



**WILLIAM G. WILCOX
PS 48
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 31R048
ADDRESS: 1055 TARGEE STREET
TELEPHONE: 718-447-8323
FAX: 718-815-3956**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 48 **SCHOOL NAME:** William G. Wilcox

SCHOOL ADDRESS: 1055 Targee Street Staten Island, NY 10304

SCHOOL TELEPHONE: 718-447-8323 **FAX:** 718-815-3956

SCHOOL CONTACT PERSON: Jacqueline Mammolito **EMAIL ADDRESS:** jmammol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lori Aiello/Lori Fine

PRINCIPAL: Jacqueline Mammolito

UFT CHAPTER LEADER: Susan Lauria

PARENTS' ASSOCIATION PRESIDENT: Lori Aiello/Lori Fine

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **SSO NAME:** ESO #22

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Margaret Schultz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jacqueline Mammolito	*Principal or Designee	
Susan Lauria	*UFT Chapter Chairperson or Designee	
Lori Fine Lori Aiello	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Beth Cohen	CBO Representative, if applicable	
Donna Lore	Member/	
Theresa Manzo	Member/	
Christine Murphy	Member/	
Laura Cavalleri	Member/	
Lucia Chionchio	Member/	
	Member/	
	Member/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 48 is an educational family committed to creating a community of learners. Our community includes students, staff and parents who are actively engaged in the learning process. High quality educational opportunities for success are enhanced by learning the skills of decision making, critical thinking, communication and technology. These skills are necessary in our culturally diverse and technologically advanced world. We realize the necessity for all members of the school community to share accountability for creating a positive supportive education environment. This environment will demonstrate clear expectations and academic rigor, creating an atmosphere where students will be motivated and work to their fullest potential. We are dedicated to teaching NYC standards and utilizing data-driven instructional programs in order to achieve successful learning for all students.

As a Collaborative Community Practice School, PS 48 prides itself in being a professional community of learners that shares best practices in teaching and learning with pedagogues throughout the district. Classroom teachers, as well as the Literacy Coach and the Principal participate in rigorous and ongoing Professional Development that is funded by a grant from the Staten Island Foundation and Title 1 funding. Ongoing Professional Development in literacy is provided by consultants from Literacy Support Systems. Sustainability is maintained daily as the Literacy Coach models lessons and mentors teachers who are new to the school as well as facilitate weekly planning meetings on each grade.

Teachers utilize a "workshop model" of instruction throughout the day where comprehension strategies are modeled to teach clear and specific reading, writing and mathematical strategies during each mini-lesson. The architecture of the mini-lesson is designed for direct teaching and demonstration. Conferences and guided strategy lessons are planned to provide our students with clear, precise and targeted instruction. Reading, writing and mathematic instruction is differentiated for all learners.

Academic Intervention services include Wilson and Foundations. P.S. 48 is a model for the Schoolwide Enrichment Model. Authentic community projects and activities that help students apply academic knowledge are developed by students. Budgetary resources (ESO #22 Professional Development Funds and Title 1) are allocated to enable a partnership with the creators of a Schoolwide Enrichment Model Program – IIM. The Independent Investigation Method allows both teachers and students to explore differentiated research techniques designed to support each style of learning.

PS 48 is a school that values Arts Education – our current program includes residency programs with The Solomon Guggenheim Museum and Marquis Studios. Two upper grade band classes and a band teacher (twice weekly), Taiko Drum, Ballroom Dance and after-school programs are eliminated for the 2009-2010 due to budget cuts. The PTA funds our twenty week Learning Through Art (Guggenheim) residency program for third and fourth grade classes.

