

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (*i.e.* 01M001):**

**28Q048**

**School Name:**

**P.S. 048 WILLIAM WORDSWORTH**

**Principal:**

**PATRICIA M. MITCHELL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William Wordsworth School Number (DBN): 28Q048  
Grades Served: PreK-5  
School Address: 108-29 155<sup>th</sup> Street  
Phone Number: 718 558 6700 Fax: 718 558 6710  
School Contact Person: Patricia Mitchell Email Address: PMitche4@schools.nyc.gov  
Principal: Patricia Mitchell  
UFT Chapter Leader: Barry Hauptman  
Parents' Association President: Stacey Webb  
SLT Chairperson: Patricia Mitchell  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tracey Battle  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Muñiz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Boulevard  
Superintendent's Email Address: MSarduy@schools.nyc.gov  
Phone Number: 718 557-2623 Fax: 718 557 2623

**Borough Field Support Center (BFSC)**

BFSC: HRD Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718 281 3259 Fax: 718 642 5855

## 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)
Patricia Mitchell	*Principal or Designee	
Barry Hauptman	*UFT Chapter Leader or Designee	
Stacey Webb	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tracey Battle	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	
Diana Guerrini	Member/ UFT	
Danielle Grossi	Member/ UFT	
Rochelle Whichard	Member/ UFT	
Cemal Willams	Member/ Parent	
Nashla Joseph	Member/ Parent	
Renee Campbell	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

PS 48 is an elementary school located in South Jamaica New York. We currently serve 580 scholars from Pre Kindergarten to grade 5. What distinguishes our school from those in our peer horizon or even in our district are the rich relationships formed between all members of our learning community. In keeping with our Mission Statement, we are committed to ensuring that we create significant relationships so that learning will occur.

### MISSION STATEMENT

The William Wordsworth elementary school is committed to providing scholars with multiple opportunities to engage with rigorous, common core aligned tasks that promote critical thinking in all areas of academia and the arts. Our entire learning community is dedicated to preparing scholars for college and careers in a safe and nurturing school that is supported by our Chancellor, parents, and community based organizations.

### Strengths, Accomplishments, and Challenges

#### PBIS

As a result of our Scholars Against Violence in Education or (S.A.V.E.) initiative, our school has seen a drastic reduction in the number of occurrences in our school. In 2010-2011 the number of incidents totaled 119, The following year in 2011-2012 that number dropped to 69. In 2012-2013 the number climbed to 80. Finally in 2013-2014 that number was 83. The increase from 2012 to 2014 can be attributed to a substantial increase in student enrollment from 366 in June 2011 to 573 in June 2014. As of June 15<sup>th</sup>, 2015, that number dropped to 41. We are proud of our positive behavioral interventions and supports. They are instrumental in ensuring that we sustain a SUPPORTIVE ENVIRONMENT. Our scholars enjoy a safe and nurturing environment and alert an adult when they see something wrong.

#### ATTENDANCE

During the 2012-2013 school year, our team decreased the number of scholars absent 20 or more days from 66 to 32. During the 2013-2014 school year the number of chronically absent scholars dropped from 130 to 20. PS 48 came in third in New York City in reducing the number of chronically absent scholars. Our innovative approaches to combat chronic absenteeism were shared in the November 6<sup>th</sup> issue of Education Week as well as U.S. New and World Report on November 10<sup>th</sup>, 2014 In addition, our school was highlighted by researcher Kim Nauer's 2014 report from the Center for New York City Affairs. I served on a panel at the New School in November 2014 that included Deputy Mayor Richard Buery, and former New York City School Chancellor Rudy Crew to discuss the attendance metamorphosis at PS 48 and to share insights on "A Better Picture of Poverty". While we continue to struggle with maintaining stellar attendance rates, we have again reduced the number of chronically absent scholars by 30% this year.

#### COMMUNITY BASED SUPPORT

Two out of every ten scholars who live in South Jamaica are not reading proficiently based on grade 3 state ELA exams. That's the reality we lived with for the last five years. In 2012, PS 48 partnered with Reading Partners to change that trajectory. After just one year at our school:

Reading Partners has recruited and trained over 60 community volunteers.

80% of enrolled scholars increased their reading proficiency by 4 months

Our scholars on average accelerated 1.3 months of reading for every month they were enrolled with a Reading Partner.

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

Those kind of results got the attention of board members at the Pinkerton Foundation. Acting on common sense and the promise of changing a whole community, Pinkerton banded together with ten community based organizations to saturate the community with literacy support. The result was a huge success based on grade 1 summative data. There was a 30% increase in the number of grade 1 scholars who were proficient going to grade 2.

1.2 million dollar grant in 2013-2014 that supported a powerful collaboration of ten organizations. They include the following Building Educated Leaders for Life,, Community Service Society, Jumpstart, Learning Leaders, Literacy Inc., Parent-Child Home Program, Queens Library, Reach out and Read, Read Alliance and Reading Partners. We work collaboratively to maintain STRONG FAMILY-COMMUNITY TIES.

