



[JOSEPH RODMAN DRAKE]

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT 8, BRONX, PUBLIC SCHOOL 48)
ADDRESS: 1290 SPOFFORD AVENUE, BRONX, NY 10474
TELEPHONE: 718-589-4312
FAX: 718-842-6993

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 48 **SCHOOL NAME:** Joseph Rodman Drake

SCHOOL ADDRESS: 1290 Spofford Avenue Bronx, New York 10474

SCHOOL TELEPHONE: 718-589-4312 **FAX:** 718-842-6993

SCHOOL CONTACT PERSON: Mrs. Judith Friedman **EMAIL ADDRESS:** Jfriedm4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Justin Czarka

PRINCIPAL: Mrs. Roxanne Cardona

UFT CHAPTER LEADER: Ms. Celina Willis

PARENTS' ASSOCIATION PRESIDENT: Ms. Arshel Brown

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 8 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Mrs. Irene Rogan

SUPERINTENDENT: Mr. Timothy Behr

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
Mrs. Roxanne Cardona	*Principal or Designee	
Ms. Celina Willis	*UFT Chapter Chairperson or Designee	
Ms. Arshel Brown	*PA/PTA President or Designated Co-President	
Ms. Virginia Santarosa	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Wanda Aviles	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Eva Sanjuro	CBO Representative, if applicable	
Ms. Judith Friedman	Member/ CSA Representative	
Ms. Susan Friedwald	Member/ UFT Teacher	
Ms. Elizabeth Colon	Member/ UFT Teacher	
Ms. Carmen Aponte	Member/ DC 37	
Ms. AnnMarie Bovino	Member/ Secretary and Financial Liaison/Co-Chairperson	
Mr. Justin Czarka	Member/ Chairperson	
Ms. Sarah English	Member/ Parent	
Ms. Carmen Rodriguez	Member/ Parent	
Ms. Sharon Waxter	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member 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.

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.

Public School 48 is a Pre-Kindergarten to grade 5 elementary school located on the Hunts Point Peninsula of the South Bronx, one of the poorest congressional districts in the United States. There is a high rate of poverty and crime. The area is surrounded with recycling and waste treatment plants, as well as a tremendous amount of truck traffic. There is a lot of unclaimed space within the food industry section that businesses are looking to fill with an eye on gentrification. Renovation of our exterior was completed at the end of the 2008/2009 school year. It is not surprising that we have one of the highest rates of asthma in the city.

Our school's population is divided between two buildings. Three Pre-Kindergarten and five Kindergarten classrooms are housed directly across the street in our Early Childhood building. Our main building instructs the remaining two Kindergarten classes, 7 first grade classes, 6 second grade classes, 6 third grade classes, 5 fourth grade classes, five fifth grade classes, 1 ESL class, and seven self-contained special education classes.

We currently are partnered with HPAC (Hunts Point Alliance for Children). Their goal is to provide families in the Hunts Point community with various health, educational and support services that are otherwise unattainable. During the start of the school year, a fair is held where children receive school supplies, books and free vision and hearing screening. A healthy selection of food is served and donated. Urban Health provides our students and their families with healthcare, including immunizations, check-ups and hospital referrals. South Bronx Mental Health, located in our main building, services 30 of our students. Our main afterschool affiliate is the Police Athletic League (PAL). They conduct a sports related program, within our school, that includes all children in the community. This year we are also welcoming P.B.I.S. (Positive Behavior Intervention) into our school building. This program tracks students' poor behavior, as well as rewards positive behavior.

PS 48 has always had a strong arts program. We have two full time art teachers, and one drama teacher. The Hunts Point Center for the Arts puts on two full shows and incorporates the nearby middle school children. Our students learn acting, singing, dance and stage production. Along with HPAC, a few of our children performed Shakespeare's production of "A Mid-Summer Nights Dream." We also have 5th grade clubs, where kids are encouraged to sign up for their favorite activity. Offerings include: basketball, soccer, art, guitar, computer and chess.

Technology continues to be a focus of the school and to this end, we have purchased 33 Smart Boards for our classrooms. Most classrooms in the main building have a SB and we will continue purchasing these boards until every room has one.

In May of 2008, we formally opened our Robin Hood Library. We were given over 10,000 new library books to add to our collection. The library is state of the art with a computer station, reading and staging area.

Writing in all grades continues to be a priority at PS 48. The writing process is utilized in grades kindergarten through fifth and samples from each student are collected on a weekly basis by

administration. Feedback is given to teachers on next steps. Currently, we are implementing a new writing program, "Writing Fundamentals." It uses literature to teach skills and strategies. At year end, several writing celebrations occur: grades 2-5 celebrate their best work at an assembly, grades k and 1 display their work in the gym for the parents and school. Our 5th grade students perform a night of original poetry, "Children;s Voices", which is held along with song.

