

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M048

School Name:

P.S. 048 P.O. MICHAEL J. BUCZEK

Principal:

TRACY WALSH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: POMichael J. Buczek School Number (DBN): 06M048
Pre-K-5
Grades Served: _____
School Address: 4360 Broadway New York, NY 10033
Phone Number: 917-521-3800 Fax: 917-521-3805
School Contact Person: Tracy Walsh Email Address: Twalsh@schools.nyc.gov
Principal: Tracy Walsh
Lori Spector
UFT Chapter Leader: _____
Sonia Santos
Parents' Association President: _____
Sonia Santos
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carolina Angustia
Student Representative(s): _____

District Information

District: 06 Superintendent: Manuel Ramirez
4360 Broadway, New York, New York
Superintendent's Office Address: _____
Mramirez4@schools.nyc.gov
Superintendent's Email Address: _____
(917) 521-3757 (917) 521-3797
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 7th Ave, 8th floor, New York, New York 10001
Director's Office Address: _____
ychu@schools.nyc.gov
Director's Email Address: _____

Phone Number: 646.470.0721 Fax: 917.339.1765

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Tracy Walsh	*Principal or Designee	
Lori Spector	*UFT Chapter Leader or Designee	
Sonia Santos	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Quran Francis	Member/ Teacher	
Iolani Grullon	Member/ Teacher	
Kayla McCormack	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shelia Sullivan	Member/Teacher	
Miriam Rosario	Member/ Parent	
Yokasta Baez	Member/Parent	
Carolina Angustia	Member/Parent	
Lenny Ciccone	Member/ Parent	
Emmanuel Guzman	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 48, is in the Washington Heights section of New York City. It is a Pre-K - grade 5 elementary school that services all students including general ed., Students With Disability (SWD) and English Language Learners (ELL). Each grade from K - grade 5 includes a general education class, a dual language class and an ICT class. Our specialty classes include art, gym, library, technology, theatre and social emotional learning (SEL).

Partnerships include New Victory Theatre, Columbia Presbyterian Hospital, CAT program (Creative, Arts Team), King after school program and ACDP.

The vision at PS 48 is that all members of the school community will be treated with equality, dignity, and respect. We must engage students actively in the learning process while they are working to achieve their full potential as competent, respectful, socially responsible citizens. We must facilitate academic excellence by enabling all students to attain maximum academic achievement.

Our SWDs and ELLs are exposed to our common core aligned curriculum in both ELA and math. Licensed teachers support these students with a variety of strategies including using more visuals, graphic organizers and tiered lesson plans. In addition, SWDs and ELL students use web based resources to support their learning. These software resources include Dreambox, Front Row and ST Math which all tailor learning for the individual students and follow progress throughout the year. These programs could be used at home as well which strengthens the home school connection. Teachers could also track student progress and give further support. Finally, we provide the Title III after-school program to ELL students.

One of the elements from Framework for Great Schools where we made the most progress over the past year is our Collaborative Teachers. During our Professional Learning Community time teachers have been able to create study groups on various topics and help facilitate these study groups. Topics during the 2014-2015 included math fluency, guided reading, growth mindset, coding, and many more. This year we are going to focus more on inter visitations in cycles with a focus on the Framework of Teaching. Teachers responded positively to our cycle on Inter visitations last school year and as a result we will work in cycles. Teachers also meet in weekly teacher team meetings facilitated by teacher leads who help drive our Instructional Focus and School Goals. Finally, our scoring time on Tuesday afternoons is done collaboratively.

We have three key areas to focus on this year and they are indicated on our 90/90/90 plan. The three areas are as follows:

- Frequent assessment of student progress and multiple opportunities for improvement.
- Collaborative scoring of student work.
- An emphasis on nonfiction writing.

06M048 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	620	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.3%	% Attendance Rate		94.3%
% Free Lunch	89.4%	% Reduced Lunch		6.7%
% Limited English Proficient	30.6%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.4%
% Hispanic or Latino	94.4%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	2.2%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)		5.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.7%	Mathematics Performance at levels 3 & 4		24.4%
Science Performance at levels 3 & 4 (4th Grade)	73.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

These goals deepen our previous work of inquiry and the implementation CCLS aligned units. We worked with DOE’s CCLS pilot three years ago, developed and implemented CCLS task bundle, and used an inquiry process to assess and revise our curriculum in order to meet the needs of all students. Now that we have a uniform curriculum for math and literacy in the content area, we are better able to focus on reflecting and revising rather than creation and better poised to engage in study groups in cycles to support teacher pedagogy. In math we have adopted GoMath as our CCLS-aligned program. To date we have: created a common lesson-planning template that allows for similar structures across the grades, selected common assessments to track student performance and progress, and incorporated higher-order questioning to ensure students are thoroughly supporting their answers. We have also adopted ReadyGen as our CCLS-aligned literacy and literacy in the content areas program. In literacy to date we have: created resource libraries, designed unit concept boards, revised writing tasks to suit the learners, and incorporated team talk into lessons to ensure students are using evidence to support their answers and claims. With uniform curricula in place, teachers are able to focus their efforts on revising instruction and assessments to meet the needs of all learners including our ELL population and SWD.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of students in grades K-5 will make one level gain in targeted writing indicators (Focus, Development, Organization) as measured by the grade specific performance-based assessments from our ReadyGEN ELA assessments which is aligned to the Common Core Writing Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Use of schoolwide Common Assessments. Teachers in grades K-5 will be administering on demand writing assessments 4 times throughout the year. The writing assessments are aligned to the CCLS and will be scored using the same rubric as the MOSL. Teacher Teams will collaboratively score and analyze the results tracking most specifically 3 specific writing indicators: focus, development, and organization. This work will inform the instructional decisions teachers make to support student learning. 	All Students	Sept. 2015- June 2016	All Staff
<ul style="list-style-type: none"> • Use of weekly PD time for training of Danielson Framework as it relates to the instructional domains. Teachers participate in a cycle of intervisitations that require them to collaboratively discuss their instructional choices and outcomes on student learning. ELL strategies are embedded into the instruction to assist all learners. 	All Students	Sept. 2015- June 2016	All Staff
<ul style="list-style-type: none"> • Facilitate evidence based thinking, discussions and writing through implementation of school-wide discussion protocol “turn and talk.” 	All Students	Sept 2015- June 2016	All Staff
<ul style="list-style-type: none"> • Use of student work and formative/summative/common and differentiated assessments to inform the process and progress as it relates to meeting the school’s instructional focus. • Teachers will use small group instruction to address the needs identified through the data analysis of both soft and hard data. 	All Staff	Sept. 2015 - June 2016.	All Staff

