

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q048

School Name:

WILLIAM WORDSWORTH

Principal:

PATRICIA MITCHELL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28@048
School Type: Elementary Grades Served: Pre-K to 5
School Address: 108-29 155th Street Jamaica, NY 11433
Phone Number: 718 558-6700 Fax: 718 558-6710
School Contact Person: Vanessa Christensen Email Address: vchrist@schools.nyc.gov
Principal: Ms. Patricia Mitchell
UFT Chapter Leader: Barry Hauptman
Parents' Association President: Belinda Peterkin
SLT Chairperson: Patricia Mitchell
Student Representative(s): NA

District Information

District: 28 Superintendent: Mabel Sarduy
Superintendent's Office Address: 97-15 Sutphin Blvd. Jamaica, NY 11433
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718 557-2600 Fax: 718 557-2610

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Meldnado
Network Number: 5.35 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Mitchell	*Principal or Designee	
Barry Hauptman	*UFT Chapter Leader or Designee	
Belinda Peterkin	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Diana Guerrini	Member/ Teacher	
Danielle Grossi	Member/ Teacher	
Nicola Fletcher	Member/ Teacher	
Renee Campbell	Member/ Parent	
Tracey Battle	Member/ Parent	
Felicia Kilpatrick	Member/ Parent	
Renee Campbell	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Mission Statement

The mission of the William Wordsworth Elementary School is to provide multiple opportunities for scholars to engage with rigorous, common core aligned tasks that promote critical thinking in all subject areas. Our staff is dedicated to successfully preparing scholars for college and careers in a safe and nurturing learning environment that is supported by parents, administrators and community based organizations.

Strengths, Accomplishments, and Challenges

PS 48 has undergone a dramatic change over the last seven years. We have doubled the number of enrolled scholars from 330 to almost 600 (including our D.75 partner school). Our staff has changed as well in terms of their collective ability to meet the demands of new instructional requirements. Our shared vision for high expectations begins with strong instructional leadership and resonates with our stellar staff. This has had a positive effect on our learning community. While we have a long way to go in terms of academic performance, our progress data speaks volumes about our commitment to ensuring that scholars are growing. The quality of pedagogy has improved based on the Danielson framework, and instructional coherence is evident throughout our school. Joyful rigor and instructional shifts form the basis of instruction that prepares scholars for college and careers. PS 48 supports scholars' instructional and non-instructional goals through a myriad of human resources, community based organizations and partnerships. We are also supported as a school community by a network that understands our needs and provides external supports that are aligned with our school goals, human resource needs and budget requirements.

Our school boasts accomplishments as follows:

- P.S. 48 took 2nd place in the 2012 Queens School Wellness competition
- We were 2nd place in the 2013 Young Debater's competition with attorney Richard Celestine. In 2014
- PS 48 was 3rd in the *Every Student, EveryDay* NYC Attendance Campaign. We reduced the number of chronically absent scholars by 85% and our efforts were commemorated with a certificate for Model School from Chancellor Fariña in May 2014.
- Finally, our school is the recipient of a 1.2 million dollar grant designed to improve literacy in the South Jamaica area. As a major benefactor of that strategic grant we currently work with about nine community based organizations that support our instructional goals. They include Reading Partners, Read Alliance (January 2015), BELL (Summer 2014), Y.M.C.A., JUMPSTART, York College, Literacy Inc., The Queens Public Library, The Hall of Science, and Learning Leaders. This renewable grant will extend until June 2016.
- Our Scholars were featured on NY1 in December 2014 to as we launched the use of tablets in our self-contained classes.

Scholarly Leadership is paramount at our school. Character plus education equals leadership. As a result of our S.A.V.E. (Students Against Violence in Education) leadership initiative, we have seen a drastic reduction in the number of suspensions in our school. In 2010-2011 the number of incidents totaled 119, In 2011-2012 that number dropped to 69. In 2012-2013 the number climbed to 80. Finally in 2013-2014 that number was 83. The increase from 2012 to 2014 can be attributed to a substantial increase in student enrollment from 366 in June 2011 to 573 in June 2014. Overall, our school culture is one of inclusion, and respect for ALL. Our scholars enjoy a safe and nurturing environment. All our scholars are taught to alert an adult when they see something wrong.

PS 48 recognizes the importance of attendance for success as a scholar. Our attendance team is one of the most effective in the city. During the 2012-2013 school year, our team decreased the number of chronically absent scholars

(absent 20 or more days) from 66 to 32. During the 2013-2014 school year the number of chronically absent scholars dropped from 130 to 20. As previously stated, PS 48 came in third in New York City in reducing the number of chronically absent scholars. Our innovative approaches to combat chronic absenteeism were shared in the November 6th issue of Education Week as well as U.S. New and World Report on November 10th, 2014.

In addition, our school was highlighted by researcher Kim Nauer's 2014 report from the Center for New York City Affairs. I served on a panel at the New School in November 2014 that included Deputy Mayor Richard Buery, and former New York City School Chancellor Rudy Crew to discuss the attendance metamorphosis at PS 48 and to share insights on "A Better Picture of Poverty".

One of our strongest partnerships is with Reading Partners. Based on Reading Partner data since 2012 reveals the following:

Reading Partners has recruited and trained over 60 community volunteers. 80% of enrolled scholars increased their reading proficiency by more than one year between 2012-2014. Our scholars accelerated an average of 1.3 months of reading for every month they were enrolled with a Reading Partner.

A total of 2,218 hours of tutoring were logged with an average of 29 tutoring sessions per enrolled scholar.

College and Career Readiness is a central theme at PS 48. We are clear about our moral imperative to prepare our scholars for the rigors of college and/or careers. Last year classrooms were named after the alma maters of colleges and universities attended by teachers in our school. Scholars were also encouraged to take the college and career pledge. Each week scholars recite the "I will graduate pledge" during morning announcements. This year, in addition to our college and career events, we will have our first college door décor contest to create excitement around college.

During African American history month, our committee planned a culminating event that included class performances. In addition a panel discussion for grade 5 scholars centered around what life is like at an HBCU.

Our annual Career Day event in May 2015 will continue to inspire our young scholars to inquire and learn about careers in a variety of fields. We will work vehemently to sustain our list of fifty plus esteemed guests each year.

PS 48 is part of a unique group of schools in South East Queens like PS 36, PS 80 and PS 40 who collaborate to create opportunities for teacher leadership. *A Day of Common Core* is a collaborative effort launched for the first time in 2014 right here at PS 48. We collaborated to provide the very best professional development BY our staff -- FOR our staff. The results were astounding and helped to create a culture of mutual accountability. The event was organized on EventBrite and carried out flawlessly at our school. Teachers, paraprofessionals and secretaries were able to register for up to 3 workshops that were planned by, for and with teachers. This was an example of teacher leadership at its best.