A diverse population of students enables a rich cultural experience for students, staff and families. Monthly parent workshops and family nights celebrate our unique population and Arts programs. The PTA works closely with the Community Education Council and hosts visitations and meetings for members of the CEC.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 048 William C. Wilcox							
District:		31	DBN:		31R048	School BEDS Code:		353100010048	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	37	34		94.6	94.9	TBD		
Kindergarten	73	76	89	Student Stability - % of Enrollment:					
Grade 1	72	79	80	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	59	68	85		93.5	92.7	TBD		
Grade 3	64	59	73	Poverty Rate - % of Enrollment:					
Grade 4	58	67	64	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	54	67	75		32.8	36.3	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	4	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	3	4		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	415	453	500						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	8	TBD		
Number all others	42	34	44	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	24	26	TBD		
# receiving ESL services only	46	38	39						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	4	Number of Administrators and Other Professionals	7	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.0	65.4	TBD
				% more than 5 years teaching anywhere	62.5	65.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	92.0	TBD
American Indian or Alaska Native	0.5	0.4	0.4		100.0	96.7	TBD
Black or African American	5.8	4.9	4.0				
Hispanic or Latino	13.5	16.1	14.4				
Asian or Native Hawaiian/Other Pacific Isl.	21.9	20.8	20.8				
White			0.6				
Male	51.1	50.6	50.6				
Female	48.9	49.4	49.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	N	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	75.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.8	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	41.2		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	NR		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- School Quality Review 2007-2008 Well Developed
- Progress Report 2007-2008 A
- Progress report 2008-2009 A
- Performance trends indicate gains in ELA and Math scores for all tested students – 95.8% level $\frac{3}{4}$ ELA, 99.5% Level $\frac{3}{4}$ in Mathematics with 41.2% out of 60 showing student progress. The School Quality Review 2007-2008 overall evaluation results specify PS 48 as a *well developed school that educates the whole child and teaches students life long skills*. Reviewer states –*school analyzes data especially well and uses data effectively to inform instruction and teaching groups of students*.
- Periodic assessments and other assessment tools created by the school Inquiry Team are used to inform instruction and plan for student achievement.
- Recommendations from the Quality Review to extend a comprehensive school-wide instruction enrichment program for higher achieving students are implemented for the 2008-2009 school year. Qualified students in grades 1-5 are placed in an **ACE Program** (Academic Creative Excellence) Model-based curricula in reading will reflect the following instruction/curricular models: Differentiation of Instruction Model, (Carol Ann Tomlinson) and Schoolwide Enrichment Model (Joseph Renzulli).
- PS 48 is a recipient of a \$10,000 Literacy Grant from the Staten Island Foundation. Funds are used to hire consultants for Professional Development for all teachers in grades 1-5 in the area of reading and writing.
- PS 48 participates in Math Solutions to increase student engagement and learning of mathematics.
- PS 48 is used as a model for The Schoolwide Enrichment Model – Independent Investigative Model.
- There is a need for additional classroom space. Early Grade Class Reduction Funds are used to decrease class size in lower grade classes. PS 48 has an overall increase of 10% students for the 2009-2010 school year.

- PS 48 now qualifies for SWP Title 1 Funds. Funds are used to hire teachers, provide professional development and increase parent involvement.
- Barriers include newly enrolled students who require additional instruction in reading and mathematics to meet standards.
- The Language Assessment Battery indicates the number of English Language Learners has increased during the 2009-2010 school year entitling our students to Title III funds. Funds will be used for direct after school services to qualifying students and professional development.
- Barriers include limited common shared space. All rooms are used for classrooms. PS 48 will no longer house an ELL Adult Program.
- Additional funds are necessary for additional staff to support goals to increase student achievement in reading, mathematics and arts instruction for all students.
- Barriers include the loss of arts instruction and after school programs for students due to fiscal reductions.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. By June 2010, 100% of classroom teachers will participate in professional development in research based instruction resulting in student progress of three independent reading levels as measured by DRA2.

The Staten Island Foundation Children's Literacy Project Grant supports professional development for all teachers and Principal. ELA data indicates an increase in student performance as a result of targeted instruction in reading/writing.

2. By June 2010, 90% of classroom teachers will participate on Inquiry Teams as documented/measured by the ARIS Inquiry tool.

The core inquiry team and literacy consultants will develop curriculum to assist teachers in the focus of writing for reading. Focus question – How can teachers utilize small group instruction to teach struggling students that writing can be used to develop, deepen and build upon their thinking about text?

3. By June 2010, 100% of classroom teachers will use assessment data to inform small group instruction as measured by observed lessons and walkthroughs.

Data will be used to create student goals and differentiated instruction.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA – Goal 1

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand teachers’ expertise in the instruction of Reading and Writing</p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>October – June 100% of classroom teachers will participate in professional development in research based instruction Secure a grant through the Staten Island Foundation Consultants from Literacy Support Systems will provide PD for classroom teachers K-5 Common prep periods will be scheduled for all teachers weekly Literacy coach will facilitate and support teachers in their classrooms and during common prep time as needed Formal, informal observations and focused walkthroughs will be conducted</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staten Island Foundation Grant, Title 1 Funds, Literacy Coach (C4E)</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School Prep Schedule Consultant schedule and agendas and attendance sheets Walkthrough checklist 2009-2010 NYC Progress Report and ITT Data Results of the 2009 NYS ELA exam and gains report DRA II assessments – 60% of students will advance three reading levels October-June 4 week interval teacher created assessments Acuity predictives</p>	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Assessment Goal 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, lassroom teachers will increase their use of assessment data to plan for focused, small group strategy instruction in ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>100% of classroom teachers will use assessment data to inform small group instruction 75% of teachers will demonstrate small group strategy instruction in observed lessons and walkthroughs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E, Title 1, Inquiry Allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators include periodic assessments, DRA 2 assessment data, NYS ELA (3-5), formal informal observations and curriculum maps.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AI