The result has been phenomenal. PS48 doubled the number of grade 3, 4, and 5 scholars who were proficient on state ELA and math scores between 2013 and 2014. This kind of targeted strategic support was and is needed. The Pinkerton Foundation renewed our grant for the 2015-2016 school year for an additional 1.3 million dollars. The resources that this grant provides are shared among PS40 and PS48 school communities.

## **COLLEGE AND CAREER**

College and Career Readiness is a central theme at PS 48. We are clear about our moral imperative to prepare our scholars for the rigors of college and/or careers. Last year classrooms were named after the almaters of school attended by teachers in our school. Scholars were also encouraged to take the college and career pledge. Each week we take the "I will graduate pledge" during morning announcements. This year, in addition to our college and career events, we will have our first college door décor contest to create excitement around college. Our annual Career Day event will continue to inspire our young scholars to inquire and learn about careers in a variety of fields. We will work vehemently to sustain our list of fifty plus esteemed guests each year.

## **TEACHER LEADERSHIP**

PS 48 is also unique in its approach to encourage teacher leadership and professional collaboration at a high level. An example of how we foster personal leadership, build strong school communities and strategically use resources and operations is our COMMON CORE COLLABORATIVE. It involves Principals showcasing instructional best practices based on instructional shifts and continuous improvement. We have a cadre of COLLABORATIVE TEACHERS

A Day of Common Core is a collaborative we launched for the first time at PS 48. Four schools including PS 40, PS48, PS 80 and PS 36 collaborated to provide the very best professional development by our staff FOR our staff. The event was organized on EventBrite and carried out flawlessly at our school. Teachers were able to register for up to 3 workshops that were planned by for and with teachers.

This was an example of teacher leadership and EFFECTIVE SCHOOL LEADERSHIP.

## **USE OF DATA**

This year we embarked on the use of data to track scholar progress and make revisions. Through the use of the public data wall, we wanted to ensure that all scholars, their families and staff were aware of scholar's reading goals, and provide support to ALL scholars based on interim data. By taking an active role in charting their own growth, we believe that scholars will be able to articulate their goals and steps needed to reach them.

The data wall was a huge success. Next year, we will tweek that wall so as not to disclose any personal information about individual scholars, but with a continued effort to track interim data to make strategic decisions instructional strategies, resources, and grouping.

## CHALLENGES

- We find it challenging to meet the needs of our diverse learners that include Students with a myriad of disabilities, English as a New Language (ENL) learners and those with Students with Interrupted Formal Education (SIFE).
- We will continue to make efforts to increase the rigor in classrooms through sound instruction and coherent planning using tools to ensure that we are consistently providing access to curriculum with supports and scaffolding.
- Our school community will continue to aggressively support excellent attendance with our unconventional efforts, opportunities for recognition and relationships with families.

**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.

We ensure that our instruction is rigorous our teacher teams collaborate to plan lessons, choose resources

**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.

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**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.

## 28Q048 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	578	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
				N/A
School Composition (2013-14)				
% Title I Population	78.9%	% Attendance Rate		92.9%
% Free Lunch	82.6%	% Reduced Lunch		4.7%
% Limited English Proficient	6.1%	% Students with Disabilities		21.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.4%	% Black or African American		69.2%
% Hispanic or Latino	13.2%	% Asian or Native Hawaiian/Pacific Islander		13.0%
% White	N/A	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.83	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.7%	Mathematics Performance at levels 3 & 4		22.3%
Science Performance at levels 3 & 4 (4th Grade)	76.1%	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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	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.

Based on our latest Quality Review and Principal Performance Review, we have some work to do to increase our ability to introduce RIGOROUS INSTRUCTION through questioning, use of assessment, differentiation and stellar instructional practices. Feedback was as follows:

#### **Areas of Focus**

- Across classrooms, teaching strategies (including questioning, scaffolds where appropriate inconsistently provides multiply entry points into the curricula leading to uneven engagement of higher order thinking skills in student work products, including the work of SWDS. (1.2)
- Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self- assessment so that teachers inconsistently make effective adjustments to meet students’ learning needs. (2.2)

### 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.

To increase the percentage of scholars in testing grades who are proficient on STATE ELA exams by 10 from 24% to 34% by June 2016 as evidenced by State Exam results.

a

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Based on our summative state math data, only 25% of our tested scholars are proficient in mathematics. To address this data, selected teachers in this grade will attend mathematics training at METAMORPHOSIS to increase their content knowledge and increase student achievement</p>	<p>Grade 3, 4, and 5</p>	<p>October 2015- June 2016</p>	<p>Administration</p>
<p>Administrators will continue to utilize a common framework (Danielson) to observe teachers and provide meaningful feedback. Next steps for teachers will be monitored, actionable and evidence based.</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Administration</p>
<p><b>Regarding rigorous instruction</b> Families will be provided with supports to address the cognitive demands of CCLS throughout the year in a myriad of ways. Weekly homework sheets will provide resource ideas, monthly assessment calendars will provide resources and ideas about supporting the curriculum and our school website will be updated each Tuesday to reflect grade specific CCLS and supports. PS48Q.com</p>	<p>The entire school community</p>	<p>September 2015-June 2016</p>	<p>Teacher Teams</p>
<p>Based on the 2014-2015 School Quality Snapshot, 92% of those surveyed responded positively about <b>rigorous instruction in our school</b>. We demonstrate our commitment to collaboration in a variety of ways. We will continue to :</p> <ul style="list-style-type: none"> <li>• Align curriculum units and lessons with common core standards</li> <li>• Utilize Hess' matrix to ensure that we provide rigor in tasks and assignments</li> <li>• Review and discuss text complexity using a rubric for fiction and non-fiction text.</li> <li>• Use quality rubrics for student work that facilitate self-assessment, peer assessment and actionable next steps</li> <li>• Create plans that address the needs of sub groups of scholars</li> </ul>			