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>teacher team meetings in order to score, and analysis the data. UFT teacher center coach to work with the teachers.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January teacher teams will look at the data and make changes in the curriculum to meet our goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our school community uses the Danielson Framework for Teaching during a frequent observation cycle to assess and support teacher practice and student achievement. As such we have developed a comprehensive calendar to inform and monitor this work. This system allows for all teachers to be involved in an observation process built around a common rubric of effective teaching practices and a process that incorporates relevant feedback with actionable next steps. As such during our visits we are able to pay close attention to effective teaching practices during the delivery of lessons. We continually focus on student engagement, questioning, discussion, and ways in which teachers are differentiating their instruction to meet the needs of all of our students. Particular attention is paid to our ELL’s and SWD’s to ensure that they are given suitable access to the curriculum and provided with ways in which to show mastery of the skill. Furthermore, this process enables teachers to engage in structured professional conversations using a shared language to improve their practice. Additionally, given our internally developed tracking system, we are able to monitor teachers’ performance and progress relative to each of the components and thereby make targeted decisions around professional development and other needed next steps.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all SWD’s and ELL’s will make a gain of 10 points in DRA reading scores and a .05 level gain in targeted writing indicators (Focus, Development, Organization) as measured by ReadyGEN writing assessments which are aligned to the Common Core Writing Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • The curriculum is aligned to the CCLS, such that students are engaged in a variety of grade-level texts (including a significant increase in non-fiction texts), exposed to challenging and rigorous work, are required to justify their answers both in literacy in the content areas (text-based evidence) and in math (showing work), thus being supported to become independent learners. 	SWD, ELL, SIFE	Sept. 2015 - June 2016.	Staff
<ul style="list-style-type: none"> • Our academic tasks come from our two programs: ReadyGen and GoMath! which provide rigorous grade-level standard based tasks for students, as well as the necessary scaffolds to provide multiple access points for ELL and SWDs. • Use of DOK (levels 1-4) to ensure our questions, tasks, and student thinking involve higher-order thinking and tasks. 	Staff	Sept. 2015 - June 2016	Staff
<ul style="list-style-type: none"> • The process for adjusting and refining curriculum is strategically embedded in the structure of our teacher team meetings and professional study teams. Teachers are given time to meet in grade-level groups and cross-grade content areas in order to examine both the curriculum and student data in order to make appropriate revisions. 	Staff	Sept. 2015 - June 2016	Staff
<ul style="list-style-type: none"> • Use of student work and formative/summative/common and differentiated assessments to inform the process 	Staff	Sept. 2015 - June 2016	Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The UFT teacher center will provide professional learning.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Teacher teams will examine the data in January to check are ability to meet our goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The following structures support our teacher team meetings:

- Teachers meet in team meetings to analyze student work and use data/observations to inform our goals for the year. Team meetings are flexible based on grade-level needs. The use of student trackers with on-going data in math, reading, and writing, keeps conversations focused on using data throughout the process.
- Our Professional Learning on Mondays is structured as collaborative Study Groups, which provides staff with ongoing professional development with our school goal, focus and the Danielson Framework in mind.
- We now established a Google Docs for Education domain where we have our curriculum calendar, curricula maps, trackers and other documents to share.

- Swing periods are a structure built into the prep schedule around identifying targeted needs with flexible agendas.
- Instructional/Administrative Cabinet meetings help plan the professional development and coaching of teachers.
- We created a professional learning calendar that has all upcoming PLC sessions and teacher team meetings. In addition, we use a swing period to schedule meetings with committees or groups of teachers for added collaboration.
- Most scoring on Tuesday afternoons are done collaboratively. Teachers review tasks, norm the scoring

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of all teachers will be involved in ongoing professional development in our weekly Teacher Team meetings and our weekly study groups during our Professional Learning Community time as measured by constancy in teacher practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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"> • Professional Learning Community (PLC) - teachers work in grade level teams through cycles of intervisitation work. Each cycle is focused on a Danielson Framework component. Ex: 3C Engagement. 	Staff	Sept. 2015 - June 2016	Staff - Administration, coaches, Instructional Staff and Teacher Leads.
<ul style="list-style-type: none"> • Teacher leads in each grade facilitate teacher team meetings where they set agendas from a menu aligned to the schools work around for curriculum development, assessing, scoring and planning to reteach. 	Staff	Sept. 2015 - June 2016	Teacher leads with support from administration and coaches.
<ul style="list-style-type: none"> • Swing periods target work by groups and/or committees to work collaboratively on school initiatives. Ex: Technology Committee 	Staff	Sept. 2015 - June 2016	Group facilitators, administration, teacher leads and coaches.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Lead teachers, time on Monday afternoon, common prep time.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Through our observations and intervisitations we will look for consistency in teacher practice based on our focus on Danielson Components.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We realize the best way to ensure that students are learning is to have effective or highly effective teachers teaching the class. Teachers are working hard, but we need to leverage higher order thinking and questions during the lesson. With a focus on the teachers being effective, we know it will pay off with the student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of classroom teachers will achieve a minimum of an overall “effective”, based on the Danielson Framework of Teaching, measured by frequent observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will participate in observation cycles with their supervisor a minimum of 4-6 times per year.</p>	<p>All instructional staff</p>	<p>September-June</p>	<p>Administrators</p>