PS 48 provides Academic Intervention Services to all students scoring at Level 2 on State ELA/Math grades 3-5. Small-group strategy lessons in comprehension and mathematics and science are created by classroom teachers to support student achievement. Students in grades 1 and 2 are identified through DRA II and Everyday Math assessments. All students receive this service during the extended day 37.5 minute program. Identified inquiry students are included in the numbers below.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	3			1
1	*30	*30	N/A	N/A			1	
2	*30	*30	N/A	N/A	2			
3	*30	*30	N/A	N/A	1			
4	*30	*30	4	2	1		2	
5	*30	*30	0	0	1		2	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	37.5 minute program is used to provide students in grades 1 and 2 additional literacy instruction. Foundations is taught to 10 students per class. Students in grades 3-5 are grouped according to their instructional reading levels 10 students per class. Students are taught reading strategies to increase comprehension skills. Students receive literacy instruction 2 times weekly.
Mathematics:	37.5 minute program is used to provide students with additional math instruction in the area of word problems and computation skills. 10 students per class grades 1-5 are provided instruction in this area. Students receive math instruction 2 times weekly.
Science:	Science teacher provides two additional periods of weekly instruction to students scoring at level 2
Social Studies:	1:1 tutoring, small group instruction
At-risk Services Provided by the Guidance Counselor:	Small group and individual counseling to students and parents.
At-risk Services Provided by the School Psychologist:	Counseling for parents
At-risk Services Provided by the Social Worker:	Small group and individual counseling to students and parents.
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY P.S. 48

Located in the Concord section of Staten Island, P.S. 48 serves 500 students in grades Pre-K-5. The student body is a blend of lower, middle and upper-middle socio-economic levels, 8.4% of the population includes English Language Learners with a significant percentage being new immigrants from Europe, South America and Asia. The Annual School report reports the following ethnic data – 57.6% of students are White, 6% Black, 14% Hispanic and 22% Asian and others. 44.2% of the students are eligible for free lunch. Approximately 8% of students have Individualized Educational Plans. There are 3 ELL students with IEP's. The P.S. 48 LAP team is comprised of the Principal, Jacqueline Mammolito, Literacy Coach, Lisa Plaia, IEP/SETSS Teacher, Beth Cohen, ELL Teacher, Christine Vitale, Parent -Coordinator, Terry Guthrie.

At registration an interview is conducted with the parent to determine if translation assistance is needed for filling out forms if so the parent coordinator secures a translator for the process. In September within the first 10 days of enrollment the ESL teacher reviews all HLIS forms of new registrants to determine who is eligible for Lab-R testing. Subsequently throughout the course of the year as is needed, orientation meetings are conducted to apprise ELL parents of the different programs available in the New York City school system for their children. Prior to the meeting HLIS forms are once again reviewed to determine what languages the documents need to be presented in and to secure translations and interpreters whenever feasible. At the meeting parents first view the orientation video in English and then in their native language whenever possible. Secondly, both the ELL teacher and the Parent Coordinator- who are present at the meeting- review the entire parent selection survey and entertain all questions and concerns. Parents are informed that although PS 48 only offers a free standing ESL program at this time if they are interested in either a Dual Language or a TBE program the school will gladly assist in locating one if available. At this meeting parents are made familiar with the NYSESLAT exam and are welcomed back to attend a workshop in the Spring to go further into detail about the test and how they can help their child at home to be better prepared. After careful review of Lab-R and NYSESLAT scores all entitlement / transition are e generated and sent out to the respective families of the students. The ESL teacher keeps a running record of all letters sent out and returned.

In January when it is time to order the NYSESLAT exams a list of all eligible students is generated baring in mind that x-coded children still need to sit for the NYSESLAT. At that time the ELL teacher sits down with administration to plan scheduling. Dates are reviewed to make sure there are no conflicts with other exams or special end of year activities such as graduation.

At this time we do not have any Students With Interrupted Formal Education (SIFE) at the school. Never the less we recognize that a student who has experienced gaps in formal schooling may lack the critical skills (social and academic) that are necessary to assist them in performing on grade level. The first step would be to determine if the child was a SIFE student. If the student presented with the criteria as is protocol the ALLD would be administered. If in fact a student was deemed to be SIFE an action plan would be put into effect (securing basic needs).

The next step would be to ascertain the amount of schooling the child has actually had and determine the child's true functioning level. All possible support services would be employed (At risk-, SETTS, Title III supplementary programs, 37.5 minutes of mandated tutoring). In the classroom, the teacher in conjunction with the ELL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with TPR (total physical response) and Sheltered English methodologies have been successful. The student's progress would be Carefully monitored and evaluated on a continuous basis.

The trend in parent choice letters supports our current ELL model. All parents that responded selected a free-standing ELL program. Due to our limited number of ELL students and parent selection forms PS 48 currently on offers a Free- Standing ESL program. Students receive the mandated hours of service both as a push-in and pull-out model of instruction. Currently there are ten ELL students in Kindergarten, fourteen in first grade, fourteen in second grade, zero in third grade, two in fourth grade and four in fifth grade. Languages of our students include, Albanian, Bengali, Cantonese, Chinese, French, German, Gujarati, Hindi, Korean, Russian, Spanish, Ukrainian, Urdu, and Vietnamese. In order for students to receive their mandated hours of service and to effectively schedule, ELL students are grouped with heterogeneous proficiency levels. In the Free Standing ESL model Differentiated instruction is provided within the groups in order address the academic needs of all students. Kindergarten and first grade students are grouped together. The advance group meets for 180 minutes, five times a week. The intermediate and beginning group meets for 360 minutes twice a day. Second and third graders are grouped together. The advanced group meets for 180 minutes, five times a week. The intermediate and beginning group meets for 360 minutes twice a day. Fourth and fifth graders are grouped together. The advance group is seen 180 minutes, five times a week. The intermediate and beginning group meets for 360 minutes twice a day. P.S. 48 does not have Special Education self-contained classes, and none of the ELL students receive related services.