**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.

Our School Leadership Team will collaborate to align our budget and resources and staff to support and implement actions plans for continuous improvement.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**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.

Teachers and support staff will implement mid year MOSL exams to determine if scholars are making progress based on the use of writing prompts and common rubrics. Teachers and support staff will also implement measures of student learning for writing at the start of the school year, the middle of the school year and at the end of the school year. This data will be tracked for all scholars and sub groups of scholars throughout the year.

In addition to MOSL data, our running record data will provide teachers with information to inform instruction and goal monitoring.

**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 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.

Based on our latest Quality Review and Principal Performance Review, we have some work to do to increase our ability to introduce RIGOROUS INSTRUCTION through questioning, use of assessment, differentiation and stellar instructional practices. Feedback was as follows:

#### **Areas of Focus**

- Across classrooms, teaching strategies (including questioning, scaffolds where appropriate inconsistently provides multiply entry points into the curricula leading to uneven engagement of higher order thinking skills in student work products, including the work of SWDS. (1.2)
- Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self- assessment so that teachers inconsistently make effective adjustments to meet students’ learning needs. (2.2)

### 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 30% of tested scholars in grades 3-5 will be proficient on STATE MATHEMATICS exams 10% as evidenced by State exam results.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Based on our Quality Review feedback, for 1.2 teachers need to engage in practices that promote scaffolds for our diverse learners which will be evidenced by differentiation in planning and lesson implementation. Lesson plans will include strategies for multiple entry points that engage all learners</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Teacher Teams  Administration</p>
<p>Based on District goals regarding Quality Review indicator 2.2 teachers teams will engage in aligning assessments to curricula. The data from formative assessments will be used to inform scholars about next steps AND inform teachers about instructional goals.</p>	<p>All teachers</p>	<p>November 2015- June 2016</p>	<p>Teacher Teams  Administration</p>
<p>Teachers will engage in professional development that includes ideas for interim checks for understanding during the lesson. This will enable scholars opportunities to self-assess and peer assess. Teachers will be able to make adjustments to lessons that meet the needs of scholars in real time.</p>	<p>All teachers</p>	<p>December 2015- June 2016</p>	<p>UFT Teacher Center  Administration</p>
<p>Regarding our <b>Supportive environment</b>, the PS 48 school community will continue to respond positively at 93% or more that our school established a s culture where scholars feel safe, are challenged to grow and are supported to meet high expectations. This will be supported with the school book study for MINDSET by Carol Dweck who contends that a growth mindset and high expectations yield positive results.</p>	<p>All teachers and Adminstrators</p>	<p>November 2015- January 216</p>	<p>Teacher Teams  Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Our School Leadership Team will collaborate to align our budget and resources and staff to support and implement actions plans for continuous improvement.</p>
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Teachers and support staff will implement mid year MOSL exams to determine if scholars are making progress based on the use of math prompts and common rubrics.

**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 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.

By June 2016, 100% of eligible teachers will be observed using a common framework and provided with research based feedback to improve practice in (3c) student engagement as evidenced by 90% of Effective ratings in the Advance portal.

**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 teachers in Grades in K-5 will work **collaboratively** in Teacher Teams to develop strategies and scaffolds for scholars in the lowest third as evidenced by 90% Effective ratings in the Advance portal under indicator 3c (student engagement)

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Based on the 2014-2015 School Quality Snapshot, 91% of those surveyed responded positively about <b>collaborative practice in our school</b>. We demonstrate our commitment to collaboration in a variety of ways. We will continue to :</p>	<p>All teachers</p>	<p>October 2015- June 2016</p>	<p>Teacher Teams</p>

<ul style="list-style-type: none"> <li>Align curriculum units and lessons with common core standards</li> <li>Utilize Hess' matrix to ensure that we provide rigor in tasks and assignments</li> <li>Review and discuss text complexity using a rubric for fiction and non-fiction text.</li> <li>Use quality rubrics for student work that facilitate self-assessment, peer assessment and actionable next steps</li> <li>Create plans that address the needs of sub groups of scholars</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our School Leadership Team will collaborate to align our budget and resources and staff to support and implement actions plans for continuous improvement.											
<b>Part 4b.</b> 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
<b>Part 5b.</b> 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I SWP</b>	<input checked="" type="checkbox"/>	<b>Title I TA</b>	<input checked="" type="checkbox"/>	<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<input checked="" type="checkbox"/>	<b>Other</b>