Another unique feature of our school is our commitment to use data to improve teaching and learning. This year we created 5X7 postcards to help scholars and their families track independent reading growth. We also posted 580 of these postcards on a data wall to ensure that all stakeholders are able to compare growth patterns throughout the year. By taking an active role in charting their own growth, we believe that scholars will be able to articulate their independent goals as well as steps needed to reach them.

Finally, PS 48 was the recipient of a 1.2 million dollar grant funded by the Pinkerton Foundation. Collaborating with a number of community based literacy groups, the goal of JAMAICA READS is to provide support for increased literacy proficiency in South Jamaica. Presently, only 2 out of 8 scholars read proficiently by the third grade. We are committed to ensuring that this number increases. In response to this data and feedback from our parent base, scholars in grades K,1 and 2 attended a summer institute in July 2014. Over 200 targeted scholars from neighboring school PS 40 and PS 48 were enrolled in classes designed to raise proficiency levels. We believe that these scholars will meet or exceed their proficiency levels by May 2015 as evidenced by Fountas and Pinnell running record data.

Challenges

As in many other school communities, most of our challenges are centered around time. We have too little of it to -

- ensure that instructional shifts occur to promote critical thinking and engage scholars.
- provide instruction that ensures all scholars are cognitively challenged with tasks that are aligned to common core standards.
- ensure teachers are attending professional learning sessions that embed joyful rigor and effective pedagogy on a consistent basis.
- Be reflective about our practices and enjoy opportunities to confer with schools who are immersed in high level pedagogy based on a common framework.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014 School Quality Guide outlines the following student progress:

- English Median Adjusted Growth Percentile is 72%
- Math Median Adjusted Growth Percentile is 69%
- English Median Adjusted Growth Percentile-School’s Lowest third is 54%
- Math Median Adjusted Growth Percentile-School’s lowest third is 62%
- English Early Grade Progress is 80%
- Math Early Grade Progress is 64%

Our needs are as follows:

1. To increase reading proficiency levels for ALL ELL scholars in testing grades by 20% by June 2015 as evidenced by NY ELA tests.

Our instructional approach for ELL scholars has two intended outcomes. The first is to address academic achievement-the other is to meet the social-emotional needs of this subgroup of scholars. We recognize that grade 3 ELL scholars need extra academic and social emotional support. We believe that with support they will continue to demonstrate continued growth. Last year we created classes on every grade with a cohort of ELL scholars. We will implement this instructional design once again because this strategic articulation of scholars facilitates co-teaching models on each grade by the classroom teacher *and* ESL teacher. As a result of this model our scholars in the grade 3 ELL class had the highest proficiency rates (Level 3 or 4) of all grade 3 classes in 2014 and were as follows:

English Language Arts: 60% Level 3, 15% Level 4 Mathematics: 14% Level 3, 62% Level 4

We attributed those rates to stellar teaching practices of a highly effective teacher, ELL supports, and the co-teaching model that emphasizes.

We also have created opportunities for 35 families to improve English proficiency by partnering with District 79. Our daily adult education classes increase parent engagement and empower parents to be able to help their children with the common core tasks and assignments.

Finally, we purchased a digital reading platform (MyOn) to support literacy and independent reading by ELL scholars. Based on December 2014 MyOn data, scholars have read more than 30,000 books since their return to school in September 2014. It is our contention that MyOn! is an integral part of our ELL scholars’ growth as readers. MyOn has a feature that allows scholars to engage with audio books. This features supports fluency, articulation and sight word usage. Our scholars love this universal design for learning feature—and so do scholars who don’t need it.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 at least 90% of all teachers will improve their rating for 1e to effective and/or highly effective as evidenced by the ADVANCE system data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers will begin to utilize Rubicon Atlas to plan coherently and ensure vertical and horizontal articulation across content areas and CCLS alignment. • Teachers will use Skedula to input grades from common assessments and analyze data to inform instruction and make revisions to curriculum. • Administrators created a school-wide grading policy to ensure uniformity and high expectations. • Teachers created and/or adopted quality rubrics to grade work and provide next steps for scholars based on common language. Rubrics are always provided to scholars before, during and after instruction for self, peer and teacher assessment. • Teachers uniformly create weekly homework assignments that include supports for scholars with disabilities and ELL scholars. In addition, Teacher teams create monthly assessment calendars for families that include strategies to support scholars at home. • Scholars will be able to articulate their goals for reading proficiency, attendance, and mathematics proficiency. • SWD will be immersed in ICT classes to offer more targeted support and resources • ELL scholars will be targeted by the ESL teacher in their respective classes with more support and digital resources and the use of various co-teaching models. • Teachers will plan and implement Engage NY lessons based on student needs and data trends. 	<p>All Teachers</p>	<p>Sept. 2014-June 2015</p>	<p>RUBICON Teacher Team, Principal, AP, and Literacy Coach</p>

<ul style="list-style-type: none"> • Support staff, including related service providers will push-in to classrooms to support instruction • Administrators facilitate time for teachers to meet each week to analyze student work samples and align curriculum with CCLS • Special Education teachers will meet weekly to discuss student work and next steps for intervention and/or re-teaching for sub groups of SWD. <ul style="list-style-type: none"> • Teachers meet to decide on CCLS math bundles to implement. Tasks will be designed to increase rigor and promote critical thinking with scholars. 			
<ul style="list-style-type: none"> • Teacher teams in grade K-5 will analyze initial MOSL data to ensure that goal setting and small group instruction is targeted, inclusive and based on the needs of scholars. • Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs and a focus on integrating instructional focus. • Teachers will modify lessons to meet the needs of ELLs and SWDs • Teachers will modify homework assignments to meet the needs of ELLs and SWDs with visual aids and vocabulary support. • Teachers will focus on vocabulary acquisition to support reading and writing in content areas in grades K-5 beginning November 2014. • Teachers in grade K-5 will incorporate the RAFT strategy to ensure that scholars are responding to writing prompts with proficiency beginning September 2014. • The RTI Team will begin to use The Abecedarian Reading Assessment to gauge progress in letter knowledge, phonological awareness, phoneme awareness, alphabetic principle, vocabulary and decoding for struggling scholars in grades K-3 beginning mid December 2014. • We will hire an additional SETTS teacher to address the academic needs of SWDs in grades 3-5. 	All Teacher Teams	Sept. 2014-June 2015	Principal, AP, and Literacy Coach
<ul style="list-style-type: none"> • Parents will have opportunities to conference with teachers every Tuesday based on the NYC parental outreach plan for schools. • We will create and distribute interim progress reports, report cards, monthly newsletters, schoolwide events and ceremonies where parents will be informed about our expectations and their child's progress and given information on the CCLS. 	All Parents	Sept. 2014-June 2015	Parent Coordinator, Principal, and AP
<ul style="list-style-type: none"> • PS 48 will continue to build a school culture based on trust, collaboration and respect. • School leaders will sustain open door policies. • We will continue to model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. 	All staff members	Sept. 2014-June 2015	Principal & AP