The following table illustrates the number of languages spoken by the ELL students in this school broken down by grade.

	Kindergarten	First	Second	Third	Fourth	Fifth
Russian	3	4				
Bengali		2				
Albanian		1	2			
Spanish	2	6	2		1	1
Chinese	2	1	5			1
Polish	2				1	
Urdu	1	2				1
Arabic	1		1			

Students tested at different proficiency levels: *(This Data includes 2009-10 Lab-R results)

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
4B	7B	3B	0B	1B	2B
0I	1I	3I	0I	0I	1I
6A	4A	7A	0A	1A	1A

Kindergarten-

NYSESLAT 2009 / Lab-R results were used to inform and plan instruction of forty one ELL students. Ten students that are currently in first grade were tested in Listening, Speaking, Reading and Writing. Of the ten four scored at the beginner level four scored at the intermediate level and two scored at the advanced level. Ten students that are currently in grades two –four were tested in Listening, Speaking, Reading and Writing. Of those ten students three scored at the intermediate level and seven scored at the advanced level. There were no students that scored on the beginner level.

Five students were tested that are currently in the fifth grade. Test results in Listening, Speaking, Reading and Writing yielded the following results- 4 students scored at the advanced level and one student scored at the intermediate level. (See attachment A). Patterns indicate a need for

improved instruction in the areas of reading and writing. In accordance with CR Part 154 360 minutes of ELL instruction is provided daily for students scoring in beginning and intermediate level and 180 minutes of ESL instruction and 180 minutes of ELA instruction for Advanced students. The Language Allocation Policy considers the students' level of literacy in the native language. Students are encouraged to write and read in their native language. Classroom libraries include books in languages other than English. Parents receive notices in languages other than English. NYSTL monies will be used to purchase additional books and materials. Students who reach proficiency on the NYSESLAT continue to receive ESL once a week. They also receive small group instruction three times a week as a push-in model of instruction for additional ELA and Math instruction.

After careful analysis of the RSMR NYSESLAT modalities report (see worksheet) Results indicate that in the modalities of Listening and Speaking (24 out of 27 students were at the Advanced or Proficient Level) In the modalities of Reading and Writing (14 out of the 27 scored at the Advanced or Proficient Level). This will be taken into consideration not only for small group instruction but for NYSESLAT preparation planning as well. NYSESLAT preparation materials are being reconsidered in light of this new information. Currently the school utilizes Getting Ready For The NYSESLAT by Attansio and Associates. Administration is considering purchasing new books for this upcoming Spring Semester (Empire State NYSESLAT- Continental Press) In addition the school is looking into an updated computer based program for their ELL population (Imagine Learning).

City and State Test results 2008-2009 for ELL students indicate the following:

Grades 3, 4, and 5 MATH – of thirteen students tested, 15% (2) scored at level 2, 70% (9) scored at level 3, and 15% (2) scored at level 4.

Grades 3, 4, and 5 ELA – of thirteen students tested, 25% (3) scored at level 2 and 75% (9) scored at level 3. There was 1 student that was exempt.

Grade 4 SCIENCE – of four students tested, 50% (2) scored at level 2 and 50% (2) scored at level 4.

Grades 5 SOCIAL STUDIES – of the five students tested 20% (1) scored at level 1, 20% (1) scored at level 2, and 60% (3) scored at level 3.

Christine Vitale is a New York State certified ESL teacher. All students receive rich academic language instruction to increase Listening and Speaking Standards and Reading and Writing Standards. To increase support for ELL students, additional instruction is provided in small group instruction both during and after school. P.S. 48 follows a Comprehensive Literacy model that supports English Language Learners.

In kindergarten and first grade the ESL teacher uses the same classroom material as the classroom teacher. Our early emergent literacy program in Kindergarten and Grade One immerses students in a print rich pictorial environment and provides them with strategies for navigating that environment. Instruction in these grades includes a great deal of shared reading that fosters students to build an ever-increasing sight vocabulary. Repeated reading of these stories allows students ample time to warm up to participation. The books selected for this work features a great deal of rhyme, illustrations and repetitive language, each crucial for English Language Learners. Choral reading reduces the affective filter than can inhibit expressive language. Dramatization of these texts through role playing and dramatic play improves fluency and expression and creates a more concrete model of vocabulary and concepts. Our word study program emphasizes a large sight word vocabulary using techniques such as chanting, word building, manipulation of sounds and words and other audio-lingual techniques. Our ELL students participate daily in writer's workshop that begins in Kindergarten. Writing workshop lessons begin with oral story telling and progress to picture stories with labels and words, finally to sentences and stories. The whole language approach is used using the Story Box reading program by the Wright Group.