All teachers will engage in beginning of the year and end of the year conversations with supervisors to discuss goals and areas of improvement.	All instructional staff	September-June	Administrators
Weekly teacher team meetings and weekly PLC's facilitated by teacher team leads and coaches to provide PD supports (including intervisitations) to staff aligned to cycles of inquiry.	Grade teams	September-June	Coaches
Adoption of Teach Boost computer system to archive instructional artifacts and provide data monitoring & analysis supports to compliment ADVANCE system.	All instructional staff	October-June	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule intervisitation on a four week cycle.											
Part 4b. 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
In January we will check in and look at our ability to meet our goal.										
In March we will almost be finished with observations and will check in again.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our school will be using Skedula this school year to provide on-going feedback to parents regarding school progress. Teachers will be able to write general anecdotes regarding school performance in school and share assessments with parents throughout the school year. Since this is our first year using Skedula we will target writing and then as we feel more comfortable with the program add other important programs. We will continuously have parents register onto Pupil Path so that we can share messages on various technology devices throughout the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal by June 2016 is to have 85% of parents trained to use our new data generator – Skedula – so that they can access their child’s information which includes goals for students, assignments by teachers and ongoing academic progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Recruit, train, and support Technology Committee to support launch of new parent communication system: Pupil Path. 	Technology Committee	June 2015- June 2016	Instructional Cabinet
<ul style="list-style-type: none"> • Train staff in Pupil Path to ensure all teachers are prepared to regularly communicate key assessment data and anecdotes to families. 	All Staff	Fall 2015	Technology Committee
<ul style="list-style-type: none"> • Create registration launch plan and turn-key materials to ensure all families have supports as they register for Pupil Path. 	Families	Fall 2015	Technology Committee
<ul style="list-style-type: none"> • Provide regular, ongoing communication with families about student academic and social achievement progress and outcomes. 	Families	Fall 2015	All teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tech committee time to meet, purchased a uniform program to communicate with parents about academics</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January the writing tracker will be able to be viewed by parents.

By January the third grade will pilot the math tracker

By March two other grades will pilot the math tracker.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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 that are between 1 and 2 years behind as measured by the DRA	Guided Reading, Guided Writing	Small groups	During the school day and after school.
Mathematics	Students that do not meet key standards as measured by unit tests.	Guided Math Groups	Small groups	During the school day and after school.
Science	Students that do not meet key standards as measured by the writing tracker	Guided Writing	Small groups	During the school day
Social Studies	Students that do not meet key standards and measured by the writing tracker.	Guided Writing	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students discussed during PPC as needing support in social situations, or whose family has had a traumatic event	Assist students in dealing with personal issues, including school, friends, family and current events.	One to one Small groups	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 section where the response can be found [for example, Section 5A-Part 4].
- 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.

- Attend Hiring Fairs
- Use the Teacher Finder web site
- Coordinate with Human Resource Personnel
- Match new teachers with mentors

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We have teacher leads which meet with coaches and administration to set the the professional learning for the year. They in turn meet with their grades, look at student work, students data and planning. In addition as a school we are targeting the Danielson Components, and the teachers are conducting intervisitations to raise teacher practice.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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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.).
Our two Pre-K classes are engaged in a math curriculum called Building blocks. As these students transition to Kindergarten they receive the High-5 club to support math development. Pre-K students also are included in the speciality classes such as , Technology, Art, Gym, Theatre and Library. Parents tour our school to become familiar with our school culture and to better understand ou special programs.

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.
Our grade level teachers decide on the assessments in Math and ELA to be tracked during Teacher Team meetings. The assessments are connected to our math and ELA curriculum and assess progress and assist in grouping students. Our professional learning includes using multiple protocols to look at strength and weakness of our students and adjust accordingly.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	385,655.00	x	Section 5 Action Plan
Title II, Part A	Federal	100,451.00	x	Section 5 Action Plan
Title III, Part A	Federal	22,336.00	x	Section 5 Action Plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,305,926.00	x	Section 5 Action Plan

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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. P.S. 48 PO Michael J. Buczek 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. P.S. 48 PO Michael J. Buczek 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, School Quality 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

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

I. School Responsibilities:

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 with 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 to 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.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

After an analysis of the four modalities of the spring 2014 NYSESLAT: listening/speaking, reading/writing, Title III students will be grouped according to their language needs and abilities. Title III teachers will emphasize instruction for the NYSESLAT levels where students need assistance to achieve English proficiency. The designed Title III Program will enhance the ESL and Dual Language classroom instruction by offering additional instructional time and small group instruction in order to meet the language needs of the students. The assistant principal in grades 3-5 will supervise the program and be involved in designing and implementing the professional development. Title III funds will be used for five instructional after school groups that will service a total of 70 ELL students. All five groups of students will be instructed by licensed ESL/bilingual teachers. All of the groups will meet two times per week for one and one half hours each session. The groups will meet for a total of three hours per week, for a total of twenty eight weeks. The student program will begin on October 22, 2014 and end on May 28, 2015, after the NYSESLAT and ELA have been administered. It will be held every Wednesday and Thursday from 2:30- 4:00 p.m.

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

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

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

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

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

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

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

In addition to the video books with read along option, Bookflix has:

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Watch the Video (visual)

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

Explore More- Opportunities to conduct research

Project Ideas- contains a project goal

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

Activity Center- Assessment to measure comprehension

Lesson Plans- Aligned with Common Core Standards

Both Bookflix and Trueflix have a homework help database which students will be taught to access.

These components serve to further support the students' content knowledge. The two components also allow the students to continue to move at their own pace, so that it is individualized. The programs encourage the students to continue to work on their content and literacy skills from home using their own computer. The parents can support their children's learning through the home links connection that is a parental component that is also available in Spanish.

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

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

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

Part C: Professional Development

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

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

Begin description here: Professional Development- the School Librarian, the ELL Coordinator and the Literacy Coach will work jointly to plan and implement professional development to all participating Title III teachers. The initial professional development will be conducted over one (1) session prior to the launch of the Title III Afterschool Program. This one initial professional development session will be held on Wednesday, November 15, 2014. The Title III teachers will be trained to use NYLibraryNYC. They will collaborate in the instructional planning and select appropriate common text that will meet the linguistic and literacy needs of participating Title III students. There will be seven (7) additional

Part C: Professional Development

professional development sessions throughout the 2014-2015 school year. These professional development sessions will be held the first Tuesday of every month, beginning on Tuesday, November 11, 2014 and ending on Tuesday, May 5, 2015 from 3:45-4:45 p.m. Topics this year include: "Using Some Roleplay and Drama with Texts," November 25, 2014; "Using the Team-talk Routines More Strategically for ELLs," December 9, 2014; "Using Graphic Organizers Throughout All the Units to Support the Reading and the Writing," January 6, 2015; "Strategies to Promote Oral Language Development with SIFE and Beginner ELLs," February 3, 2015; "Guided Reading for ELLs," March 3, 2014; "English Language Learners and the Common Core Standards," April 14, 2015 and "Preparing for the NYSESLAT," May 5, 2014. These sessions will include additional planning and further professional development that will target students' writing needs as well as reading development. We will use the NYSESLAT report to identify deficiencies to drive instruction in the Title III students' writing. There will be an emphasis on persuasive and informational writing. The instructional plans will be implemented with the Title III students, as well as, third through fifth grades (3-5) ESL/Dual Language Self-Contained classrooms. An additional school-wide resource will be made available to all of the teaching staff. There will be professional development given for working with the ASCD ActionTOOL, Strategies for Success with English Language Learners.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	-	-