<ul style="list-style-type: none"> The focus of our professional practice will always be an underlying commitment to student success. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Resources:

- Ready Gen
- Engage NY
- Myon
- News ELA
- Mathletics

Human Resources:

- ELL Teacher
- 2 SETTS teachers (Push-in and Pull-out)
- ICT for Kindergarten and Grade 5

Schedule Adjustments:

- Common Planning time during the school day
- PD Mondays
- Mentoring Plans for new teachers
- Special Education Meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teacher teams will analyze mid-year writing benchmarks (January 2015) to reflect and revise goals and practices beginning the first week in March 2015.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the last QR, the school has established a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations.

Increase in overall attendance rates each year since 2007. Our overall attendance rates have increased from 91.26% in 2007-2008 to our present rate of 95.25% based on DOE PAR reports.

We still have a need to find support solutions for families in transition and for children who miss school as a result of being in a shelter or transitional housing.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, the number of chronically absent scholars will decrease by 50%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • We will continue to hold and communicate high expectations are held for our scholars by all members of the school community. We strive to model the very best and expect the very best from our scholars. • Grade two led the way for coffee and conversations with parents who saw a well prepared power point presentation about grade 2 expectations in September 2014 • Our school website also holds a wealth of information for parents: school calendar, helpful instructional websites, homework calendars, and information about special events at school and in the community. • Our school Attendance Committee works to ensure high 	All teachers	Sept. 2014- June 2015	Parent Coordinator, Principal & AP

<p>levels of scholar attendance and eradicate chronic absenteeism or tardiness. Assemblies, field trips, certificates and other incentives are provided to encourage stellar scholar attendance.</p> <ul style="list-style-type: none"> • Scholars take the Graduate Day pledge on a regular basis to reinforce the importance of hard work, perseverance, grit and dedication in order to meet this important goal. • Common Core Learning Standards have been translated into “I Can” statements for scholars so that the rigorous work of achieving the CCLS and meeting grade level proficiency standards is clear. These documents are part of scholars’ portfolios in mathematics, reading and writing. • Establishment of College and Career Ready Team who will conduct training to colleagues about college and career readiness • College and Career Ready Team will create a plan for school-wide foci on college and career activities to promote the idea of higher education. • Scholars will also earn scholar dollars based on non-instructional and instructional promotions. Scholars will be able to save and/or redeem scholar dollars to spend at the school store, which is sponsored by donations from parents, staff and the YMCA. • Middle school Fair promotion and attendance by parents and scholars throughout the District. 			
<ul style="list-style-type: none"> • The RTI Team will begin to use The Abecedarian Reading Assessment to gauge progress in letter knowledge, phonological awareness, phoneme awareness, alphabetic principle, vocabulary and decoding for struggling scholars in grades K-3 beginning mid December 2014. 	RT Team	Dec. 2014- June 2015	RT Team , Principal & AP
<ul style="list-style-type: none"> • Tuesday afternoons are dedicated to Parent Engagement. Teachers host grade level Coffee Socials and use the time on Tuesday to contact parents. Parent contact is conducted in a variety of ways: emails, phone calls, text messaging, parent newsletters and communication via Skedula, Class DoJo and LearnBoost. Teachers keep logs about the contacts made for parents. 	All Parents	Sept. 2014- June 2015	Teachers, Principal, AP, Parent Coordinator
<ul style="list-style-type: none"> • To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success. 	All staff Members	Sept. 2014- 2015	Principal & AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Attendance Team Members
- Mentors
- Family Support Services
- Parent Coordinator
- College and Career Ready Team
- Guidance Counselor
- YMCA

Instructional Resources:

- Donations from CBOs for prizes
- "I Can" Statements
- Graduate Day Pledge
- Athletics
- MyOn

Schedule Adjustments:

- After school test prep
- lunch hour Mentoring
- lunch hour Professional Development
- Parent Communication Tuesdays

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Teacher Professional Activity Log for Tuesdays collected 4 times a year
- Parent attendance sheets at PTC; Staff attendance sheets at various monthly meetings
- I can statements are reviewed 3 times a year in alignment with PTC
- Scholar dollar store is open every Friday at during school lunch hours

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We are working on creating systems to ensure the effectiveness of teacher teams and be able to document the impact of efficacious teacher team. We have teacher teams who are working diligently to use data to improve instruction and student work products, but this work is inconsistent across the school. Furthermore, my instructional team and I have surmised that we never fully engage in the process of inquiry to effect systemic change. This year, our inquiry work will be based on the research of Peter Senge and his hallmarks for an effective learning organization.

- Teachers meet regularly in grade level teams for the purposes of planning lessons and units of study that are aligned with the CCLS.
 - Teachers incorporate text dependent questions into their lessons guiding students to find text based evidence to support answers.
 - Teachers expose scholars to a wide variety of non-fiction text through read alouds and work in the ReadyGen and Reading Streets Literacy Programs.
 - Teachers create opportunities for scholars to write from sources as they complete Performance Based Assessments and complete reports of information.
 - Interactive Word Walls in the classrooms support vocabulary development across content areas. All teachers make word walls interactive with definitions and visual representations where appropriate to support development of Tier Two and Tier Three vocabulary.
 - Teachers use the Story of Units and EngageNY to implement math curriculum fully aligned with the CCLS and instructional shifts.
 - All staff will use data from multiple sources such as running records, weekly assessments, pre/post tests, scholar work samples, exit tickets, results of state assessments and MOSL to inform our instruction. Based on this data teachers create learning centers and tiered tasks to meet individual scholar needs.
 - Teachers have made commitments to support the school community in a variety of ways stepping into leadership roles in various capacities to support scholar achievement. Some staff members have become grade leaders, while others have stepped forward to coordinate various programs such as MyOn, Activity Works, Atlas Rubicon. Other staff members have facilitated professional development or hosted an inter-visitation with a colleague to share best practices.
- We have never been more proud of our staff!