In the second and third grade students use literature as well as technology to help them reach English proficiency. Multi-cultural literature is introduced to instill cultural pride. Students have an opportunity to read and research about their culture and the culture of their fellow classmates. Gallery walks where each student participates at their own proficiency level are used. These techniques were presented at the ESL Apprenticeship. ESL dictionaries are also used to increase spelling and vocabulary building. Getting ready for the NYSESLAT is also used for all for all modalities. Fiction and non-fictional books with tapes are used to increase proficiency in listening, reading, speaking and writing. This is also a platform for individual expression in all those areas. The results of the interim assessment given to ELLS are used to drive instruction for each individual student.

Another assessment tool which was implemented last year is the DRA. This tool allows us to assess important pre reading behavior strategies. The DRA can give measureable goals and objectives that will help the ESL teacher further differentiate instruction by creating small groups within modality ranges.

To ensure that fourth and fifth grade ELLS are successful in the state mandated tests in Science and Social Studies, our students are given the opportunity to explore these areas via the internet using research skills and specific software to support those strategies. Our ELL students take part in our after-school test prep strategies sessions. All the above skills and strategies overlap within each grade.

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

On a bi-monthly schedule the ESL teacher will meet with the teachers per grade. At that time, the needs of their ELL students will be discussed to drive instruction in the ESL classroom in order to maximize English Language acquisition for ELLs.

If in fact an ELL is identified as possibly needing Special Education services, a rigorous pre referral process takes place. The teacher first brings the child to the attention of the P.P.S.T. team. A member of the team will provide intervention services and monitor and carefully monitor the child's progress. The member will keep the teacher and administration apprised of this information. If the child does not show marked progress a referral will then be made. This is a collaborative effort on the part of teachers, Administration and the School Assessment Team. If the team feels that the child is in fact a candidate for special education, the parent is contacted and a full bilingual evaluation will take place. In the case of P.S 48, this evaluation will be contracted out. When all the results are obtained, the parent will be invited to discuss with the School Assessment Team members the best plan of action for the child. An interpreter is provided if necessary to facilitate this discussion. Our Parent Coordinator is an extremely diligent in obtaining this service whenever necessary. If the parent considers that the recommendation for their child is appropriate an IEP is then generated for the child listing all modifications that the child might require ensuring that all ELL modifications are noted. In the case of our free standing ESL program, the teacher is also fully certified in Special Education and has more than 13 years experience working with academically challenged children. Therefore, she is thoroughly familiar with the different strategies utilized when working with special needs students and will continue to work diligently in conjunction with the both the classroom teachers and SETTS teacher to employ best teaching practices.

Those ELLS who successfully passed the NYSESLAT will still have access to ESL services depending on the difficulties they may encounter in the classroom. There will be communication between the ESL teacher and the classroom teacher regarding these students. Students may meet at least once a week with the ESL teacher to discuss difficulties or to receive any support needed. Currently there are no SIFE students. In the future, if we were to have SIFE students they would be serviced by their proficiency level for the mandated amount of time needed. If enrolled, SIFE children would also be provided additional support services, e.g., guidance involvement for acclimation, parent workshops, etc.

Long term ELLs are given extension of services for standardized tests. For those students the program aligns itself with the classroom curriculum more closely. The program uses the classroom curriculum so that these students can be successful in the state mandated content tests, i.e. social studies, math and science. Extensive preparation in the writing workshop is done in the ESL setting. These children are also able to attend the PS 48's after school ESL program twice a week.

ESL students (newcomers) team up with other ESL students who speak their native language making the transition easier for the student in their new school and environment. students learn there new language (English) using technology and computer programs that help introduce them to their new language using the four modalities.

In order to provide staff with their 7.5 hours of ELL training:

Professional Development opportunities to enhance and support ELL instruction is offered to all teachers during extended day (100 minutes), grade meetings and faculty meetings. Professional development will be driven by the needs of the students and teachers. Workshops are on a continuum basis. Some of the workshops can include:

- a. How are ELLs identified?
- b. What is expected of an ELL student the first year of school?
- c. How to help an ELL with phonics?

- d. How can you tell if an ELL student is succeeding?
- e. How to reach your ELL student?

Mrs. Vitale also models lessons for teachers in order to share best practices in ESL methodology. She is also available to offer her expertise in aiding any teachers with specific questions regarding ELLs at any time.