Our school's vision is as follows:

63 classrooms of excellence; 920 kids getting smarter every day; a thousand committed adults.

Our school's mission is as follows:

Along with our devoted parents and community; the mission of P.S. 48 is to provide a safe haven where the whole child is nurtured with academic opportunities. Using data to drive our standards based curriculum, we will support the needs of all students and guide them through their campaign to become life long learners. Children will be encouraged to discover their own unique voices through writing and immersion in our rich arts programs using proven technologies.

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 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 048 Joseph R. Drake								
District:	8	DBN:	08X048	School BEDS Code:	320800010048				
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)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	71	72	58		88.7	88.3	90.4		
Kindergarten	141	123	137						
Grade 1	197	163	145	Student Stability - % of Enrollment:					
Grade 2	151	167	157	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	162	131	149		87.8	87.0	86.0		
Grade 4	198	131	149						
Grade 5	162	153	113	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		91.7	86.3	86.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		56	52	144		
Grade 12	0	0	0						
Ungraded	3	9	2	Recent Immigrants - Total Number:					
Total	1085	959	902	(As of October 31)	2006-07	2007-08	2008-09		
					14	15	11		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	99	95	86	Principal Suspensions	0	4	0		
# in Collaborative Team Teaching (CTT) Classes	46	48	52	Superintendent Suspensions	1	2	1		
Number all others	46	35	55						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	79	67	49						
# in Dual Lang. Programs	0	0	0	Number of Teachers	82	89	84		
# receiving ESL services only	86	94	90						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	25	29	13	Number of Administrators and Other Professionals	11	21	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	9
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.3	70.8	76.2
				% more than 5 years teaching anywhere	50.0	52.8	58.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.0	88.0	86.0
American Indian or Alaska Native	0.5	0.5	0.4		93.9	99.2	98.4
Black or African American	27.7	25.0	25.6				
Hispanic or Latino	71.0	74.0	72.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.0	0.2				
White	0.6	0.4	0.6				
Male	51.6	50.4	52.3				
Female	48.4	49.6	47.7				
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
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
√	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:		PFR		ELA:			
Math:		IGS		Math:			
Science:		IGS		Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		-	-				
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	88.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.8	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:	20.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	50.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = 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.

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?
-

For the 2007/2008 school year, 56% of our third grade students, 69% of our fourth grade and fifth grade students scored at or above grade level on the New York State English Language Arts exam. 81% of our third and fourth grade students and 77% of our fifth grade students scored at or above a Level 3 on the New York State Mathematics exam. 82% scored on or above grade level on the Science exam. Our greatest accomplishment was our individual student progress. 60.8% of our students made at least one year of progress. More specifically, 83.5% of our lowest 1/3 population made at least one year progress on the ELA exam. In mathematics, 59.9% of our students made at least one year progress and 69.5% of our lowest 1/3 made at least one year of progress. Our progress report grade has moved from a C to an A. We received extra credit for our English Language Learners with proficiency gains of 46.8%. 42.2% of our special education students made exemplary proficiency gains. We met our AYP with Safe Harbor points.

Our Quality Review rating was a well-developed. It was cited that the school has made good progress in addressing the issues identified in the previous Quality Review report.

For the 2008/2009 school year, 66% of our third grade students, 78% of our fourth grade and 79% of our fifth grade students scored at or above grade level on the New York State English Language Arts exam. 88% of our third grade students, 82% of our fourth graders and 84% of our fifth grade students scored at or above a Level 3 on the New York State Mathematics exam. 88% scored on or above grade level on the Science exam. Once again, our individual student progress was our greatest accomplishment. So much so, that we met our AYP without any credit from Safe Harbor. 65% of our students made at least one year progress on the ELA exam. Specifically, 88% of lowest 1/3 population made the needed progress. In math, 66% of our students made at least one year progress and 77% of our lowest functioning children made one year progress. 65% of our special education students made unbelievable proficiency gains and 62% of our English Language Learners made exemplary proficiency gains in ELA. 36% of our special education students and 38% of our ELL students made tremendous gains in Math.

We were exempt from a Quality Review.

We are proudest of our professional development. Our goal is to build capacity among our teaching staff. We have a literacy coach in every grade, a content staff developer, two math coaches, a mentor and an AUSSIE. Coaches also double as AIS providers and take small groups of level 1 and 2 children. Every staff member receives professional development several times a week. They voluntarily participate in weekly grade team meetings. This year we added a double period team meeting every other week, in all grades, to allow for universal planning and interclass visitations. Coaches receive training from our AUSSIE and weekly book clubs take place with our PD staff and administration. We conduct monthly learning walks focusing on Principles of Learning. A staff letter is generated to inform the school community of instructional needs and celebrations.