Based on 2013-2014 LES data, 96% of teachers agree that our school places a high priority on the quality of teaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 90% of teachers will be effective or highly effective in 3D, using assessment in instruction as evidence by ADVANCE data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers will Implement standardized school-wide academic vocabulary acquisition and development system to increase conceptual understandings in all content areas using former ELA exams in grades K-5. • Support teachers will analyze former state exam questions and share with teachers to support the mastery of test language for our ELL scholars to be shared by January 2015. • The Rubicon Team will monitor and support revision of curriculum maps, lesson plans beginning September 2014 and continue throughout the year. • Teacher teams in grade K-5 will analyze initial MOSL data to ensure that goal setting and small group instruction is targeted, inclusive and based on the needs of scholars. • Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs and a focus on integrating instructional focus • Teachers will focus on vocabulary acquisition to support reading and writing in content areas in grades K-5 beginning November 2014. • Teachers in grade K-5 will incorporate the RAFT strategy to ensure that scholars are responding to writing prompts with proficiency beginning September 2014. • The RTI Team will begin to use The Abecedarian Reading Assessment to gauge progress in letter knowledge, phonological awareness, phoneme awareness, alphabetic principle, vocabulary and decoding for struggling scholars in grades K-3 beginning mid December 2014. • Create individual small group courses of study in mathematics for grade 4 and 5 scholars based on 2014 distractor analysis data by the end of December 2014. • To continue to encourage scholars to use MyOn! to increase exposure to text, to augment the number of minutes read each day and increase access to words per annum. • Teacher teams in grades 3-5 will continue to use weekly Reading Streets assessments to gauge reading skills and plan lessons to address deficits in a timely fashion. 	<p>All students</p>	<p>Sept. 2014-2015</p>	<p>All teachers</p>

<ul style="list-style-type: none"> Teacher teams will plan lessons that incorporate questioning and discussion prompts to encourage critical thinking by scholars. To encourage the use of interactive word walls that include the word as well as the word used in context on the other side of the flash-card to reinforce language usage. Teachers will use technology to support differentiation of lessons using MyOn!, NewsELA, and other software designed to support leveled reading of complex text. To provide ongoing support for mastery of guided reading for all teachers 			
<ul style="list-style-type: none"> Teachers created and/or adopted quality rubrics to grade work and provide next steps for scholars based on common language. Rubrics are always provided to scholars before, during and after instruction for self, peer and teacher assessment. Teachers uniformly create weekly homework assignments that include supports for scholars with disabilities and ELL scholars. In addition, Teacher teams create monthly assessment calendars for families that include strategies to support scholars at home. 	All Teachers	Sept. 2014- June 2015	Teacher Teams, Principal, & AP
Parents will have access to teacher conferences every week based on the new NYC parental outreach plan for schools. Additionally, we will distribute 4 interim progress reports, 10 newsletters, monthly parent events and ceremonies where parents are continually informed of their child's progress and given information about the common core curriculum.	All Parents	Sept. 2014- June 2015	All teachers, Principal, AP, and Parent Coordinator
To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition, we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams interactions as well as with support staff and parents. The focus of our professional practice will always be an underlying commitment to scholar success.	All staff members	Sept. 2014- 2015	Principal & AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Grade Level teacher teams

Instructional resources

- Question stems
- Interactive Word walls
- Learning centers/Station learning
- Walkthrough Action plans

Schedule adjustments

- Common planning time weekly
- PD Mondays
- Flexibility in attending outside PD
- PD training on RUBICON

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
NA									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teacher teams will analyze mid-year writing benchmarks (January 2015) to reflect and revise goals and practices beginning the first week in March 2015.

Part 6b. Complete in February 2015.

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a result of improved pedagogy that meets the needs of diverse learners, in 2013-2014 the number of scholars who have demonstrated at least a 75% growth percentile in ELA has increased for our lowest third and self –contained scholars since 2012-2013.

Additionally, the number of scholars who have demonstrated at least a 75% growth percentile in math in 2013-2014 has increased for ELL scholars and remained constant for self –contained scholars since 2012-2013. ELL scholars’ progress dropped from 82.1% in 2012-2013 to 76.7% in 2013-2014.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, ELL scholars will demonstrate a 10% increase in ELA and mathematics progress by June 2015 as evidenced by state assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Principal and AP will continue to utilize the Danielson framework to observe teachers, provide support, real-time coaching, and resources for growth in pedagogy. We will continue to provide support for co-teaching models in classrooms where scholars are struggling and/or need additional instructional support. • Complete and initial round of walkthroughs and informal 	All teachers	Oct. 2014- May 2015	Principal & AP

<p>observations to gauge levels of 1e (designing coherent instruction. Initial observations were conducted by both administrators, with calibration debriefs.</p> <ul style="list-style-type: none"> • Provide support with videos, visual resources such as the Danielson framework, planning tools, self reflection tool and instructional next steps Idea Bank from the Division of Teaching and Learning, and/or inter-visitation opportunities. • During initial planning conferences, at least 70% of our teachers chose 1e as a professional goal this year. 			
<p>All teachers of ELL students will seek outside PD to strengthen their professional practice. All teachers of ELL students will create word walls using picture representation when appropriate. All teachers of ELL students will create visual charts to support ELL students. All teachers of ELL students will create pictionary for students to use. An after-school program will be created for ELL students starting in January through April.</p>	ELL students	Sept. 2014- June 2015	ELL Teachers, Principal and AP
<p>The school will continue to have monthly workshops that address parents' needs in terms of CCLS. Teachers will continue to engage parents with Tuesday coffee and talk after school. Parents will receive monthly newsletters outlining ways they can help their child and assessment dates on calendars. The phone master will be used to reach out to parents for specific reminders of key dates. School website will have updates.</p>	All Parents	Sept. 2014- June 2015	Teachers, Principal and AP
<p>To continue to build a school culture based on trust, collaboration and respect school leaders have open door policies. In addition we model a level of professionalism in all we do with, and for staff members. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to student success.</p>	School Community	Sept. 2014- June 2015	Teachers, Principal and AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<p>Human Resources</p> <ul style="list-style-type: none"> • Teachers • Per session for teachers • CBO involvement <p>Instructional Resources</p> <ul style="list-style-type: none"> • Test sophistication Material based on student needs • Math manipulatives • Fiction and non-fiction literature • RAFT writing prompt • Paper and pencils • Word walls • Pictionaries • Teacher made charts • Monthly parent newsletters • Parent Engagement Tuesdays • PS 48 Website

- Phone Master
- Schedule Adjustments
- After school test sophistication
 - After school clubs on Thursdays
 - Parent Workshops during the day and after school

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Administrative walk throughs take place twice weekly. There are specific cycles that take place throughout the school year. Cycles focus on a specific subject and are grouped by teachers in Pre-K to 2 and grades 3-5 by ELA and math. By Feb. 2015 half all (134) observations will be complete for all staff members.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on Reading Partner data since 2012 reveals the following:

Reading Partners has recruited and trained over 60 community volunteers. 80% of enrolled scholars increase in reading proficiency between 2012-2014. Our scholars on average accelerated 1.3 months of reading for every month they were enrolled with a Reading Partner.