P.S. 48 recognizes and preserves each child's cultural backgrounds by providing enrichment instruction through the Arts and Social Studies. In conjunction with the JCC PS 48 houses an Program for Adults. Parents As Arts Partners activities celebrate different cultures through the Arts. The Parent Coordinator has formed a translation committee that supports new families into the P.S. 48 community. They serve as liaisons for families who are not yet able to advocate for themselves to address any needs or concerns they might have. Our Parent Coordinator is extremely proactive in championing the needs of this population. She participated in the creation of a DOE funded film "We are New York- Welcome Parents". The film is regularly shown at any of the ELL parent orientation meetings. In addition the PTA is very active in working with both parents and administration. There is an open door policy on behalf of the principal. Parents are made to feel very comfortable to approach her with any questions or concerns they have. She is a strong advocate for ELL families and procures to make sure that the needs of this population are met.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ **Number of Students to be Served:** 42 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 1 Supervisor

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In addition to the extended day program, ELL services are provided during the school day as a push-in/pull out program. Title III funding will be used to support a twelve week (approximately) three hour after-school program for twenty students. The teachers providing these services are state certified in ESL and Common Branches. These teachers will team teach twenty LEP students (K-2 and 3-5) twice weekly in an after-school setting. Teachers will use “**Text Talk** by Scholastic to develop vocabulary and conversational skills and **Imagine Learning English**, a computer-based instructional program to develop and strengthen literacy skills. Funds will be used to purchase **Imagine Learning English (technology program) and Empire State NYSESLAT** books to develop and reinforce literacy skills to support curriculum goals. The language of this program is English. Twenty students for this program will be selected based upon the results of the Language Assessment Battery (LAB), the New York State English as a Second Language Achievement Test (NYSESLAT) and academic classroom performance levels. Students performing at Intermediate and Beginner Levels will be targeted for this program as well as ELL students identified as not meeting progress benchmarks at Level 2 on ELA. The Principal will supervise and manage the after-school program and maintain required records and reports to document student achievement.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III funds will be used to develop an ELL curriculum with the support of administration and members of the school's Inquiry Team. A comprehensive ongoing professional development program has been implemented for all teachers. All staff members receive professional development from Literacy Support Systems. These workshops include diverse subjects such as phonemic awareness for the ELL student, vocabulary development in the content areas, and ways to scaffold the ELL Learner in the balanced literacy method. Teachers will also receive professional development on the theory and practice of balanced literacy and mathematics. These instructional models are composed of an extended block of instruction activities that include targeted mini-lessons, read aloud, shared, guided and independent reading, word study and daily writer’s workshop. Math workshop is composed of targeted mini-lessons, independent/group work, etc....The effectiveness of these models have been researched and documented by Holdaway (1979), Ferreiro and Teberosky (1982), Yaden (1988), Bridge, Winograd & Haley, Pikulski & Kellner (1992).

Per Diem funds will be used to train teachers in the use of technology to support ELL Learners and instructional practices. Title III funds will be used to purchase consultants from Custom Computer to provide Professional Development for teachers. The guided question will be: How can I scaffold the language development for second language learners in order to improve academic achievement? Teachers will identify scaffolds and language structures to support the reading, writing, mathematics and content areas. Performance based assessments such as ELL Predictive exams, NYC Predictive exams and DRA 2 will be used to collect evidence of student learning and assess the progress of each student on an on-going bases. Teachers will document the curriculum and assessment process in a teacher portfolio.

The ELL Teacher and Parent Coordinator offer workshops and activities for ELL parents. Due to limited space availability, our adult ELL program has been moved off-site. Title III funding will be used to charter a bus for a field trip Brooklyn Museum of Art.

Form TIII – A (1)(b)

School: Public School 48 BEDS Code: 353100010048

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15,000		
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"> - 100 hours per session - 50 hours per session - principal - 10 days Per diem 	\$7147	Per session for ELL and General Ed Teacher to support ELL Students (54.5 hours \$49.89 (current rate with fringe)= \$3592 Per Session for Principal to supervise program 36 hours x \$51.21 (current rate with fringe) = \$1879.56 10 per diem days @167.60 = \$1676.00
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$4,000.00	Consultants – Smartboard Technology ELL Strategies
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$552	ELL Literacy Books and materials
Educational Software (Object Code 199)	\$3,000	Imagine Learning Software
Travel	\$300.00	Bus
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. Written translations of forms and school documents – DOE Translation Unit and school staff
 - b. Written translation of Parent Handbook – (DOE Translation Unit)
 - c. School Newsletter and Calendar – Parent Volunteers
 - d. Parent Letters – translation by ELL Teacher
 - e. Written Narrative Report Cards - Teachers

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. Written translations of forms and school documents – DOE Translation Unit and school staff
 - b. Written translation of Parent Handbook – (DOE Translation Unit)
 - c. School Newsletter and Calendar – Parent Volunteers
 - d. Parent Letters – translation by ELL Teacher
 - e. Written Narrative Report Cards - Teachers

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		157,607	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,577	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,800	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

P.S. 48 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child’s learning;*
- *that parents are encouraged to be actively involved in their child’s education at school;*
- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 48 will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - 50% of the School Leadership Team is comprised of parents.
 - These parents along with the other members of the SLT: review statistics, formulate the Comprehensive Educational Plan, and determine the budget.
2. P.S. 48 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Art Night
3. P.S. 48 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The sub-committee of the PTA and the administration will develop a needs assessment survey to be distributed three times over the course of the school year. The surveys will be collected and reviewed by the parties mentioned above. The information collected will be disseminated

to all parents via a newsletter. The newsletter will list P.S. 48's successes and future steps being taken towards increasing parental involvement.