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 048
School Name P.O. Michael J. Buczek School, PS 48M		

B. Language Allocation Policy Team Composition

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

Principal Tracy A. Walsh	Assistant Principal Fatima Ali
Coach Gino Giustra	Coach Christie Quay
ENL (English as a New Language)/Bilingual Teacher Jose A. Pena/ELL Coordinator	School Counselor Rosario Fung-Saldana
Teacher/Subject Area Leiry Tejada/Reading	Parent Sonia Santos/PTA President
Teacher/Subject Area Lidia Liriano/SETSS	Parent Coordinator Arlene Tavarez-Vasquez
Related-Service Provider Loida Rivera	Borough Field Support Center Staff Member Sileni Nazario
Superintendent Manuel Ramirez	Other (Name and Title) Jonathan Hogan/ENL Teacher

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
<i>Number of certified ENL teachers <u>not</u> currently teaching in the ENL program</i>	0	<i>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</i>	5	<i>Number of special education teachers with bilingual extensions</i>	1

percentages.

D. Student Demographics

Total number of students in school (excluding pre-K)	598	Total number of ELLs	178	ELLs as share of total student population (%)	29.77%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K<input checked="" type="checkbox"/> 1<input checked="" type="checkbox"/> 2<input checked="" type="checkbox"/> 3<input checked="" type="checkbox"/> 4<input checked="" type="checkbox"/> 5<input checked="" type="checkbox"/> 6<input type="checkbox"/> 7<input type="checkbox"/> 8<input type="checkbox"/> 9<input type="checkbox"/> 10<input type="checkbox"/> 11<input type="checkbox"/> 12<input type="checkbox"/>
---	---

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	158	ELL Students with Disabilities	46
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups		
Newcomer ELLs (0-3 years of service)	Developing ELLs (4-6 years of service)	Long-Term ELLs (receiving 7 or more years of service)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
DL	66	8	1	3	0	0				69
ENL	92	2	37	17	0	9				109
Total	158	10	38	20	0	9	0	0	0	178

Number of ELLs who have an alternate placement paraprofessional:

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
														0
														0
														0
TOTAL	0													

C. Home Language Breakdown and ELL Programs

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
	13	11	10	6	16	5	8	17	11	15	11	8							69	62
																			0	0
																			0	0
TOTAL	13	11	10	6	16	5	8	17	11	15	11	8	0	0	0	0	0	0	69	62

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
									0	0
									0	0
									0	0

TOTAL	0												

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>102</u>	Number of students who speak three or more languages: <u>4</u>

Freestanding English as a New 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	21	20	14	21	15	12								103
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic		3		1		1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	21	23	14	23	15	13	0	0	0	0	0	0	0	109

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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	7	4	4	11	8								44
Emerging (Low Intermediate)	4	4	4	3	7	4								26
Transitioning (High Intermediate)	11	4	5	4	3	6								33

Expanding (Advanced)	9	18	17	20	4	6								74
Commanding (Proficient)	16	2	1	6	0	0								25
Total	50	35	31	37	25	24	0	202						

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	3	13	16	0								33

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	8	0	0	26
4	11	5	0	0	16
5	20	6	0	0	26
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	8	7	3	1	0	0	0	0	19
4	10	6	4	6	0	3	0	0	29
5	14	8	5	2	0	0	0	0	29
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	3	5	8	3	0	0	0	20

8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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				

Home Language Assessments

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	2	9	5	0	1	8	10	0
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
P.S. 48 Manhattan administers the Developmental Reading Assessment (DRA) and the Evaluacion del Desarrollo de la Lectura (EDL) to all students. Kindergarteners are assessed twice a year beginning in January and again in June. All other students are administered these assessments three times a year beginning in September. The DRA and the EDL provide information that assists teachers in grouping their students by level or by literacy skills. For example, we have noticed that expression and phrasing pose a problem to many students. Our DRAs also reveal that making inferences continues to challenge many of our ELL students. As a result, teachers have been planning mini-lessons, guided reading lessons and additional independent practice in these skill areas.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data reveals that our entering students are concentrated heavily in the kindergarten. An influx of new children to the country will increase the number of entering in upper grades as the school year progresses. For example, in fourth grade. After Kindergarten, concentrations shift from entering and emerging to transitioning and expanding. Expanding is the largest percentage of our ELL population. We also notice a large amount of students have been scoring at the expanding/ advanced level in the NYSESLAT for two or more consecutive years.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The AMAQ calculation informs us about the students that we need to target for intervention and Title III After School Program. We also analyze the NYSESLAT modalities scores by looking at the raw score and we notice that the listening and speaking scores are higher than reading and writing. Our CEP goal is focused on writing and our dual language and ESL teachers are studying strategies for assessing and targeting student writing. For example, teachers examined students' work to identify areas of need which include improving syntax, developing lessons on subject-verb agreement and the use of the past tense.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- a - Similar numbers of children progress along the NYSESLAT levels in dual language and ESL. We find that children who remain at the same level for more than one year often are also identified as needing other interventions. More students have chosen to take the math exam in English than in Spanish while presented with both. The ELA Common Core State Exam is challenging for the ELLs, especially entering, emerging and transitioning. These students are still having a difficult time answering questions where they have to imply: making inferences, drawing conclusions, and making predictions. In third grade, 18 students scored level 1, 8 scored a Level 2. In fourth grade, 11 students scored a Level 1, 5 students scored level 2. In fifth grade, 20 students scored a level 1 and 6 students scored a Level 2.
- In grades 3-5, on the NYS Math Exam, 21 students that scored level 1 took the test in Spanish and 32 students that scored level 1 took the test in English. Three students in grade 4, who took the test in Spanish, scored level 3.
- On the NYS Science Exam, the majority of the students scored level 2, 5 of them took the exam in Spanish and 8 took the test in English. Three students that scored level 3 took the test in English.
- 4b. The School leadership and teachers are using the results of the ELL Periodic Assessments to identify the level of performance of each student. The ELLs who are performing two grades below grade level in reading, according to Fountas and Pinnell, are considered struggling students. The team recommends them for intervention. This intervention is supplemented by the Foundations reading program in English, and Estrellitas in Spanish.
- 4c. P.S. 48 M is learning many things about the ELLs from the Periodic Assessments. The early identification of the students who need intervention is important for the success of the students. We also learned that newly enrolled SIFE students need the support in their native language throughout the day to acquire the second language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
At P.S. 48, data is used to drive instruction. ELLs who need intervention, receive Foundations Tier I and Tier II. Tier I is provided by the classroom teacher. Tier II Foundations is provided by the classroom teachers working in small groups, no more than six students. Every ten sessions, students are tested to measure their progress. If any student does not master the projection, that student would be placed in a smaller group to afford the child more attention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
CR Part 154 is the guide for instructional decisions at P.S. 48M when it comes to ELLs. First, we take into consideration the parents' choice to place the student in a particular program for ELLs. After the student is placed in the program, we make sure that the student is receiving the mandated language services. Every teacher at P.S. 48 M knows the English Language Learners in his or her class. These students are grouped in a way they can learn from each other cooperatively. Licensed bilingual teachers, ESL teachers, and trained monolingual teachers deliver instruction aligned to the standards to the ELLs. Resources are available for literacy instruction. Smartboards and smart cameras are available to support learning and creating effective program implementation for ELLs. For progress monitoring, we assess the students in the language of instruction. If instruction is occurring in English and Spanish, then assessments take place in both languages.

