School Progress Report for 2012-2013 our ELL sub group (LEP) achieved adequate yearly progress in both math and ELA.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Success of our programs are evaluated through a variety of measures. These include student retention, student achievement, particularly on the NYSESLAT, whether students have achieved their AMAO, and anecdotal reports from families, students and teachers.

## Part IV: ELL Identification Process

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

- 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](#).)  
At registration parents or guardians are asked to complete the revised 1996 Home Language Identification Survey which is available in many languages to help identify possible ELL students. Licensed and certified pedagogues including Bilingual and/or

ESL teachers conduct the interview and help parents complete the survey correctly. If the home language is other than English or the student's native language is other than English, where possible, an informal student interview is administered in their native language. If the home language is identified as English or the student's only language is English the process stops and the child is not an ELL. The student would then enter a general education program. If the student speaks a language other than English and speaks little or no English then they are administered the Lab-R within the first ten days of their school admission by a licensed and certified Bilingual or ESL teacher. Students are identified as possible ELLs if in section one of the HLIS a language other than English is identified for one item and if in section two of the HLIS a language other than English is identified for two items. If a student scores at or below the cut score for the grade the student is identified as an ELL. They may score at either the beginning, intermediate or advanced levels. If a student scores above the cut score, the student is deemed proficient in English and is not an ELL. If Spanish is the home language the student is administered the Spanish Lab during the same administration period as the Lab-R. The Spanish Lab is administered only once. Each spring ELLs are administered the NYSESLAT to determine proficiency in English. ELLs continue to take the NYSESLAT until they reach the proficiency level and tested out. Once they test out, they are no longer identified as ELLs.

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.  
Parents are invited to attend a parent orientation meeting within the first ten days of the child's school admission. Letters in the preferred language are sent home to parents of possible ELL students and phone calls are made to ensure attendance by parents. A poster is placed on the front door of the school with information about the orientation in English and Spanish. At this orientation, parents view a Department of Education DVD where the chancellor explains the three program choices which are transitional bilingual, dual language and freestanding ESL. The DVD can be programmed to be presented in languages other than English. Parents are also given a Parent Guide on English Language Learners which is also available in languages other than English. Orientation meetings are ongoing throughout the year as possible ELL students are registered. These meetings are conducted by the assistant principal in charge of bilingual education and the ELL Coordinator. The parent coordinator, ESL and Dual language teachers are also present.
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 [\[see tool kit\]](#).)  
Parents are asked to complete the Parent Survey and Program Selection form at the orientation meeting after they have viewed the DVD, read the Parent Guide had it explained to them and had the opportunity to ask questions. If they can not complete the Survey at the orientation they are asked to return the survey as soon as possible to ensure desired placement. Follow up phone calls are made and reminder letters are sent home to encourage parents to return the Survey to ensure desired placement. If a form is not returned, the default program for ELLs is dual language. Entitlement letters with a date are distributed by the ELL Coordinator and copies are made and filed.
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.  
Identified ELL students are placed in dual language and ESL classes according to the parent survey and program selection form preferences. Where a preference has been indicated by the parent, placement is made accordingly. If the survey is not returned, the default placement is dual language. Entitlement letters with a date are sent home in the native language of the parents. Copies of the letters are made and kept on file in the ELL Coordinator's office.
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.  
To administer all sections of the NYSESLAT, First, P.S. 48M analyses the testing window to formulate the testing schedule. Then, testing personnel is selected and trained to administer the NYSESLAT. The subtests are administered in the following sequence:  
  
Session 1- Speaking, Session 2- Listening, Session 3- Reading, and Session 4- Writing. The speaking subtest is administered to students individually at a location separate from other students. The administrators choose the testing dates to administer the Listening, Reading, and Writing subtests to groups of students. Make-up test dates are dates that remain in the primary administration period.
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. ①

After having reviewed the parent surveys and program selection forms for the past few years, the trend towards free standing ESL and dual language programs is clearly indicated. Due to supporting data that dual language programs promote greater student achievement and offer more and better career options, PS 48 now offers a dual language brochure. This school year more than 30 parents indicated a preference for the dual language program. Program models are aligned with program requests. The assistant principal in charge of ESL and bilingual education and the ELL coordinator form the new Kindergarten classes by referring to the program surveys completed by parents. When a parent of an already enrolled ELL student wishes to make a program change for their child, a new survey form is completed and a new placement is made where appropriate.