**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.

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**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	MOSL scores	Writing prompts	Small group,  One to one tutoring  Read Alliance, Reading Partners,  BELL	During School Day and  Afterschool
<b>Mathematics</b>		Math Tasks	Small group,  One to one tutoring	During School Day and  Afterschool
<b>Science</b>		Engineering  Is Elementary  Into the Woods	Small group,  One to one tutoring  STEAM Club	During School Day and  Afterschool
<b>Social Studies</b>			Small group,  One to one tutoring	During School Day and  Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>			Small group,  One to one tutoring  Jamaica Community Partnership, YMCA	During School Day and  Afterschool

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p>A Team of teachers and administrators create postings with qualifications and requirements that speak to adequate licensure and education and preferred professional attributes. We will develop the following to ensure we hire highly qualified staff:</p> <ul style="list-style-type: none"> <li>• Create a hiring committee (Principal , A.P. , TC Facilitator, and Dean) to collaborate about vacancies and long term absences</li> <li>• Create a series of questions and salient points for discussion during interview</li> <li>• Admin will utilize a quality rubric to make decisions about prospective applicants</li> <li>• Principal will schedule meetings with new teachers regarding requirements for tenure</li> <li>• Provide mentors for new teachers to provide feedback regarding professional contributions, impact on student learning and instructional practice</li> <li>• Maintain teacher teams to encourage professional collaboration regarding CCLS tasks, homework, assessments, student data trends, instructional resources and best practices</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>• A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional Learning Handbook</li> <li>• Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components</li> </ul>

- Utilize an effective teacher model rubric (Danielson) to provide feedback to teachers
- Provide feedback to teachers in short and frequent observation cycles for continuous improvement
- Support new teachers in the tenure process with extra preps, demonstration lessons and quality feedback using the idea bank from the Division of Teaching and Learning
- Utilize BFSC supports and expertise to improve teacher practice based on data

### 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).

### 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 school offers a comprehensive and aligned curriculum in all subject areas that focus on english language arts standards and mathematics. Teachers engage in vertical articulation to ensure that scholars are provided with rigorous instruction that prepares them for the cognitive demands of subsequent grades.

#### **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.

Teachers regularly meet to design, create and analyze assessments for scholars on their grade. Teachers engage in practices that allow them to decide on appropriate questions, assessment measures, and rubrics to gauge student progress. We then engage in the practice of looking at student work as part of Inquiry to examine the best instructional practices for teaching the standard(s) being assessed.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (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	244,331.00		
Title II, Part A	Federal	82,738.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,281,299.00		

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

## Title I Parent Involvement Policy and Parent-School Compact for The William Wordsworth School PS 48

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 48, *[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 scholar achievement between our school and the families. PS 48 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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 48 will support parents and families of Title I scholars by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS/ 48's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the Parent Coordinator.

In developing the PS 48 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, PS 48 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a [1]dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events in PCAR by the 15<sup>th</sup> of every month commencing September 2015. Activities will be planned for parents each month and reported to the Central Office for Family Engagement and Advocacy (OFEA);
- Enlist the PC to conduct and facilitate 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 at twice per month.

- 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 Snapshot, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act. Beginning 2016, the Parent Coordinator will host this required meeting. Ms. Mitchell will host the 2015 meeting.
- Enlist the PC to 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; and
- 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.

**PS 48 will further encourage school-level parental involvement by:**

holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- Enlisting the Parent Coordinator to establish and maintain an electronic Parent Resource Center on the school website
- hosting events to support male leadership in education for their children. Including parents/guardians, grandparents, uncles, cousins, brothers and foster parents;
- Enlisting the Parent Coordinator to encourage more parents to become trained school volunteers through Learning Leaders program
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Working with the PC in developing and distributing a monthly school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

## **Section II: School-Parent Compact**

PS 48 *[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. PS 48 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- 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 communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities at least 2x per year for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning Parent Engagement activities for parents during the school year (e.g., Open School Week);

**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; and
- 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;

**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 and adhere to the 97% attendance goal.
- 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 and/or use supports such as Dial-A-Teacher, Kahn's Academy or Engage NY to support my child.
- 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; Inquire about “Cool Culture “ at my child’s school.
- 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 with a minimum of 30 hours if my child is enrolled in YMCA
- Attend at least 5 parent workshops during the school year---and attend at least 3 before January 30 2016
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

**Scholar 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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Patricia Mitchell on October 30<sup>th</sup>, November 18<sup>th</sup> and finally posted on the school website on November 24<sup>th</sup>, 2015.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on or before and will be available on file in the Parent Room.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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[1] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

## 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>William Wordsworth School</u>	DBN: <u>28Q048</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>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<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>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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: \_

Rationale:

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

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

Schedule/Duration:

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

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

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

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

Language of Instruction/# Certified Teachers

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

Types of materials

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

### Part B: Direct Instruction Supplemental Program Information

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

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

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ PS 48's goal is not only to accommodate the students but also the parents. Our PTA is very active and meets regularly to discuss concerns within the school community. Our monthly newsletter informs parents about upcoming events, units of study, testing calendar and school notices. We will have these newsletters translated in the languages available in our school community. We have come up with certain PDs for parents to better help their children at home, Online Resources for ELL parents, November 2014; Homework Help for ELL parents, December 2014 to be given