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

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 - a. All students are assessed 3 times a year using the EDL and the ELE once a year.
 - b. According to the ELE, 6 out of a total of 12 EPs scored at the third quartile and 5 scored at the top quartile. One scored at the second quartile and none scored at the first quartile.
 - c. According to our School Progress Report for 2012-2013 our ELL sub-group (LEP) achieved adequate yearly progress in both math and ELA.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Success of our programs are evaluated through a variety of measures. These include student retention, student achievement, particularly on the NYSESLAT, whether or not students have achieved their AMAO, and anecdotal reports from families, students and teachers.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At registration, parents or guardians are asked to complete the Home Language Identification Survey which is available in many languages to help identify possible ELL students. Licensed and certified pedagogues including Bilingual and/or ESL teachers conduct the interview and help parents complete the survey correctly. If the home language is a language other than English or the student's native language not English, an interview is conducted in English and their native language to determine eligibility for the NYSITELL. If the home language is identified as English or the student's only language is English the process stops and the child is not an ELL. The student would then enter a general education program. If the student speaks a language other than English and speaks little or no English then they are administered the NYSITELL within the first ten days of their school admission by a licensed and certified Bilingual or ESL teacher. Students are identified as possible ELLs if in section one of the HLIS a language other than English is identified for one item and if in section two of the HLIS a language other than English is identified for two items. If a student scores at or below the cut score for the grade the student is identified as an ELL. They may score at either the entering, emerging, transitioning or expanding levels. If a student scores above the cut score, the student is deemed proficient in English (commanding) and is not an ELL. If Spanish is the home language of the student, and he or she does not score at the commanding level, the Spanish LAB is administered during the same administration period as the NYSITELL. The Spanish Lab is administered only once. Each spring ELLs are administered the NYSESLAT to determine proficiency in English. ELLs continue to take the NYSESLAT until they reach the proficiency level and tested out. Once they test out, they are no longer identified as ELLs. Former ELLs will receive 90 minutes a week of integrated ESL for two years after testing out. We administer the SIFE Oral Questionnaire to all newly identified ELLs in grades 3 to 5 whom the school suspects may have a gap in education or may have inconsistent education. If a gap of two or more years is determined, we administer the Literacy Evaluation for Newcomer SIFE (LENS) to those

students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish in order to determine SIFE status. For all other languages, P.S. 48 uses our existing procedures (the SIFE Oral Questionnaire).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
P.S. 48 makes a determination about the SIFE status of any student that the school suspects that may have inconsistent education within 30 days from the initial enrollment, including entering the information in BNDC. These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States (determined by SIFE Questionnaire and LENS). Once a SIFE student is performing at or above the transitioning/intermediate level on the NYSESLAT, the SIFE status is removed.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
For students entering with an IEP and with a home language that is not English, the Language Proficiency team (LPT) will determine if the student needs to take the NYSITELL or not. The LPT makes determination as to whether the student may have second language acquisition needs or whether the student's disability is a determinant factor affecting the language proficiency. If the LPT determines that the student may have English language needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal rejects or accepts the recommendations. If the principal rejects the recommendation of the LPT not to administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. Additionally, the parent or guardian is notified within three school days. The superintendent has ten school days to accept or reject the LPT's recommendations. If the superintendent determines that the student must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL and to notify the parent or guardian.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Twenty four hours after the NYSITELL answer documents have been scanned, the RLCB ATS report is analyzed to determine the proficiency level of each student that has been tested. For the students that scored at the commanding level, the ELL Coordinator sends the non-entitlement letter to the parents. For the students that scored at the entering, emerging, transitioning and expanding levels, the ELL Coordinator sends entitlement letter to the parents. These parent notifications are sent within five school days after the ELL status has been determined, letting the parents know the results and that they have the right to appeal the ELL status within forty five days of enrollment.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed of the ELL status of their child within 5 schools days and in the same letter, our school lets them know that they have 45 days to appeal the decision. A student who has undergone the ELL Identification Process (as the result of the first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students 18 or older who believe a student may have been mis-identified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification process, the student will not be counted as an ELL for statistical or reporting needs.
6. What structures are in place at your school to ensure that parents understand all three program, choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
During the registration process, the ELL Coordinator or ESL teacher meets with the parents and the new student for an interview. Right after the interview, the ELL Coordinator presents the Parent Orientation Video with those parents who are registering potential ELLs. The video explains the three different programs that the city of New York offers to ELLs. The ELL Coordinator allows the parents ask questions. Parents are provided with a parent selection form that the parents can fill out if their child is identified as an ELL. Besides the this initial orientation, our school provides the parents with ongoing parent orientation meetings.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After the parents watch the Parent Orientation Video explaining the three different programs for ELLs available in New York City, our school provides the parents with the Parent Surveys and Program Selection Forms. The parents return the completed Parent Survey and Program Selection Form within five school calendar days. If the parent does not return the form within five days, the student is placed in a bilingual program. We always make several attempts to reach the parents: by resending the form, making