## 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])?
- a. Our kindergarten offers a Self-contained Dual Language class, a Self-contained ESL class and a Collaborative Team Teaching class and a General Education class. Grade one offers a Self-contained Dual Language class, two General Education classes, a Self-contained ESL class and a Collaborative Team Teaching class. Grade two offers a Self-contained ESL class, a Dual Language class, a G.E. class and a Collaborative Team Teaching class. Grade three offers a General Education class, a Self-contained ESL class, a Dual Language class and a Collaborative Team Teaching class. Grade four offers a General Education class, a Dual Language class and a Collaborative Team Teaching class. Grade five offers a General Education class, a Self-contained ESL class, a Dual Language class and a Collaborative Team Teaching class. Grades three, four and five are departmentalized with a certified ESL teacher as the literacy teacher, and a certified general education teacher as the subject area teacher. ELL students in ICT grades K-5 receive ESL services through a push-in and pull-out model by a licensed ESL teacher. Finally we have a 12:1:1 special education class (K-2) where ESL services are also offered. In addition, we have a 12:1 special education class for grades (3-5) where ESL services are also offered.

b. Our students are placed heterogeneously across the grades and programs. However, our two ESL teachers see children in small homogeneous groups according to their English proficiency level. In addition, our Title III after school program targets children who have been on one level for two or more consecutive years on the NYSESLAT.

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)?

Whether in ESL or Dual Language, all of our ELL students receive their mandated number of minutes as follows:

In kindergarten, first, second, third, fourth, and fifth grade, in our self-contained Dual Language offers instruction 50% in English and 50% in the native language Spanish. The language of instruction alternates each day. Students at the beginning, intermediate and advanced levels of English language proficiency receive the mandated number of minutes of instruction in ESL.

In the Self-contained ESL class instruction is delivered 100% of the time in English by a licensed and certified ESL teacher. Thus, beginning and intermediate students receive at least three hundred and sixty minutes in ESL and advanced students receive at least one hundred and eighty minutes in ESL. ELL students in general education classes and Collaborative Team Teaching classes receive ESL instruction according to the English proficiency level. Beginning and intermediate students receive three hundred and sixty minutes in ESL and advanced students receive one hundred and eighty minutes in ESL in a push-in or pull-out model. Advanced students also receive the mandated number of minutes of English Language Arts instruction.

a – Included are student programs which indicate ESL, ELA and NLA instructional minutes delivered in each program: (see attachment with student programs)

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.

In our Dual Language program all content areas are delivered in both languages according to the schedule. All other models provide instruction in English while accessing native language to allow students to construct meaning, either through turn-and-talks or other collaborative structures. Teachers scaffold instruction through use of realia, visuals and explicit frontloading of language structures. Literacy is developed through content area instruction. For example, in social studies visual presentations of geography and history accompany teachers' lessons. These presentations are available to all teachers through our content area Wikispaces. In science, hands-on exploration provides language experiences which are complemented with explicit vocabulary instruction. Vocabulary word walls (with visuals) and sentence walls support language and content area instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs are appropriately evaluated in their native language Spanish through administration of the EDL. The results of the EDL assist teachers in grouping students according to level or literacy skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are appropriately evaluated through the administration of the DRA. Teachers record the student's responses to prompts and

questions. As students retell, teachers underline and record on the overview the information included in the student's retelling. Reading engagement, oral reading fluency, and comprehension are also aspects evaluated during administration of the DRA. Teachers make sure that they record the student's oral reading behavior. The DRA also includes writing assignment, a summary written in the student's own words which includes, key vocabulary and supporting facts. In addition to the DRA, teachers at P.S. 48M administer a writing baseline assessment. The first one is administered at the beginning of the school year (fall) and the second one in the spring to compare the improvement gained throughout the year.