4. P.S. 48 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

P.S. 48 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed to every parent and on-going awareness sessions will be offered throughout the year, in an effort to familiarize the parents with handbook. Training will be provided by staff members for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem. In early September parents will be invited to attend a "Parent Tea", where the teachers will review the Balanced Literacy Approach, Everyday Mathematics, and the other curriculum areas. The parents will be given material explaining the following: end of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Offering workshops
 - Developing a parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Offering workshops given by the Parent Coordinator
 - Disseminating the information the Parent Coordinator receives at regional Meetings.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - Staff members will translate letters into various languages.
 - Students will record important meeting dates in their homework.
 - Parents will be provided with information in a timely manner.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT

P.S. 48 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 48 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, “How well the teachers are learning determines how well the students are learning.” Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade will follow a curriculum map which was developed by classroom teachers. The teachers relied heavily on the State Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students’ needs. Our students will be instructed within their “zone of proximal development.” Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors, and other topics relevant to that particular grade level. All students have individual lap-tops within the classroom.*
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *On November10, 2009 and March 16, 2010*
- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November, March, and June.*
 - *Kindergarten students will progress reports in November, and official report cards in January and June.*

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *The Principal has an open door policy*
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - *Parents can request in writing their interest to volunteer in the classroom. The teacher will notify the parent what time to come and assist. The parent's name will be placed on a list at the front desk with the security guard.*
 - *After each unit of study in Writing, the parents will be invited to a celebration in the classroom.*
 - *If a student is under going an educational evaluation, the parent will be asked to observe the child in his/her classroom environment.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;

- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school’s/class’ rules of conduct;*
- *follow the school’s dress code;*
- *ask for help when we don’t understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Other Responsibilities

P.S. 48 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(see needs assessment section)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Our educational programs and services are available for all students in the school. Academic Services are provided for any student in need of such intervention. The curriculum is modified, when indicated on an IEP, to help students with special needs meet the standards.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

After-school classes in Literacy, Math and ESL. These classes build the skills necessary to meet the state standards. There are several enrichment programs available to students who are at or approaching grade level.

- Help provide an enriched and accelerated curriculum.

P.S. 48 features an enriched, accelerated, research-based curriculum of Balanced Literacy, Everyday Math, Writing Workshop, Social Studies and Science. Its' Arts program follows the New York State Blueprints.

- Meet the educational needs of historically underserved populations.

Our curriculum is designed to meet the individual learning needs of all our students. P.S. 48 offers Academic Intervention Services to qualified students. Our ESL is designed to provide a rigorous education for our English Language Learners.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

P.S. 48 is a school that serves all members of its community. Our comprehensive needs assessment indicates, however, that some students are not meeting proficiency level on state assessments. Students who do not show progress receive additional instruction in the extended day program and inquiry work.

- Are consistent with and are designed to implement State and local improvement, if any.
N/A

3. Instruction by highly qualified staff.

All staff at P.S. 48 is highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff development occurs at monthly grade conferences and faculty conferences, as well as weekly common prep meetings. There are three day-long staff development sessions for the entire school. The Staten Island Foundation Grant allows P.S. 48 to hire Literacy Consultants for all classroom teachers K-5.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

- Family workshops on skills needed to meet the NYS ELA standards conducted by Literacy Coach
- Due to inadequate space the adult ELL program no longer meets at P.S. 48

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

On going parent workshops are provided by social worker.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- School-wide testing policies determined through school Curriculum team and school leadership team.
- School-wide monitoring and assessment system for evaluating student work portfolios through standards-based, grade-wide rubrics
- Acuity, DRA, spelling inventories, and similar measures are implemented to provide informative data on each child's academic progress
- Grade level meetings to discuss quality of assessments and to create classroom assessments that are aligned with current curriculum
- Goal setting on all grade levels

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- PPT committee identifies and monitors all students who are at risk of not meeting the standards
 - 37-minute small-group AIS periods daily for students in need of additional services
 - Title III ESL after-school sessions for ELLs and other students at risk of not meeting the standards
 - At-risk services from all related service providers
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
N/A

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: N/A **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please note that PS 48R William G. Wilcox did not participate in the audit which led to Appendix 7.

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Gaps in the Written Curriculum – A New York State Curriculum Alignment committee will be formed to assess the school's existing curriculum maps in the area of writing and their alignment to the NYS Standards. If it is found that are maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.

- Curriculum Maps – The committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment.

-Taught Curriculum – Formal and informal observations will included a focus on teachers' attention to writing, critical analysis, speaking and listening.

-ELA Materials – Alignment to curriculum and teacher surveys will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with IEP's.