phone calls and waiting for the parent at arrival and dismissal times. Documentation of the attempts are maintained in file. If the space is available, we give the parents the first choice. When the school does not have the space for the first parental option, the ELL Coordinator informs the parent that the selection is not available at the school, keeping a record of the parent's response. At the same time, the parents are informed of the different schools where the parent's selection is currently available. The parents have the option of transferring the student to one of these schools or they can also opt for the second or third choice. When fifteen or more parents who speak the same language are in one or two continuous grades, the school looks into opening a bilingual program for that specific group.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. P.S. 48 makes every effort to ensure that parents complete the Parents Survey and Program Selection Form. If the survey and parent selection form have not been completed and returned, the ELL Coordinator keeps track and maintains records of the attempts to reach the parents. While waiting for a parent to complete the form, we place the student in a bilingual or ESL setting and ENL services are provided based on the student's proficiency level.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined, P.S. 48 sends parents a placement letter indicating the program in which their child has been placed. Letters are sent to parents in the preferred language. First, the ELL Coordinator distributes the placement letters to the classroom teachers. Then, the classroom teachers hand out the letters to the parents at dismissal time. For those students that are picked up by someone else (not by the parents), or students who go home alone, we make sure that the students put the placement letter in their backpacks and a phone call is made to the parents to confirm receiving the letter. If the parent cannot be contacted by phone, the letter is sent by certified mail to the parents address.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The Continued Entitlement Letters, Entitlement Letters, Non-entitlement Letters, Home Language Identification Surveys, Parent Survey and Program Selection Forms, Child Placement Letters, Student Programs, Report of ELL Students-informational sheet of Entitled, ENL/Bilingual Students, and other required documentations are located in a Compliance Binder in the Office of the ELL Coordinator.
11. 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. Previous to the administration of the New York State English As A Second Language Achievement Test, the Cabinet Committee of P.S. 48 makes determinations about the procedures related to the exam: schedule and school personnel involved in the administration and training. The parents of the ELLs are informed about the test. The NYSESLAT is administered annually in Spring to all English Language Learners in grades K-5. The exam tests one modality (Speaking) or three modalities (Listening/Reading/Writing). Listening/Reading/Writing consist of three booklets. The three booklets are administered in three different sessions, one session per booklet. First, the Speaking session is administered individually to students in location separate from other students. This modality is scored at the same time of the administration. Then, P.S. 48 administers Session One of the NYSESLAT: Listening/Reading/Writing to groups of English Language Learners within the same grade and the same testing accommodations. Next, Session Two is administered with the same type of grouping and testing accommodations of Session One. Last, we administer Session Three of the NYSESLAT, the same way that Session One and Two were administered. NYSESLAT is administered one session per day. Make-up Testing for students who have been absent when the test is initially given, are administered with the same type of grouping and testing accommodations the day after Session Three ends.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. P.S. 48 sends the Continued Entitlement Letters to parents of students who continue to be entitle to ELL services (based on the NYSESLAT). These letters are sent before September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

At P.S. 48 ENL is delivered throughout the push-in model. Stand Alone: Students receive English development instruction by a ENL certified ESOL teacher in order to acquire the English language needed for success in content areas. Integrated ENL: students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds. Teachers pair students of various language proficiencies to support each other in the home language and English, online dictionaries, books, etc., to provide home language support in ENL instruction. Students performing at the entering and emerging levels receive 360 minutes per week. Students performing at the transitioning and expanding levels receive 180 minutes per week. Students performing at the commanding level receive 90 minutes of ESL for an additional two years.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

Stand Alone: Students receive English instruction by a certified bilingual teacher in order to acquire the English language needed for success in core content areas. Integrated ENL: Students receive core content area, English language support and ELL scaffolds (grouping, dictionaries, books, etc.). Our Dual Language Program alternates days, which means that our students receive instruction one day in English, the following day in Spanish. The ENL Stand Alone and Integrated ENL services are provided during the English day.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

In kindergarten, first, second, third, fourth, and fifth grade, in our self-contained Dual Language offers instruction 50% in English and 50% in the native language, Spanish. The language of instruction alternates each day. Students at the entering, emerging, transitioning and expanding levels of English language proficiency receive the mandated number of minutes of instruction in ENL. Former ELLs continue to receive services for an additional two years.

In the Self-contained ESL class instruction is delivered 100% of the time in English by a licensed and certified ENL teacher. Thus, entering, and emerging students receive at least three hundred and sixty minutes in ENL, transitioning and expanding students receive at least one hundred and eighty minutes in ENL. Former ELLs also receive the amount of mandated minutes of ENL services. ELL students in general education classes and Collaborative Team Teaching classes receive ENL instruction according to the English

proficiency level. Entering, and emerging students receive three hundred and sixty minutes in ENL; transitioning and expanding students receive one hundred and eighty minutes in ENL in a push-in model. Commanding students also receive the mandated number of minutes of ENL instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. In our Dual Language program all content areas are delivered in both languages according to the schedule. All other models provide instruction in English while accessing native language to allow students to construct meaning, either through turn-and-talks or other collaborative structures. Teachers scaffold instruction through use of realia, visuals and explicit frontloading of language structures. Literacy is developed through content area instruction. For example, in social studies visual presentations of geography and history accompany teachers' lessons. These presentations are available to all teachers through our content area Wikispaces. In science, hands-on exploration provides language experiences which are complemented with explicit vocabulary instruction. Vocabulary word walls (with visuals) and sentence walls support language and content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are appropriately evaluated in their native language Spanish through administration of the EDL. The results of the EDL assist teachers in grouping students according to level or literacy skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated through the administration of the DRA. Teachers record the student's responses to prompts and questions. As students retell, teachers underline and record on the overview the information included in the student's retelling. Reading engagement, oral reading fluency, and comprehension are also aspects evaluated during administration of the DRA. Teachers make sure that they record the student's oral reading behavior. The DRA also includes writing assignment, a summary written in the student's own words which includes, key vocabulary and supporting facts. In addition to the DRA, teachers at P.S. 48M administer a writing baseline assessment. The first one is administered at the beginning of the school year (fall) and the second one in the spring to compare the improvement gained throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE students in our Dual Language programs are supported by preparing for their specific needs on a daily basis. Emergent reading materials in Spanish have been prepared for SIFE students in our third and fifth grades. During literacy block SIFE students read in Spanish even on English days in order to support their acquisition of basic grapho-phonetic knowledge and beginning sight words. Guided reading is the primary means of delivering instruction to these students. Study buddy structures support children when the teacher is instructing other groups.
 - b. Newcomers are seen by our ESL instructors in small groups using a pull-out or push-in model. Our newcomers are also served by their classroom teacher with the support of the bilingual resource room teacher. Ready Gen program builds comprehension skills and strategies. The newcomers are being prepared for the new writing portion of the ELA through daily journal writing (with and without prompts), in addition to Ready Gen Writing component.
 - c. Students services between 4 to 6 years: Students receive intervention services in small groups from the classroom teacher. Language modalities are targeted through explicit instructional strategies to build vocabulary and syntactical skills. Teachers have been trained in appropriate frontloading of lessons to prepare children for the linguistic demands of the text. In addition, in-class interventions include Reader's Theater and daily poetry reading to support fluency and automaticity. They are also seen by ENL teachers as per CR Part 154.