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).

a. SIFE students in our Dual Language programs are supported by preparing for their specific needs on a daily basis. Emergent reading materials in Spanish have been prepared for SIFE students in our third and fifth grades. During literacy block SIFE students read in Spanish even on English days in order to support their acquisition of basic grapho-phonetic knowledge and beginning sight words. Guided reading is the primary means of delivering instruction to these students. Study buddy structures support children when the teacher is instructing other groups.

b. Newcomers are seen by our ESL instructors in small groups using a pull-out or push-in model. Our newcomers are also served by their classroom teacher with the support of the bilingual resource room teacher. Kaplan materials are used to support test sophistication while the Ready Gen program builds comprehension skills and strategies. The newcomers are being prepared for the new writing portion of the ELA through daily journal writing (with and without prompts), in addition to Ready Gen Writing component.

c. Students services between 4 to 6 years: Students receive intervention services in small groups from AIS personnel. Language modalities are targeted through explicit instructional strategies to build vocabulary and syntactical skills. Teachers have been trained in appropriate frontloading of lessons to prepare children for the linguistic demands of the text. In addition, in-class interventions include Reader's Theater and daily poetry reading to support prosody and automaticity. They are also seen by ESL teachers as per CR Part 154.

d. We do not have any long-term ELLs, but if there are, we will provide explicit instruction in creating appropriate grade-level writing in different genres including expository, narrative, and argument. Teachers will provide students with genre-specific rubrics to assist them in focusing on a particular content area.

e. Our former ELLs (in years 1 and 2, after testing Proficient, we provide them with ESL support. We also provide them with testing accommodations.

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?

Similar strategies are used to instruct ELL students with special needs. Vocabulary words taught should be highlighted and selected because a student needs to know them in order to reach the objectives of the lesson. These should include big idea words, high frequency academic words and content specific words. Teachers should scaffold their teaching with modeling, activating prior knowledge and building schema.

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?

ELLs with special needs are served according to their IEP. Those placed in monolingual ICT classes are seen by ESL teachers. Those in Dual Language classes are seen by our bilingual resource room teacher, bilingual speech teacher, bilingual social worker and guidance counselor. We also have students receiving occupational therapy and physical therapy across the program models. Some of our ELL students require one to one health paraprofessionals, who are all bilingual.

### 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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

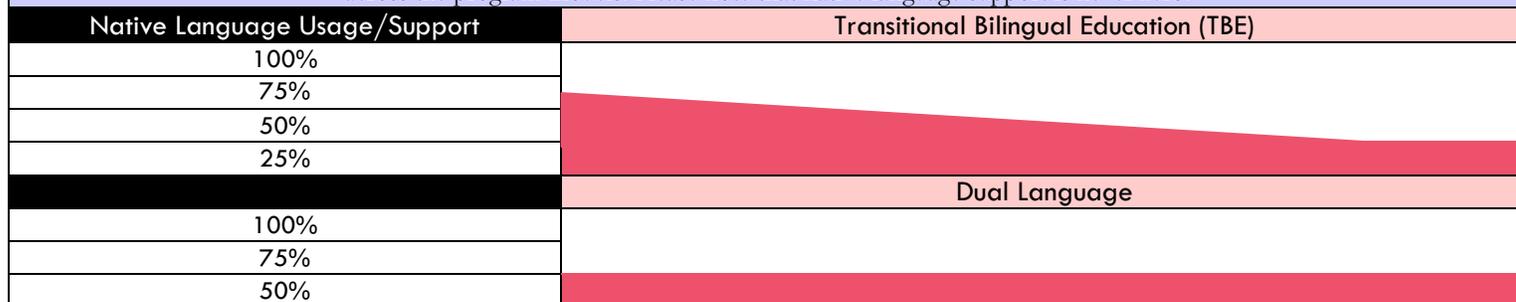
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
In mathematics, an AIS math instructor pushes in and pulls out small groups for math. In addition, ESL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and two English AIS teachers who use ESL strategies in guided reading groups.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
At P.S. 48, every teacher who has ELLs in the classroom is provided with the Scaffolded Strategies Handbook from Ready Gen. It gives ideas to the teachers to implement activities, as well as and routines to support reading, writing, speaking, listening and vocabulary acquisition. For instance, every unit gives a list of cognates English/Spanish for the anchor text and supporting texts. It also suggests the use of visuals and demonstrating actions to teach vocabulary. One challenge for ELLs is that the read aloud referred to as the First Read of the Lesson can be frustrating. Students are expected to listen for 15-25 minutes every day without a pause. Comprehension can break down early and students can become lost during this time.
11. What new programs or improvements will be considered for the upcoming school year?  
This school year all x-coded students who will be administered the NYSESLAT will receive ESL instruction according to their proficiency levels through a push-in model. Beginning and intermediate students will receive three hundred and sixty minutes and advanced students will receive one hundred and eighty minutes. In addition, funding received this school year through the Title III Immigrant Program for Immigrant Students will be used in part to develop in students academic language through problem-solving and project-based learning in social studies, science and math.
12. What programs/services for ELLs will be discontinued and why?  
Due to budget cuts, ELL students who have reached English language proficiency on the NYSESLAT will not be served in the Title III after school program. In addition, the monies previously available to hire F status faculty to meet with our SIFE students have been exhausted.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All information regarding programs are provided bilingually to all parents. Title III serves those ELLs who have not previously met their AMAO or who have narrowly met their AMAO. They meet twice a week for one hour and thirty minutes each day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Science and social studies books have been purchased that have high contextual support through visuals, graphic organizers and explicit scaffolding for vocabulary. (e.g. Early Explorers Series, Graphic Biography, Graphic History) In addition, fluency and vocabulary building is supported through Readers Theater in both English and Spanish. ESL teachers use the Scott Foresman Newcomers Book for newly arrived students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In the Dual Language program, native language Spanish is used 50% of the time. Newly arrived students and SIFE students, receive foundational literacy support in their native language. All classroom libraries include native language selections. ESL classes provide native language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, e.g. letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. We have a small but ever-growing number of children who speak other languages including Arabic, Albanian, Russian and Chinese. Teachers make every attempt to have materials about children's countries of origin in their classroom. When possible, teachers have invited children from upper grades to visit their classrooms to offer the opportunity for their students to interact in their native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students and have had to create our own.