**Part D: Parental Engagement Activities**

by the ESL teacher, Mr. Billanes, the bilingual teacher, Mr. Navas, and the Teacher Center coordinator, Ms. Gaughan. Letters will be sent to parents based on their preferred language and translators are available in the building during these activities. These will be done during lunch periods.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>28</b>	Borough <b>select one</b>	School Number <b>48</b>
School Name <b>William Wordsworth School</b>		

### 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 <b>Patricia Mitchell</b>	Assistant Principal <b>Vanessa Christensen</b>
Coach <b>Mary Ann Gaughan</b>	Coach <b>Dorothy Cush</b>
ENL (English as a New Language)/Bilingual Teacher <b>Danilo Billanes</b>	School Counselor <b>Carlene Jean Felix</b>
Teacher/Subject Area <b>Susan Lopatto/Science</b>	Parent <b>Belinda Peterkin</b>
Teacher/Subject Area <b>Barry Hauptman/Technology</b>	Parent Coordinator <b>Nyota Thacker</b>
Related-Service Provider <b>Michelle Grossman</b>	Borough Field Support Center Staff Member <b>Yasmin Torres</b>
Superintendent <b>Mabel-Munez-Sarduy</b>	Other (Name and Title) <b>Gwen Moseley</b>

### 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 percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	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	0	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
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (excluding pre-K)	519	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/>
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### 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	32	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (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									Total
	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	32	0	1	2	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
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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	2	1	0	1	2	1	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	6	1	1	1	3	4	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	1	2	2	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Ewe	0	1	1	0	2	1	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3	2	2	1	1	4								0
<b>Emerging</b> (Low Intermediate)	2													0
<b>Transitioning</b> (High Intermediate)	3		1		4									0
<b>Expanding</b> (Advanced)	1	2	1	3	3	2								0
<b>Commanding</b> (Proficient)		3	3	2		5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4	4	3	1		0
5					0
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	2	2	1	1		1			0
4	1		2	1	2				0
5									0
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				6			1	0
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/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>N/A</u>				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other <u>N/A</u>				
Other <u>N/A</u>				
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)								
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.  
 Our school is using Fountas and Pinnell to measure the reading skills of our ELLs and the entire school. Running records show that only 2 out of 35 students in the program did not show improvement, this means that 94% of the students in the ESL program showed improvement in their reading levels. However, only 11 out of 35 students are reading at grade level or 31%, most of these students are newcomers to the program. Also, our school is using the Measure of Student Learning (MOSL) to assess their ELA and Math skills. Of the 32 students who took the ELA MOSL, 21 passed or did better, 11 got a four or 66% passed the ELA MOSL and 52% out of those who passed got a 4. Of the 38 students who took the Math MOSL, 18 passed or 47% but those who passed, 10 got a 4 or 56%.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSITELL is the basic assessment tool used for ELLs to determine their English proficiency level. This year's NYSITELL showed that most Kindergarten students are at an intermediate level. However, the new arrivals are beginners. Therefore, instruction should be focused on language development and vocabulary for upper grades. Kindergarten and first grade lessons should focus on alphabet recognition, sight words and phonics. In as much as the school has low ELL population, there is no ELL Periodic Assessment administered to these ELLs. However, during the year, the ESL teacher uses authentic assessment such as Daily Observation, Performance Assessment, and Class Portfolio. Last May, all the ELLs took the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress.  
 NYSESLAT result shows that of the 44 students who took the NYSESLAT 25 or 57% made improvements from Entering to either Transitioning or Expanding. Of the 25 who improved, 12 or 27% passed or reached Commanding status on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAAO data is useful because it informs instruction on the strengths and weaknesses. AMAO 1 shows percentage of students making progress in English as determined in one of three ways: advancing one proficiency level on the New York State English as a

Second Language Achievement Test (NYSESLAT) between two consecutive years; making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or scoring at the intermediate level or above on the NYSESLAT for students with one data point. AMAO 2 shows percentage of students attaining English language proficiency. Attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT). NYSESLAT result shows that of the 44 students who took the NYSESLAT 25 or 57% made improvements from Entering to either Transitioning or Expanding. Of the 25 who improved, 12 or 27% passed or reached Commanding status on the NYSESLAT.

4. For each program, answer the following:

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

Results show that students fared better when taking the tests in their home language. The school opted out of the ELL Periodic Assessments this year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

We don't have a DL program in our school, so this doesn't apply to us.

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

The result of the NYSESLAT, the ELA and Math tests which are given near the end of the school year would indicate success when students are moving up in terms of proficiency.

## Part IV: ELL Identification Process

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

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.

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

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

2. 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).

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. Also student works of newcomers will be evaluated throughout the year to ascertain if the student needs SIFE services.

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).

Our school will form a language proficiency team for students entering PS 48 with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

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.

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

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).