A total of 2,218 hours of tutoring were logged with an average of 29 tutoring sessions per enrolled scholar.

As a result of our SAVE initiative, we have seen a drastic reduction in the number of suspensions in our school. In 2010-2011 the number of incidents totaled 119, The following year in 2011-2012 that number dropped to 69. In 2012-2013 the number climbed to 80. Finally in 2013-2014 that number was 83. The increase from 2012 to 2014 can be attributed to a substantial increase in student enrollment from 366 in June 2011 to 573 in June 2014.

Our scholars enjoy a safe and nurturing environment and alert an adult when they see something wrong.

During the 2012-2013 school year, our team decreased the number of scholars absent 20 or more days from 66 to 32. During the 2013-2014 school year the number of chronically absent scholars dropped from 130 to 20. PS 48 came in third in New York City in reducing the number of chronically absent scholars. Our innovative approaches to combat chronic absenteeism were shared in the November 6th issue of Education Week as well as U.S. New and World Report on November 10th, 2014. In addition, our school was highlighted by researcher Kim Nauer’s 2014 report from the Center for New York City Affairs. I served on a panel at the New School in November 2014 that included Deputy Mayor Richard Buery, and former New York City School Chancellor Rudy Crew to discuss the attendance metamorphosis at PS 48 and to share insights on “A Better Picture of Poverty”.

Our afterschool program for ELL scholars has two intended outcomes. We recognized that grade 3 ELL scholars needed extra academic and social emotional support. We believe that with support they will continue to demonstrate continued growth. Last year we created classes on every grade with a large contingent of ELL scholars. This strategic articulation of scholars is done to facilitate co-teaching models on each grade by the classroom and ELL teachers. As a result, our scholars in the grade 3 ELL class with Mrs. Chan had the highest proficiency rates (Level 3 or 4) of all grade 3 classes in 2014 and were as follows:

English Language Arts: 60% Level 3, 15% Level 4 Mathematics: 14% Level 3, 62% Level 4

We attributed those rates to stellar teaching practices of veteran teacher Mrs. Anna Chan as well as ELL supports.

Through the use of the public data wall, we want to ensure that all scholars, their families and staff are aware of scholar’s reading goals, and provide support to ALL scholars based on interim data. By taking an active role in charting their own growth, we believe that scholars will be able to articulate their goals and steps needed to reach them.

PS 48 was the recipient of a 1.2 million dollar grant funded by the Pinkerton Foundation. Collaborating with a number of community based literacy groups, our goal is to provide support for increased literacy proficiency in south Jamaica. For the first time ever, scholars in grades K,1 and 2 attended a summer institute in July 2014. Over 200 targeted scholars from neighboring school PS 40 and PS 48 were enrolled in classes to raise proficiency levels. We believe that these scholars will meet or exceed their proficiency levels by February 2015.

The South Jamaica Reads collaborative meets once a month to discuss targets for improvement, supports for families and interim goals for each community based organization. It is our belief that through the myriad of supports we have provided, we will see an increase in the number of scholars who are meeting benchmarks as evidenced by running record data by May 2015. Our goal is for 90% of our scholars to be on level in each class by May 2015.

Regarding chronic absenteeism, the challenge we continue to face is that each year, our school admits new scholars who come in with chronic absence issues that we must identify and address.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To apply for the 2015-2016 1.2 million dollar South Jamaica Reads renewable grant by May 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • This year we created a public data wall that articulates independent reading level goals for scholars. This data wall also indicates supports we have for each scholar in our school from the Pinkerton Foundation grant. Last year, an analysis of our internal data wall revealed that grade three scholars were not receiving with enough internal support. As a result, we used Title III monies to create an afterschool club for ELL scholars in grade 3 to support their academic growth and test preparation. This program will begin again in early December 2014. 	<p>All students</p>	<p>Sept. 2014- June 2015</p>	<p>Teachers, Principal and AP</p>
<ul style="list-style-type: none"> • PS 48 will continue to strengthen partnerships that support student achievement and support literacy proficiency. These include JumpStart for PreK scholars, “Y” school support for Kindergarten classes, Read Alliance for targeted scholars in grade 1, Literacy Inc. for scholars in grades 5 and 1, The BELL program for struggling scholars in grades K-2 and Reading Partners for targeted scholars in grades 2-5. • In addition, we have partnered with a full time social worker from the YMCA to support ELL scholars’ social/emotional 	<p>All students</p>	<p>Sept. 2014- Sept. 2015</p>	<p>Principal, AP, CBO Partnerships</p>

<p>development.</p> <ul style="list-style-type: none"> ELL scholars will take pride in their heritage with a project that highlights their culture, countries and languages. 			
<ul style="list-style-type: none"> This year we partnered with District 79 to provide instruction to parents. We presently have 34 ELL parents enrolled in daily classes to increase their English language proficiency. The PS 48 Attendance Team will continue to target chronically absent scholars and support families through awareness and recognition. Our monthly attendance award assemblies and incentives will provide incentives for overall attendance improvement. In addition we will continue to share our goals for classes. Goals for individual scholars will continue to be communicated via our school website, via letters and conferences with parents. 	All Parents	Sept. 2014-2015	Attendance Team & Principal
<ul style="list-style-type: none"> Our dean and SAVE Teacher will continue to ensure that scholars are provided with opportunities for community service through the Student Against Violence in Education (S.A.V.E.) leadership program. Students study highly effective habits of leaders and engage in school-wide campaigns designed to build a school culture of excellence. Each year, SAVE leaders lead an UPSTANDER campaign. This anti-bully initiative provides scholars with strategies to combat bullying with pro-active behavior and ways to support each other. The campaign is a huge success as evidenced by the number of scholars who are committed to engaging in upstanding behavior. 	Upper Grade Students	Sept. 2014-2015	Dean

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

- Dean
- Parent volunteers
- Anti-Bullying literature
- Anti-Bullying audio-visual resources
- Allocation of 4 periods for student led assemblies
- Support from YMCA, Madison Square Garden

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students below F& P Proficiency levels	Differentiation in class, RTI services ; after-school programs	Small group instruction	During the school day and after school
Mathematics	Students below F& P Proficiency levels	Differentiation in class, RTI services ; after-school programs	Small group instruction	During the school day and after school
Science	As identified through F & P reading levels	Differentiation in class, RTI services ; after-school programs	Small group instruction	During the school day and after school
Social Studies	As identified through F & P reading levels	Differentiation in class, RTI services ; after-school programs	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on in school and out of school suspension rates	Counseling by Dean	Small group and one on one	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional Learning Handbook • Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components • Utilize an effective teacher model rubric (Danielson) to provide feedback to teachers • Provide feedback to teachers in short and frequent observation cycles for continuous improvement • Support new teachers in the tenure process • Utilize the Network supports to

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

NA

Part 4: SWP Schools Only

4a. 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.).