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.

**At this time, we do not offer an orientation before the beginning of school in September for newly arrived ELL students.**

18. What language electives are offered to ELLs?

**n/a**

19. For schools with dual language programs:

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

**a. All of our Dual Language classes provide instruction 50% in English and 50% in Spanish. However, SIFE newcomers placed in dual language classes receive literacy in small groups in their native language wherever possible.**

**b. EPs and ELLs are integrated for the entire day. No content area subjects are taught separately.**

**c. The Dual Language calendar determines the language of instruction on any given day. Therefore, all content areas are taught in both languages. However, in mathematics, ELL students are offered the opportunity to select the language for assessments.**

**d. Kindergarten through fifth grade are self-contained 50%/50% models.**

**e. Emergent literacy is taught simultaneously with differentiated expectations according to language dominance.**

### 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.

1. ELL personnel are members of the ESL/Dual Language Study Group which meets once a month for two hours. Topics this year include: analyzing data, collaborative lesson planning aligned to the Common Core Standards, analyzing student work, strategies for building vocabulary and syntax. ESL and bilingual teachers participate in professional development offered by our network. In addition, our ELL Coordinator has attended workshops on Understanding Title III, and the Language Allocation Policy. It is then turnkeyed to teachers with ELLs in their classrooms.

2. -Preparation for the reading with background knowledge and vocabulary support before, during and after the reading.  
-Use of graphic organizers throughout all the units to support the reading and the writing.  
-Use the Team-talk routines more strategically for ELLs.  
-Using some roleplay and drama with texts.

3. Upper grade teachers work in collaboration with the guidance counselor to plan for their transition to middle school. The school social worker meets with students and their families. Fifth grade teachers visit middle schools and plan instruction that scaffolds students' academic skills. For example, students begin to write five paragraph essays, persuasive essays and simple research papers.

4. All staff are required to receive 7.5 hours of ELL training. Training is provided through monthly faculty conferences, grade conferences, in-school professional development. Topics include preparing for the NYSESLAT, Oral Language Development, Strategies to Support Vocabulary and Syntax, Guided Reading for ELLs, Supporting Language Needs in Mathematics, English Language Learners and the Common Core Standards and others. Teachers are encouraged to maintain a copy of their attendance and certificates of completion.