- English Language Learners – All classroom teachers and service providers will receive the ELL Standards. These standards will be reviewed at faculty conferences by the Director of ELL from the ISC and the ELL Teacher.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 48R uses a standards-based Balanced/Comprehensive Literacy Program of study for all students including ELL and IEP students. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop and

systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read aloud, guided reading, shared reading, interactive writing and mini lessons in reading and writing. By coaching students in individual or small group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, novels, poetry and nonfiction.

Data indicates the following:

ELA

048	3	2008	42	887.2	1	2.4	3	7.1	32	78.2	6	14.3	38	90.5
048	3	2007	64	885.1	0	0.0	6	9.4	49	76.8	9	14.1	58	90.6
048	3	2008	65	890.6	0	0.0	5	7.7	48	70.8	14	21.5	60	92.3
048	4	2008	41	880.1	0	0.0	8	19.5	28	63.4	7	17.1	33	80.5
048	4	2007	53	872.9	0	0.0	10	18.9	41	77.4	2	3.8	43	81.1
048	4	2008	60	875.8	0	0.0	5	8.3	55	91.7	0	0.0	55	91.7
048	5	2008	64	877.8	0	0.0	9	14.1	40	62.5	15	23.4	55	85.9
048	5	2007	42	878.8	0	0.0	8	19.0	29	69.0	5	11.9	34	81.0
048	5	2008	55	879.7	0	0.0	3	5.5	45	81.8	7	12.7	52	94.6
048	Total	2008	147		1	0.7	20	13.6	68	66.7	28	19.0	126	85.7
048	Total	2007	159		0	0.0	24	15.1	119	74.8	16	10.1	135	84.9
048	Total	2008	180		0	0.0	13	7.2	146	81.1	21	11.7	167	92.8

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

1B. Mathematics

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

- *A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.*

PS 48 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.*

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students’ constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students’ ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 48 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences

- Operations
- Reference Frames

Furthermore, our most recent test results show growth:

048	3	2006	46	702.0	0	0.0	3	6.5	20	43.5	23	50.0	43	93.5
048	3	2007	64	704.7	1	1.6	1	1.6	29	45.3	33	51.6	62	96.9
048	3	2008	64	713.2	0	0.0	0	0.0	30	46.9	34	53.1	64	100.0
048	4	2006	41	690.6	0	0.0	4	9.8	23	56.1	14	34.1	37	90.2
048	4	2007	55	696.2	0	0.0	4	7.3	32	58.2	19	34.5	51	92.7
048	4	2008	63	703.1	0	0.0	1	1.6	33	52.4	29	46.0	62	98.4
048	5	2006	64	695.9	0	0.0	3	4.7	32	50.0	29	45.3	61	95.3
048	5	2007	40	703.1	0	0.0	1	2.5	20	50.0	19	47.5	39	97.5
048	5	2008	53	705.1	0	0.0	1	1.9	21	39.6	31	58.5	52	98.1
048	Total	2006	151		0	0.0	10	6.8	75	49.7	66	43.7	141	93.4
048	Total	2007	159		1	0.6	6	3.8	81	50.9	71	44.7	152	95.6
048	Total	2008	180		0	0.0	2	1.1	84	46.7	94	52.2	178	98.9

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of instruction for both reading and writing.

Informal observation will be used to assess student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated, PS 48 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
<p align="center">Whole Class Instruction: Rug Area</p> <p>-All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Independent Work</p> <p>-All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

peer when they are confused or need direction -Students use environmental print for self-direction		
Transitions -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	
Organization of the Day -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	
Student Accountability -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	
Metacognition -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	

<p>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</p>		
<p>Self Esteem - Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant to PS 48 for the following reasons:

PS 48 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

At this school, SMART boards are often used for demonstration during the mini lesson.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
<p style="text-align: center;">Whole Class Instruction: Rug Area</p> <ul style="list-style-type: none"> -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

group experience		
<p align="center">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Metacognition</p> <ul style="list-style-type: none"> -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Self Esteem - Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Year-to-year teacher turnover rate is evaluated by the school's administration. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the past three years, the following teachers have been welcomed to PS 48

2008 – one teacher

2007 – one teacher

2006 – no teachers

Teachers new to the school receive professional development and support from the literacy coach (mentor) as well as external staff developers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. QTEL training will be turn-keyed to staff during faculty conferences. Professional Development will be offered to all teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 48 is an Empowerment Support Organization School. In addition to the in-house professional development, the ESO customizes 1:1 PD for all ELL teachers. These sessions are planned and facilitated by the Network Special Services Manager and delivered either at the school or in a venue for Network collaboration. For the 2008-2009 school year, the ESO has contracted an ELL Specialist, Catherine

Brown, *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

P.S. 48 received an overall score of well-developed for SQ1: School Leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time. Account is taken of gender, ethnicity and language to search for patterns and trends over time.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 48 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Principal, Guidance Counselor and the IEP Teacher will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Finally, PS 48 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. By the end of June 2008, All students at PS 48 will know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.