Pre-K teachers are always aligned with Kindergarten in terms of PD so that they are familiar with the needs of kindergarten teachers. Jump Start works with Pre-K teachers to reduce the number of student teacher ratio to build oral and literacy skills. Jumpstart hosts a spring parent involvement activity . Parents attend a spring moving up ceremony for Pre-K students. Pre-K teachers send home monthly newsletters.

4b. 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.

Pre-K teachers use the ERC assessment as determined by the DOE. Teacher went to PD during the spring of 2014 to determine which other program that they would like to use to monitor Pre-K growth. The DOE provides PD monthly for Pre-K teachers.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	233,491	x	
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	NA	NA	NA
Title III, Immigrant	Federal	11,200	X	
Tax Levy (FSF)	Local	2,729,292	X	

¹Explanation/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.

²The **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 48, The William Wordsworth 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 the school and the families. The 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 the school community. **PS 48, The William Wordsworth 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 48, The William Wordsworth School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, are implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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 Patricia Mitchell	Assistant Principal Vanessa Christensen
Coach type here	Coach type here
ESL Teacher Danilo Billanes	Guidance Counselor Carlene Jean-Felix
Teacher/Subject Area Danielle Grossi/Art	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nyota Thacker
Related Service Provider Michelle Grossman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	2

D. Student Demographics

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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	4	7	11	1	5	3								31
SELECT ONE														0
Total	4	7	11	1	5	3	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	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
Dual Language										0
ESL	26			5						31

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		
Total	26	0	0	5	0	0	0	0	0	31
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	1		1								9
Chinese														0
Russian														0
Bengali	1	5	5		2	2								15
Urdu														0
Arabic														0
Haitian														0
French	1		1											2
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other			2		2									4
TOTAL	4	7	11	1	5	3	0	31						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	2		1									5
Intermediate(I)	2	1	4		2	2								11
Advanced (A)	1	5	5	1	2	1								15
Total	4	7	11	1	5	3	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3				3
4	1	2			3
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
The classroom teachers use the ECLAS and Fountas and Pinnell running records to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, three (3) ELLs read below level A, (1) is a level A reader, one level B, two level C, three level D and one level G. These data indicate a need for

intense reading instruction for the ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Through music a letter of the alphabet is emphasized with a corresponding Big Book. This enables the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through Starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

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

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

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

Paste response to question here:

4. For each program, answer the following:

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

Research show that a student who is proficient in his/her native language achieves at higher levels in English reading so we help students make connections across languages. Students acquire English when they receive input that is understandable, using language in context, providing background knowledge, using visual and context cues, clarifying vocabulary.

7. For dual language programs, answer the following:

- 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?

Paste response to questions here:

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

The result of the NYSESLAT which is given near the end of the school year would indicate success when students are moving up in terms of proficiency

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

PS 48 requires that all parents registering their students are interviewed first by a pedagogue, in our case, Mr. Billanes, the ESL teacher; if they speak another language at home. If they do, they are given a home language identification survey (HLIS) that is available in their native language. Further, a translator is provided when the parents request for one. Ms Fernandez, our family worker, would help translate in Spanish and for Bengali translator, we would request paraprofessionals from District 75 which shares the building with us.

Once a parent makes a determination that his/her child speaks another language other than English, this child is administered the LAB-R within the 10 days that the child is enrolled in school by the ESL teacher. If the child scores below the cut-off score for his/her grade, then he/she is identified as an English Language Learner (ELL) making him/her eligible for ESL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After the child is tested with the LAB-R and got a score below the cut off, the next step is to send a letter of entitlement, informing the parent that his/her child is entitled to services to help him/her achieve proficiency in the target language. Then, the parents are invited to a conference to watch the video informing them of the programs available for their children within the 20 days that the child started school. A video is shown in their native language, whenever available, explaining the programs that are offered in the system to help their children cope with the demands of learning the English language. A translator is always at hand, if the parents have any questions. After the video showing, the parents are given the Survey and Parent Selection Form also in their native language. Based on the three programs offered, the parents make a selection based on their own choosing. The ESL teacher make sure that all parents are informed, be able to watch the video and be able to select programs they believe is appropriate for their child/children. So first day of school, the ESL teacher looks at the HLIS which students need to be tested. Then, the next day, students are tested with the LAB-R. Then, on the third day, letters are sent to the parents whose children tested in to come over for a video conference wherein they would select which programs they like best for their children. On the fourth day, parents view the video and fill in the Parent Selection form wherein they make a choice which programs they would want their children to be in. On the fifth day, another set of letters are sent for those who tested out and for those still receiving services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed to the children after they were tested with copies retained in school files in side the ESL classroom. Parents are then invited to come over to view the video in their native language, whenever available. The ESL teacher makes sure that all Parent Survey and Program Selection forms are returned and will be kept in a locked drawer in the building. This year all parents of new admits have signed and returned all Parent Survey forms. The ESL teacher would call the parents or try to see them during line up in the morning or when they pick up their children in the afternoon.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once students are identified as ELLs through the LAB-R, their parents are called to view the video which explains the programs that are offered in the system in their native language whenever available. Parents then decide what programs they like for their

respective children. If the program that the parent has selected is not available in the building, the child is temporarily placed in an ESL program until another school has been identified that has a program that the parent wants for their child. A translator is always available if parents have questions after viewing the video. Ms Fernandez, our Family worker, would translate in Spanish and we hired a Bengali translator from District 75 which shares the building with us.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

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])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Since there are several ELLs distributed among different classes, PS 48 uses the pull-out program to ensure that all ELLs are covered and served accordingly. The ESL teacher groups the ELLs according to their proficiency levels, for example all beginning students from different grades and classrooms are taken to the Teachers' Center where ESL instruction takes place. The ESL teacher has followed the mandated number of minutes for each ELL based on his/her proficiency level, so a beginning and intermediate ELL is provided 360 minutes a week while an advanced ELL gets 180 minutes of instruction a week

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

If a child is pulled out during content areas like Social Studies, instruction focuses on the language of Social Studies to make the subject more meaningful to the students. By this, scaffolding strategies are used so that the students can comprehend the text, providing them with skills they can use like modeling, bridging, text-representation and metacognition.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, there are no SIFE in the building but if ever one came along, the ESL teacher is prepared to put the student in a rigorous academic program to help him/her transition smoothly into the mainstream classroom. Reading programs like Leapfrog and Reading for Fluency and also, online programs like Starfall will be ready whenever a SIFE student enters the building.