- d. We do not have any long-term ELLs, but if there are, we will provide explicit instruction in creating appropriate grade-level writing in different genres including expository, narrative, and argument. Teachers will provide students with genre-specific rubrics to assist them in focusing on a particular content area.
- e. Our former ELLs receive ENL for two years after testing at the commanding level. We also provide them with testing accommodations.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and/or student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within this same 6 to 12 month period. If the principal decides to reverse the status, she will consult with the superintendent. Final written decision will be given to the parent in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Similar strategies are used to instruct ELL students with special needs. Vocabulary words should be highlighted and selected because a student needs to know them in order to reach the objectives of the lesson. These should include big idea words, high frequency academic words and content specific words. Teachers should scaffold their teaching with modeling, activating prior knowledge and building schema.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- ELLs with special needs are served according to their IEP. Those placed in monolingual ICT classes are seen by ESL/ESOL teachers. Those in Dual Language classes are seen by our bilingual resource room teacher, bilingual speech teacher, bilingual social worker and guidance counselor. We also have students receiving occupational therapy and physical therapy across the program models. Some of our ELL students require one to one health paraprofessionals, who are all bilingual.

Chart 5.1

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

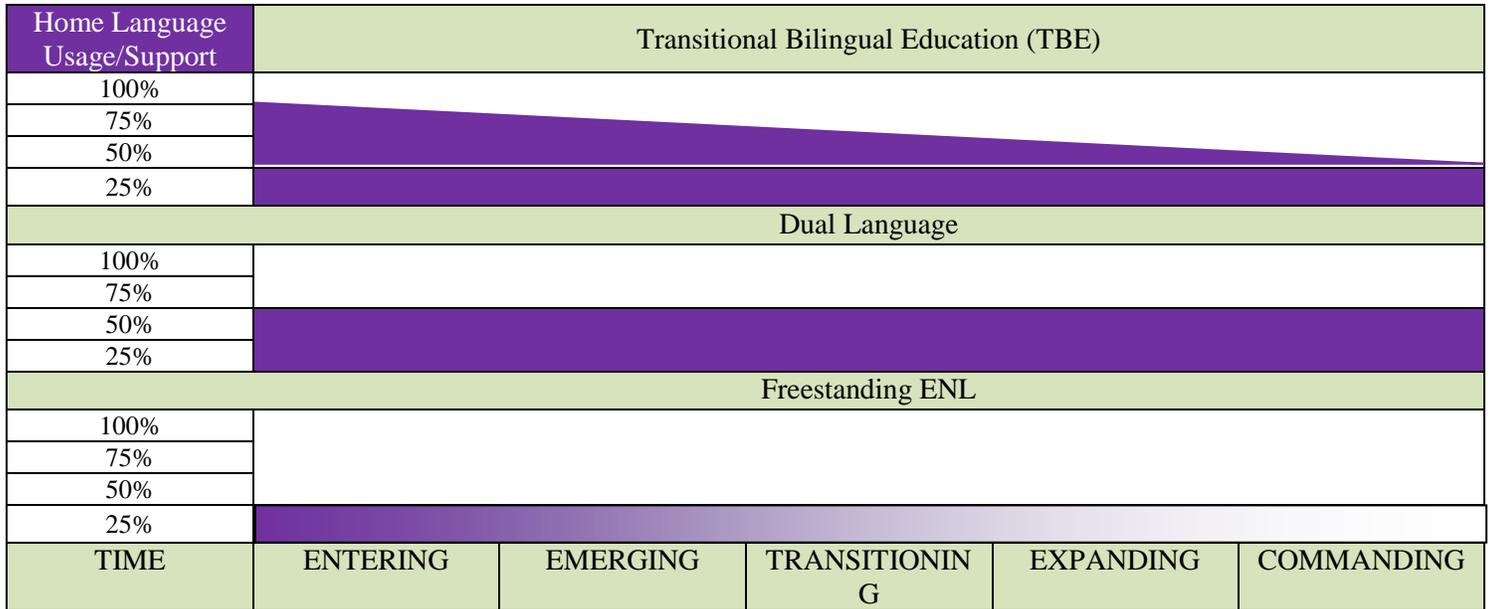


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In mathematics, Science and Social Studies classroom teachers work with ELLs in small groups. In addition, ESL/ESOL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and two English AIS teachers who use ESL strategies in guided reading groups.
- Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. At P.S. 48, every teacher who has ELLs in the classroom is provided with the Scaffolded Strategies Handbook from Ready Gen. It gives ideas to the teachers to implement activities, as well as and routines to support reading, writing, speaking, listening and vocabulary acquisition. For instance, every unit gives a list of cognates English/Spanish for the anchor text and supporting texts. It also suggests the use of visuals and demonstrating actions to teach vocabulary. One challenge for ELLs is that the read aloud referred to as the “First Read of the Lesson” can be frustrating. Students are expected to listen for 15-25 minutes every day without a pause. Comprehension can break down early and students can become lost during this time.
- What new programs or improvements will be considered for the upcoming school year? This school year all x-coded students who will be administered the NYSESLAT will receive ENL instruction according to their proficiency levels through a push-in model. Entering and emerging students will receive 360 minutes of ENL and transitioning and expanding students will receive 180 minutes. Commanding students will receive 90 minutes of ENL services for an additional two years. In addition, funding received this school year through the Title III Immigrant Program for Immigrant Students will be used in part to develop in student’s academic language through problem-solving and project-based learning in social studies, science and math.
- What programs/services for ELLs will be discontinued and why?

ELL students who have reached English language proficiency on the NYSESLAT may not be invited to participate in the Title III After School Program. In addition, the monies previously available to hire F status faculty to meet with our SIFE students have been exhausted.