ELL is placed within ELL program within 10 days but parents (or student 18 or older) can appeal within 45 days. Parents and students have right to a re-identification process within 45 days of initial enrollment.

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.

After the child is tested with the NYSITELL and got a score below the cut off, the next step is to send a letter of entitlement, informing the parent that his/her child is entitled to services to help him/her achieve proficiency in the target language. Then, the parents are invited to a conference to waqтч the video informing them of the programs available for their children within the 20 days that the child started school. A video is shown in their native language, whenever available, explaining the programs that are offered in the system to help their children cope with the demands of learning the English language. A translator is always at hand, if the parents have any questions. After the video showing, the parents are given the Survey and Parent Selection Form also in their native language. Based on the three programs offered, the parents make a selection based on their own choosing. The ESL teacher make sure that all parents are informed, be able to watch the video and be able to select programs they believe is appropriate for their child/children. So first day of school, the ESL teacher looks at the HLIS which students need to be tested. Then, the next day, students are tested with the NYSITELL. Then, on the third day, letters are sent to the parents whose children tested in to come over for a video conference wherein they would select which programs they like best for their children. On the fourth day, parents view the video and fill in the Parent Selection form wherein they make a choice which programs they would want their children to be in. On the fifth day, another set of letters are sent for those who tested out and for those still receiving services.

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.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

So far all our Parent Surveys and Selection forms are completed and returned, the ENL teacher makes sure of this by calling the parents or seeing them when they come to school with their children in the morning or when they pick up their children in the afternoon.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the parents have filled in the Parent Survey and Selection Forms, they are given the placement letter in their home language, letting them know which program their children are placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies are made of all ELL documentation and retained in the school files and also copies are put inside the child's cumulative folders but the original HLIS form goes inside the student's cum.
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.  
The New York State English as a Second Language Achievement Test (NYSESLAT) are administered to all ELLs in the building in Spring. The speaking comes first with ELLs tested individually and scored by a teacher who is not the child's teacher. After this, ELLs are tested with three other components, Listening, Reading and Writing which can be administered in a group.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the beginning of the school year, parents are informed by sending them letters in their home language whether their children continues to receive ESL services or will receive transitional support upon exiting out of the program through the NYSESLAT results or the ELA exam.
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).  
For the past three years, majority of parents opted for ESL which our school offers. This year, out of 7 new parents only one opted for Bilingual program but decided not to transfer her son because the other school with a bilingual program is just too far. Last year, all parents chose ESL as their first choice. Three years ago, only one parent opted for Bilingual program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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 this time, PS 48 has no ESL self-contained classes, and all the entitled students, 31 of them, are served through the pull-out model. Upper grade ELLs are grouped together heterogeneously as also the lower grade ELLs and travel as a group to the ESL classroom.  
But this school year, our school is implementing the push in model wherein the ESL teacher pushes in the classroom to give support to the ELLs inside. Also the school is hiring another ESL teacher to make sure that the number of minutes as prescribed by the CR Part 154.2 is certainly implemented.
  - b. TBE program. *If applicable.*  
We don't have a bilingual program in our school so this doesn't apply to us.
  - c. DL program. *If applicable.*  
We don't have a DL program in our school, so this doesn't apply to us.
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)?  
Beginner / Entering and Low Intermediate / Emerging get 360 minutes per week of ENL instruction while Intermediate / Transitioning and Advanced / Expanding gets 180 minutes per week of ENL instruction and the Proficient / Commanding gets 90 minutes per week.
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.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
At the beginning, those children who speak Spanish and tested in are also administered the Spanish LAB to ascertain their fluency in the native language. Consequently, these students can also take the state tests in their native language which also apply to students who speak other languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are evaluated formally and informally in all four modalities in the classroom in how they speak, listen, read and write. Also, the NYSESLAT formally evaluates each ELL in all four modalities, beginning with speaking which is administered individually, followed by listening, reading and writing which can be done in a group.
6. How do you differentiate instruction for 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

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

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

For the group that has been receiving 4-6 years of services, they are exposed to academic discourse wherein students speak and write in a more formal process. Exposing them to language used symbolically which requires complex thought processes. Students will be exposed to different reading strategies like repeated reading, assisted reading, visualized/verbalized reading, question-answer about the text and reciprocal teaching wherein they will be given the chance to summarize, ask questions, clarify and predict. Likewise, the school has purchased Leapfrog for this and also online reading programs like Starfall. Also, they are provided with Academic Intervention Services every Tuesdays and Wednesdays and will be invited to the after-school Title III program every Mondays, Tuesdays and Wednesdays. Students will be thoroughly exposed to different writing skills like mechanics and conventions, content involving meaning which would involve vocabulary, elaboration of details and the quality, clarity and organization of ideas. Likewise, they will learn that good writing involves a process of planning and developing ideas, then composing a draft and then, revising which would involve making improvements in content. Students who have difficulty in this field are also provided with Academic Intervention Services every Tuesdays and Wednesdays and will be invited to the after-school Title III program.