Instruction for newcomers involves a Holistic approach where the four modalities of learning are integrated like speaking, listening, reading and writing. Further, the natural approach is used wherein authentic communication is used characterized by a low-anxiety approach focusing on meaning instead of form. Also, online programs like Starfall and Leapfrog are being used to help the newcomers achieve proficiency.

For the group that has been receiving 4-6 years of services, they are exposed to academic discourse wherein students speak and write in a more formal process. Exposing them to language used symbolically which requires complex thought processes. Students will be exposed to different reading strategies like repeated reading, assisted reading, visualized/verbalized reading, question-answer about the text and reciprocal teaching wherein they will be given the chance to summarize, ask questions, clarify and

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

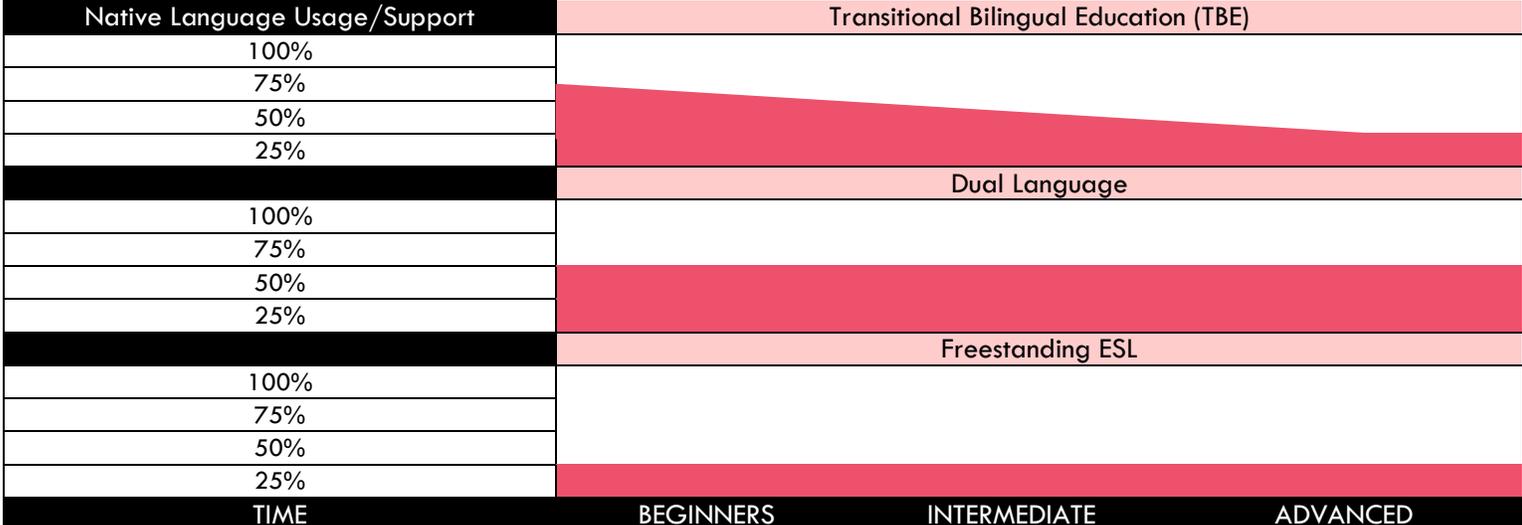
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

New programs like the Reading for Fluency and the Leapfrog programs will be included this school year because they have been proven time and again to help the ELLs acquire the English language and smoothly transition them into the mainstream classroom. All programs which the ESL and the classroom teachers have been using in particular and the whole school in general will be continued with the addition of those mentioned beforehand because they have been proven to help our ELLs achieve proficiency.

All ELLs have access to all programs offered by the school. All students including ELLs are informed by sending a letter home usually in their native language whenever available, letting them know all the after-school programs available to their students like Title III and also programs like sports, arts, drama and music. The Title III after-school program is especially designed to cope with the needs of ELLs. This is available from Monday to Wednesday every week from 3pm to 5pm. ELLs from 3rd to 5th grades are exposed to different reading and writing skills and given strategies to deal with these difficulties.

Currently, all ELLs have access to the online reading programs like Starfall and math programs like Cool Math. Beginner ELLs are usually exposed to a lot of language through online programs like Starfall. Also, there is an ongoing Reading for Fluency program which is used for listening strategies and guided reading to prepare ELLs to become independent readers and learners. The school is planning to purchase the Accelerated Reader program which has been proven to help ELLs nationwide to read and comprehend. Further, the school is purchasing the leapfrog to help the newly-admits and newcomers read and improve their performance in the classroom.

To engage our ELLs, P.S. 48 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, the Teacher Center has created a multicultural library consisting of literature from different parts of the world. Our students' culture and cultural experiences are vital components when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, and math manipulatives. All students at P.S. 48 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer and Smartboards to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in each of the classrooms, allows ELLs to interact not only visually but kinesthetically.

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

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

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

All ELLs have access to all programs offered by the school. All students including ELLs are informed by sending a letter home usually in their native language whenever available, letting them know all the after-school programs available to their students like Title III

and also programs like sports, arts, drama and music. The Title III after-school program is especially designed to cope with the needs of ELLs. This is available from Monday to Wednesday every week from 3pm to 5pm. ELLs from 3rd to 5th grades are exposed to different reading and writing skills and given strategies to deal with these difficulties.

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

To engage our ELLs, P.S. 48 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, the Teacher Center has created a multicultural library consisting of literature from different parts of the world. Our students' culture and cultural experiences are vital components when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, and math manipulatives. All students at P.S. 48 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer and Smartboards to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in each of the classrooms, allows ELLs to interact not only visually but kinesthetically.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends monthly professional development hosted by the network support specialists. During these meetings, the teacher is introduced to current research and practices. This research is then turn-keyed as professional development to our entire staff, which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through a series of sign-in sheets and agendas. As ELLs move throughout the grades, the ESL teacher supports the staff in several ways. The ESL teacher provides data to the teachers on their current students. The ESL teacher has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns would arise, the ESL teacher would supply classroom teachers with strategies and materials to bridge language acquisition with grade level curriculum. PDs which were lined up for this school year include: November: Scaffolding Content for ELLs, December: Online Programs for ELLs, January: Modeling as an Instructional Strategy for ELLs, February: Teaching Reading to ELLs, ELLs and the Common Core Curriculum.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PS 48's goal is not only to accommodate the students but the families as well. We have an active parent coordinator who meets with parents regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Parents are invited to attend our annual Africa Festival show, the Career Day, the Health Fair and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their children's teacher/s, learn about the curriculum and expectations per grade level. We also lined up activities on how parents could help their children with their homework on that night. We also have staff members on-site to assist with translations for our ELL parents. Ms Fernandez, our Family Worker would translate in Spanish and we usually hire Bengali translator from District 75 which shares the building with us. The Office of English Language Learners also organizes various workshops for parents where they have translators on site to assist non-English speaking parents. The ESL teacher and ELL parents attend these insightful workshops where we learn new mandates and regulations regarding the education of ELLs. The ELL parents also partake in a Parent Orientation hosted by the ESL teacher where they receive information in their native language about the different English learning programs offered by New York City for their children.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q48** School Name: **William Wordsworth School**