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

All information regarding programs are provided bilingually to all parents. Title III serves primarily those ELLs who have not previously met their AMAO or who have narrowly met their AMAO in grades 3 to 5. They meet twice a week for one hour and thirty minutes each day.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Science and social studies books have been purchased that have high contextual support through visuals, graphic organizers and explicit scaffolding for vocabulary. (e.g. Early Explorers Series, Graphic Biography, Graphic History) In addition, fluency and vocabulary building is supported through Readers Theater in both English and Spanish. ENL teachers use the Scott Foresman Newcomers Book for newly arrived students. Classroom teachers provide ipads to students throughout the day, especially during the ST Math lessons (online program) designed for SIFE and ELLs with disability.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the Dual Language program, native language Spanish is used 50% of the time. Newly arrived students and SIFE students, receive foundational literacy support in their native language. All classroom libraries include native language selections. ESL classes provide native language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, e.g. letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. We have a small but ever-growing number of children who speak other languages including Arabic, French, and Chinese/Mandarin. Teachers make every attempt to have materials about children's countries of origin in their classroom. In first and third grades we have been able to pair students who speak Arabic so they can support each other in their native language. When possible, teachers have invited children from upper grades to visit their classrooms to offer the opportunity for their students to interact in their native languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students. Our school is always in the lookout for appropriate reading materials for SIFE. For example, chapter books for low-level readers (easy to read); and in some cases, teachers create their own.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The ELL Coordinator provides individual Parent Orientation before the beginning of school year in September, for newly arrived ELL students. The Parent Coordinator offers tours to parents who are interesting in enrolling new students in our school.

19. What language electives are offered to ELLs?

n/a

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

c. The Dual Language calendar determines the language of instruction on any given day. Kindergarten through fifth grade are self-contained 50%/50% models. Therefore, all content areas are taught in both languages. However, in mathematics, ELL students are offered the opportunity to select the language for assessments.

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel are members of the ESL/Dual Language Study Group which meets once a month for two hours. Topics this year include: analyzing data, collaborative lesson planning aligned to the Common Core Standards, analyzing student work, strategies for building vocabulary and syntax. In addition, our ELL Coordinator has attended workshops on Understanding Title III, and the Language Allocation Policy. It is then turn-keyed to teachers with ELLs in their classrooms.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
-Preparation for the reading with background knowledge and vocabulary support before, during and after the reading.
-Use of graphic organizers throughout all the units to support the reading and the writing.
-Use the Team-talk routines more strategically for ELLs.
-Using some role-play and drama with texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Upper grade teachers work in collaboration with the guidance counselor to plan for their transition to middle school. The school social worker meets with students and their families. Fifth grade teachers visit middle schools and plan instruction that scaffolds students' academic skills. For example, students begin to write five paragraph essays, persuasive essays and simple research papers.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
P.S. 48 Cabinet Committee determines the professional development that the school will be providing to the staff. Our school provides professional development to all teachers and administrators to address the needs of the English language learners. These P.Ds. are taking place every Monday during our 80 minutes of P.L.C. 15% of Professional development for all teachers is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, fifty percent (50%) of the professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 48 provides annual individual meeting with ELLs parents during our Parent Engagement Time. It takes place every Tuesday. Teachers meet individual parents/guardians to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Dual language teachers also inform parents about their child's Spanish language development progress. Teachers keep records of each meeting with ELL parents as well as the way that the meeting took place: in person, phone calls, letters.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent events including parent orientation, Schools Tours, Open School Night, Family Movie Night, Evening of Family Holiday Celebration, Family Arts & Crafts, parent conferences and school celebrations are conducted in English and Spanish. Our Parent Coordinator provides workshops and courses in English and in Spanish. Topics include parenting skills, health and nutrition, English survival skills and transitioning students to middle school. Cake baking classes, pottery classes, and interior design classes are also offered in both languages. Learning Leaders will also be training participating parents to be able to volunteer in our school. The PA works in close collaboration with teachers and the administration, volunteering in classrooms, on field trips, at school events and through fundraising efforts.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 48 Manhattan partners with other agencies and Community Based Organizations to provide workshops and services to all parents including ELL parents. Using the results of the parent survey, the parent coordinator plans workshops related to topics of interest to parents. Workshops about housing and health related issues (asthma) have been planned and local doctors have participated in the health related workshops. The United Federation of Teachers dial-a-Teacher Program has provided a workshop to parents about homework and homework help for their children.
5. How do you evaluate the needs of the parents?
The parent coordinator conducts a survey to determine parents' needs and interests. In addition, the social worker attends parent meetings to make her services known to parents and to respond to them.
6. How do your parental involvement activities address the needs of the parents?
Our parent involvement activities are based on the needs parents express on our parent survey and during parent meetings.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: P.O. Michael J. Buczek, <u>P.S. 48M</u>		School DBN: <u>06M048</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date October 30,2015
Tracy Walsh	Principal		10/30/15
Fatimah Ali	Assistant Principal		10/30/15
Arlene Tavaréz	Parent Coordinator		10/30/15
Jose A. Peña	Bilingual Teacher/ ELL Coordinator		10/30/15
Sonia Santos	Parent		10/30/15
Leiry Tejada	Teacher/Reading		10/30/15
Gino Giustra	Coach		10/30/15
Christie Quay	Coach		10/30/15
Rosario Saldana	School Counselor		10/30/15
Manuel Ramirez	Superintendent		10/30/15

Silene Nazario	Borough Field Support Center Staff Member		10/30/15
Jonathan Hogan	ENL Teacher		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 048 **School Name: P.O. Michael J Buczek**
Superintendent: Manuel Ramirez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, French, and Mandarin.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents that are distributed throughout the school year to our families are translated. This includes: parent bulletins, calendars, parent-teacher conference announcements, after-school program information, testing dates, and all parent notices.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings with parents that occur throughout the school year include: parent-teacher conferences, IEP meetings, parent information sessions, registration, holiday events, meetings with guidance counselor, meetings with parent coordinator, meetings with the ELL coordinator, meetings with teachers, meeting with assistant principal, and meetings with the principal.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

communication and access to school programs, curriculum, activities, and educational opportunities. We also post and provide school staff with Language Identification Guide to provide parents with additional translation and interpretation services if needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school ensures that all staff members are aware of the translation services and over-the-phone interpretation services by distributing and posting the Translation & Interpretation brochure, Language ID Guide, and Language Palm Card. Extra copies of all these materials are also made available to all staff in the main office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator conducts a survey to gather feedback from parents. She also has direct communication with parents through the Remind program where parents can message her any concerns and they will be immediately addressed.