## 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?
  1. Parent events including parent orientation, Schools Tours, Open School Night, Family Movie Night, Evening of Family Holiday Celebration, Family Arts & Crafts, parent conferences and school celebrations are conducted in English and Spanish. Our Parent Coordinator provides workshops and courses in English and in Spanish. Topics include parenting skills, health and nutrition, English survival skills and transitioning students to middle school. Cake baking classes, pottery classes, and interior design classes are also offered in both languages. Learning Leaders will also be training participating parents to be able to volunteer in our school. The PA works in close collaboration with teachers and the administration, volunteering in classrooms, on field trips, at school events and through fundraising efforts.
  2. P.S. 48 Manhattan partners with other agencies and Community Based Organizations to provide workshops and services to all parents including ELL parents. Using the results of the parent survey, the parent coordinator plans workshops related to topics of interest to parents. Workshops about housing and health related issues (asthma) have been planned and local doctors have participated in the health related workshops. The United Federation of Teachers dial-a-Teacher Program has provided a workshop to parents about homework and homework help for their children.
  3. The parent coordinator conducts a survey to determine parents' needs and interests. In addition, the social worker attends parent meetings to make her services known to parents and to respond to them.
  4. Our workshops support parents in providing methods for their involvement and their child's academic life. School activities build community and open the doors to create a partnership between the families and the 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.

## Part VI: LAP Assurances

**School Name: P.O. Michael J. Buczek****School DBN: 06M048**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tracy A. Walsh	Principal		11/1/13
Fatimah Ali	Assistant Principal		11/1/13
Arlene Tavarez-Vasquez	Parent Coordinator		11/1/13
Jonthan Hogan	ESL Teacher		11/1/13
Sharinne Betances	Parent		11/1/13
Jose A Pena/ ELL Coordinator	Teacher/Subject Area		11/1/13
Lidia Liriano/ SETSS	Teacher/Subject Area		11/1/13
Gino Guistra	Coach		11/1/13
Christie Quay	Coach		11/1/13
Rosario Fung Saldana	Guidance Counselor		11/1/13
Benjamin Socodatto	Network Leader		11/1/13
Narolin Reyes/ Bil. Speech	Other <u>Related Services</u>		11/1/13
Daniel Duignan	Other <u>Math</u>		11/1/13
Leiry Tejada	Other <u>Reading</u>		11/1/13
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 048 School Name: Police Officer Michael J. Buczek

Cluster: \_\_\_\_\_ Network: CFN 532

**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**

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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.

Written translation and oral interpretation needs for our school are assessed using data that is collected from the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Association meetings and during parent workshops. This information is analyzed and we use the Adult Preferred Language Report (RAPL) to determine which languages school documents and announcements must be translated into to ensure that all parents are provided with information in the language they can understand.

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

Based on the collected data, P.S. 48M has found that information must be sent to our parents in English and Spanish. The ELL Coordinator reported these findings to ESL teachers and classroom teachers at the beginning of the school year. Additionally, the Parent coordinator and school administrators were made aware of linguistic diversity in order to make the appropriate accommodations for communicating with our families.

## Part B: Strategies and Activities

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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.

P.S. 48M provides in-house translation services tapping into the extensive resources that exist within our school. All written communications that need to be translated into Spanish is done so by the Parent Coordinator and ELL Coordinator. When sending out school information, we refer to the Adult Preferred Language Report (RAPL) in order to communicate effectively with our parents.

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.

P.S. 48M provides in-house interpretation services to parents that need oral interpretation services by our multilingual staff members. A large number of people on staff speak Spanish and we also have personnel who speak Italian, Japanese, Punjabi, Hindi, Chinese, Greek, Korean, Persian, Albanian and Sign Language if needed. These services are offered during all our meetings, school functions, and registration process. The purpose for offering language services is to facilitate and increase meaningful communication and access to school programs, curriculum, activities, and educational opportunities. We also post and provide school staff with Language Identification Guide to provide parents with additional translation and interpretation services if needed.

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

P.S. 48M will fulfill Section VII of Chancellor's Regulations A-663 by translating and interpreting all forms of parent notifications from English to Spanish. There are always translators available for our parents during all school activities and information sessions about their children's academic performance. We also have a sign posted at the primary entrance, by the security desk, in the main office, and at the ELL and Parent Coordinator's offices indicating the availability of translation and interpretation services. We will also continue to use all resources available from The Translation and Interpretation Unit.