7. 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.  
Parent, student (over 18) may request a re-identification process/review within 45 days of enrollment making sure students' progress is not affected.
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?  
For lower grade ELLs, the ESL teacher uses Ready Gen which can support both struggling and advanced ELLs with scaffolded strategies to help unlock the text with activities and routines to support reading, writing, speaking and listening and vocabulary acquisition and comprehension in the content areas. For upper grade ELLs, we use Reading Street Common Core helping us prioritize instruction to support higher levels of reading and writing through increased text complexity in reading, providing accessible rigor, balanced fiction and informational texts, built content-area knowledge, emphasized close reading, focused on informative/explanatory, argumentative/opinion, and narrative writing, implemented performance assessments, and integrated media and 21st century skills.

**Chart 7** 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?  
 All ELLs with IEPs are given all the accommodations to attain English proficiency like extended time, questions read aloud, separate location to achieve their IEP goals.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
<b>Chart</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

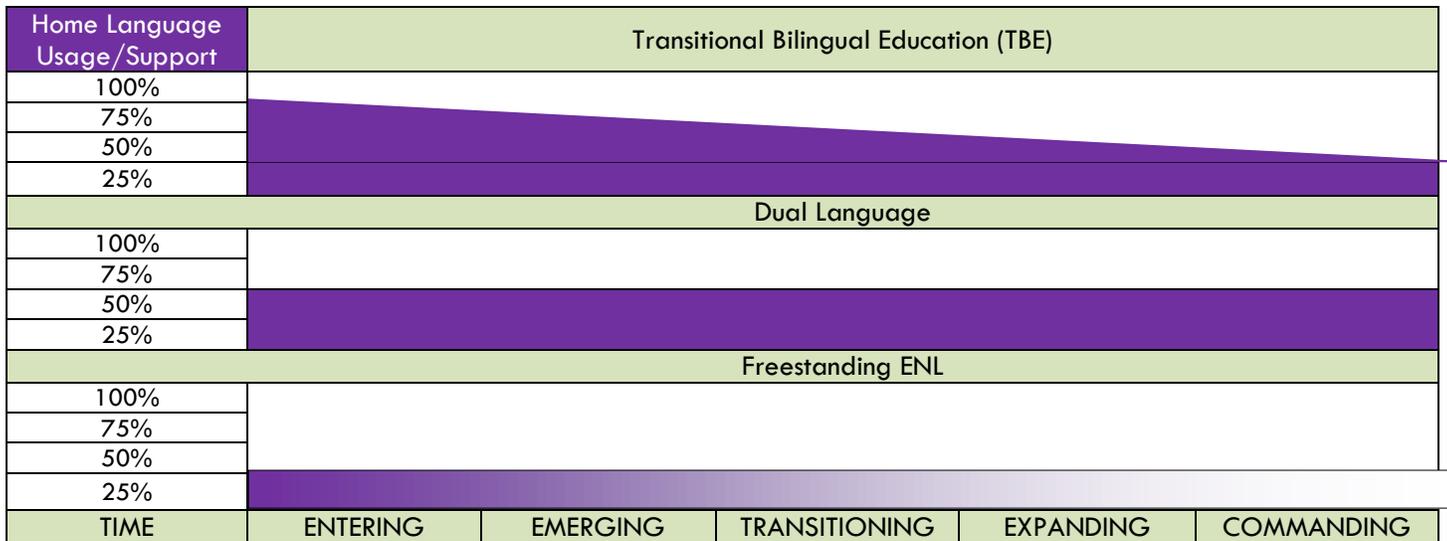


\*Note: “other approved services” does not apply to New York City at this time.

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

10. 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 addition to literacy and content area instruction received in the classroom, the school increases Academic Intervention Services (AIS) for students, including ELLs, whose performance is below grade levels. All ELLs attend the AIS program every Tuesdays and Wednesdays, 8:00-8:50. There is no targeted intervention program for ELL subgroup alone but there is a targeted intervention program for at-risk students, i.e. students including ELLs who scored level 1's and 2's. This is for both ELA and Math. In Math, the ELLs use Spanish workbooks to better understand mathematical concepts being taught. Academic Intervention Services (AIS) are provided in small groups during that 50- minute AIS periods and also in Title II after-school program which will commence in November. All Upper-grade ELLs will be encouraged to attend the Title III after-school program. All at-risk students including ELLs receive additional support by the Reading Teacher and the Reading Partners which have helped struggling readers in our school since last year.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Currently, our school uses Ready Gen for the lower grades and Reading Street for the upper grades which have effectively support not only our ELLs but also struggling readers and accelerated learners. This program has scaffolded strategies to help unlock the text and has activities and routines to support reading, writing, speaking and listening and vocabulary acquisition in the content areas.
12. What new programs or improvements will be considered for the upcoming school year? New programs like the Reading for Fluency and the Leapfrog programs will be included this school year because they have been proven time and again to help the ELLs acquire the English language and smoothly transition them into the mainstream classroom. All programs which the ESL and the classroom teachers have been using in particular and the whole school in general will be continued with the addition of those mentioned beforehand because they have been proven to help our ELLs achieve proficiency.