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

At the beginning of the school year, as the parents enter the building to register their children, the parents are given the Home Language Identification Survey (HLIS) to ascertain what language they read and understand. A pedagogue is always at hand together with a translator as the need arises. Based on this, communications sent to the parents are translated in the language they could read and understand. Ms. Fernandez is the school's appointed translator in Spanish. Ms. C. Jean-Felix, the Guidance Counselor, is the Translator for Haitian Creole Parent population. Bengali para professionals of District 75 who shares the building with our school are always on hand to help in translation and interpretations. Also, parent volunteers help translate in Bengali and Punjabi. LIS Translations contracted Vendor for DOE if there are no translators available in the building.

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

Based on the HLIS, 15 of our ELL parents speak Bengali, eight speak Spanish, two speak French, 1 speaks Punjabi and the remaining four speak a variety of African languages. Ms. Fernandez will verbally translate and also written Spanish translations to parents. We request Bengali translators from District 75 which shares the building with us to help us interview Bengali parents. Signs are posted around the school in all languages that are available letting parents know that translation services are available if needed.

Part B: Strategies and Activities

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

We will use in-house translation by school staff and staff from District 75 who are also in the building or parent volunteers - verbal and written. We have also used LIS during City Wide Testing for students. Depending on the situation, we will be using in-house interpretation services or if not available, the DOE Vendor LIS will be notified.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Ms. Fernandez will verbally translate and also written Spanish translations to parents. Ms. Jean-Felix will verbally translate Haitian Creole to our Haitian population. Bengali paraprofessionals of District 75 will translate in Bengali. Also, we have parent volunteers to translate for us in Bengali and Punjabi. Signs will be posted around the school in all languages that are dominant in the building, letting parents know that translation services are available when needed.

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

We fulfill the Chancellor's Regulations A-663 by assuring that postings and letters sent home are translated by in-house staff interpreter, or order in the languages needed to address our population. Also, staff members are regularly sent to trainings to better address the school's interpretation and translation needs. Since most of ELL parents speak Bengali and Spanish, communications sent to them will be translated to Bengali and Spanish. The school will hire a Bengali translator to translate communication to Bengali. While we have a variety of African languages, translators are not available, so communications will be in English in accordance to the CR A-663.



Department of English Language Learners and Student Support

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<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: William Wordsworth School	DBN: 28Q048
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

Subgroups/grade levels to be served:

The Title III After-School program for ELLs will target the upper grade ELLs from 3-5, six ELLs and former ELLs in 5th, nine in 4th grade, and 13 in 3rd grade including those former ELLs in the upper grades who recently tested out of the NYSESLAT. This program will commence in November up to April next year and will meet three times per week from Wednesday through Friday one hour and a half per session. Also, this program will hold professional development for teachers and other staff responsible for the delivery of instruction and services to ELLs. Strategies and approaches to help the ELLs achieve proficiency will be tackled and discussed. Parents will be regularly informed of their children's performance in their native language whenever possible.

Schedule/Duration:

After school program - Wednesdays, Thursdays and Fridays (3:00-4:30)

Teacher A will take the 5th Grade ELLs and former ELLs

Part B: Direct Instruction Supplemental Program Information

Teacher B will take the 4th Grade ELLs and former ELLs

Teacher C will take the 3rd Grade ELLs and former ELLs

Language of Instruction/# Certified Teachers

Currently, PS 48 has a fully certified ESL teacher who works from Monday through Friday and English is the main language of instruction. The ESL teacher together with the TEACHER Center Coordinator and the fully certified Bilingual Teacher who are planning together have envisioned an exciting and effective approaches and strategies to help our ELLs achieve proficiency in the target language and will be serving the upper grade ELLs based on the above schedule.

Types of materials

The program will utilize Ready New York by Curriculum Associates. This program was built to be true to the details and intent of the Common Core Learning Standards, Ready New York is a rigorous instruction and practice program that fully prepares students for the CCLS in a highly supportive way. It's an out-of-the box solution that teachers can start using right away, because it provides them with step-by-step, point-of-use professional development to help them teach the standards most effectively. The Ready® New York CCLS English Language Arts program uses a proven-effective, gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery on the CCLS, while providing point-of-use professional development for teachers to help them teach the CCLS most effectively.

Additionally, the program will also utilize the Reading Street Common Core that will help the teachers prioritize instruction to support higher levels of reading and writing, like increase text complexity in reading, provide accessible rigor, balance fiction and informational texts, build content-area knowledge, emphasize close reading, focus on informative/explanatory, argumentative/opinion, and narrative writing, implement performance assessments, and integrate media and 21st century skills.

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

Part C: Professional Development

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

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

Begin description here: PDs will address questions and concerns that are common to all classroom teachers with ELLs. The ESL teacher/Teacher Center coordinator who attend monthly staff development provided by the network are available to assist the classroom teachers through staff development initiatives. Our goal is to arm the classroom teachers with the tools and strategies that they will need to serve the English Language Learner population in their respective classrooms. We are currently offering four professional development courses. Accommodating ELL students in the regular classroom, November 2014; Online Resources for ELL students, December 2014; Best Practices for teaching ELLs in a regular classroom, January 2015; and Reading Comprehension strategies to use with ELLs, February 2015. This will be provided by the ESL teacher, Mr. Billanes, the Bilingual Teacher, Mr. Navas, and the Teacher Center coordinator, Ms Gaughan, during lunch periods.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 48's goal is not only to accommodate the students but also the parents. Our PTA is very active and meets regularly to discuss concerns within the school community. Our monthly newsletter informs parents about upcoming events, units of study, testing calendar and school notices. We will have these newsletters translated in the languages available in our school community. We have come up with certain PDs for parents to better help their children at home, Online Resources for ELL parents, November 2014; Homework Help for ELL parents, December 2014 to be given by the ESL teacher, Mr. Billanes, the bilingual teacher, Mr. Navas, and the Teacher Center coordinator, Ms. Gaughan. Letters will be sent to parents based on their preferred language and translators are available in the building during these activities. These will be done during lunch periods.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____