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

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

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

13. What programs/services for ELLs will be discontinued and why? All programs and services which have been available will be continued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs have access to all programs offered by the school. All students including ELLs are informed by sending a letter home usually in their native language whenever available, letting them know all the after-school programs available to their students like Title III and also programs like sports, arts, drama and music. The Title III after-school program is especially designed to cope with the needs of ELLs. This is available from Monday to Wednesday every week from 3pm to 5pm. ELLs from 3rd to 5th grades are exposed to different reading and writing skills and given strategies to deal with these difficulties.

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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.

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

All ELLs are provide with glossaries to help them in their academic growth. Also, teachers are encouraged to use visuals and google translations whenever translations are not available.

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

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

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We don't have a DL program in our school, so this doesn't apply to us.

## 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.)  
The ESL teacher attends monthly professional development hosted by the network support specialists. During these meetings, the teacher is introduced to current research and practices. This research is then turn-keyed as professional development to our entire staff, which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through a series of sign-in sheets and agendas. As ELLs move throughout the grades, the ESL teacher supports the staff in several ways. The ESL teacher provides data to the teachers on their current students. The ESL teacher has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns would arise, the ESL teacher would supply classroom teachers with strategies and materials to bridge language acquisition with grade level curriculum.
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?  
PDs which were lined up for this school year include: November: Scaffolding Content for ELLs, December: Online Programs for ELLs, January: Modeling as an Instructional Strategy for ELLs, February: Teaching Reading to ELLs, ELLs and the Common Core Curriculum.  
Professional Developments like Unpacking Non-fiction texts and other related PDs which concern the Common Core curriculum offered by the Office of English Language learners are also offered to the classroom teachers so that they can support their population inside their classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Staff are provided with the list of schools that ELLs can transition to guiding them how to write application letters to schools they selected themselves.
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.  
All teachers will receive training on serving ELLs. Professional development requirements would be 15% total hours ELL-specific PD for All Teachers • 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers.

## 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?  
The school has allotted every Tuesday for parent meeting/conferences wherein parents are invited by teachers to come in to talk about their students' academic growth and usually the school provides an interpreter in a language that the parent has requested.
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.  
Records are kept in a binder with parents' signatures. Teacher logs in whenever he/she contacts the parents by phone call.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The school has lined up several activities to involve parents like curriculum nights, Saturday conferences, PTA meetings, International Food Festival to involve parents in the schools activities. Also, we provide ESL classes for parents who want to learn the English language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Yes the school has a partnership with the local government providing them venues to be involved with the school and the community.
5. How do you evaluate the needs of the parents?  
At the opening of classes or during registration, the school provides a survey of the language needs of the parents and also near the end, an evaluation form is handed to the parents.
6. How do your parental involvement activities address the needs of the parents?  
Our International Food Festival has excited parents that so many came to highlight their food and culture. Also, the ongoing Adult ESL program in the building has helped the parents better communicate in English.

#### 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.

Right now, we don't have additional information that we think is relevant to the LAP.

School Name: <u>William Wordsworth School</u>		School DBN: <u>28Q48</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 (mm/dd/yy)
Patricia Mitchell	Principal		10/29/15
Vanessa Christensen	Assistant Principal		10/29/15
Nyota Thacker	Parent Coordinator		10/29/15
Danilo Billanes	ENL/Bilingual Teacher		10/29/15
Belinda Peterkin	Parent		10/29/15
Susan Iopatto/Science	Teacher/Subject Area		10/29/15
Barry Hauptman/Technology	Teacher/Subject Area		10/29/15
Mary Ann Gaughan	Coach		10/29/15
Dorothy Cush	Coach		10/29/2015
Carlene Jean Felix	School Counselor		10/29/2015
Mabel Munez Sarduy	Superintendent		10/29/2015
Yasmin Torres	Borough Field Support Center Staff Member <u>ELL Compliance Specialist</u>		10/29/2015
Gwen Moseley	Other <u>IEP Teacher</u>		10/29/2015
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 28**      **School Name: William Wordsworth School**  
**Superintendent: 48**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

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

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

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

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## Part B: Creating a Communications Calendar

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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.)

Our school issues a monthly newsletter informing parents of the activities in school which are duly translated in Spanish and Bengali. At the beginning of the year, we sent letters to parents informing them of the after-school offerings which are duly translated in their native language.

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.

During parent-teacher conferences we usually provide an interpreter for parents who need interpretation in their native language so that they fully understand the academic performance of their children. We also provide interpretations during IEP meetings with parents.

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## Part C: Providing Language Assistance Services

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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.

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

2. Describe 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.

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

#### **Part D: Training Staff on Policies and Procedures**

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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.)

We have an in-house Language Coordinator who makes sure that there are welcome posters in different languages informing the staff of the translation and interpretation services available to them when needed. Also, LAC makes sure that brochures are distributed and are properly informed through e-mails.

#### **Part E: Providing Notice of Language Assistance Services**

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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

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

#### **Part F: Monitoring and Quality Control**

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

We do conduct annual parent surveys at the beginning of the year to ensure that parents fully understood the services and programs the school provides.