We have several intervention programs that address several academic needs, such as fluency, comprehension, vocabulary and writing. They include Great Leaps, Read Naturally, Reader's Theatre, Headsprout, New Heights, Write Time, Foundations and Fundamentals in Writing.

Our special education and ELL cohorts remain our targeted population. One of the barriers to the ELA improvement of our special needs children is their distance from the school itself. 50% of our SWD live several miles away and are bussed in late and leave early. Prior to this year, our special education students missed instruction during our 37 ½ minute block because of the busing schedule. Now, it was arranged that our walkers are receiving instruction with their teacher during this time. They receive special services, such as speech, counseling, occupational and/or physical therapy which means they are getting pulled out of classroom instruction several times a day. This remains a problem. Parent involvement is an issue due to the fact that some parents live at least 45 to 60 minutes away from the school and rarely enter the building. Some of the SWD enter in the middle of the year and many times do not return the following year. It is another transient population. To improve our rate of success for our ELLs we have mainstreamed them among our general education population. One or two classes on each grade have been named our ELL class and both sets of students are in the same class. This allows for easier scheduling and more effective use of time for ESL services. The ELL and classroom teacher can plan and collaborate lessons, work with small groups and share ideas together. The children no longer need to be pulled out, but can remain in their classroom. One problem that still remains is that our ELLs frequently return to their homeland during the year and extend most of the vacation weeks by one or more additional ones. Yet, they are still expected to take the ELA after one year in the country. Many of these children have received little or no schooling in their native countries. Special education will also have a common planning time built into the schedule to meet with the AUSSIE literacy consultant. SETTS children will be grouped similarly to the ELL children so that SETTS teachers can push in and augment classroom instruction. Service providers will attempt to arrange their schedules so that children are not pulled out of the room all day long for mandated services. Special education para-professionals will individually receive professional development in order to assist with literacy instruction. There will be an ongoing examination of literacy binders to check student progress and the results of Acuity in testing grades, to determine the needs of SWD by administration. An assistant principal in charge of special education will informally observe each self-contained classroom to assure that professional development initiatives are being implemented.

Based on recent data, we are also targeting the progress of our ELA students who are performing on either a level 3 or 4. We have ordered and developed test material above grade levels in order to increase their content knowledge. Our guided reading groups also ensure differentiation.

We hope to dramatically improve our delivery of instruction for our ELL and special education students, as well as continue to improve our attendance rate. It has improved for several reasons. Attendance initiatives will continue to be implemented. An assistant principal has

been assigned as an attendance coordinator. She will continue to facilitate weekly attendance meetings with staff members who work with attendance matters and plan ways to improve attendance, track data and target students. We have invested in a recorded telephone service that will leave prerecorded messages for absent or late students. Monthly ceremonies are held to honor children with perfect and excellent attendance. Parents are invited and medals are given out. We serve ice-cream on Fridays to improve an historically poor attendance day.

We hired a new parent coordinator who already developed and coordinated parent workshops that were well attended.

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.

Goal Number 1	
Goal	Describe your goal. Students will increase their independent reading time during the school year 2009-2010. 90% of all students in grades K-5 will read 100 books.
Measurable Objective	As a result of increasing our independent reading time in grades K through 5, 90% of all students in grades K through 5, will read 100 books during the school year 2009-2010.

Goal Number 2	
Goal	Describe your goal. During the school year 2009-2010, 70% of classroom teachers will increase their use of math manipulatives.
Measurable Objective	Set the measurable target that will define whether you have met your goal.

	To develop a weekly professional development program in mathematics that will have 75% of 49 teachers (32) participating in the use of math manipulatives in their classrooms.
Goal Number 3	
Goal	Describe your goal. During the 2009-2010 school year, teachers and administrators will expand their expertise in Inquiry Teams by increasing to six Collaborative Teams.
Measurable Objective	Set the measurable target that will define whether you have met your goal. During the school year 2009-2010, we will meet as a faculty three times and at weekly team meetings to focus on the effects of Collaborative Teachers Teams on student achievement school wide.

Goal Number 4	
Goal	Describe your goal. During the 2009-2010 school year, parent involvement will increase by 5%.
Measurable Objective	Set the measurable target that will define whether you have met your goal. 5% more parents will attend monthly meetings, assemblies, trips and parent celebration workshops.

Goal Number 5	
Goal	Describe your goal. During the 2009-2010 school year, students in grades K-5,

	will have individual long term and interim goals in reading, writing and math.
Measurable Objective	Set the measurable target that will define whether you have met your goal. During the school year 2009-2010, all students in k-5 will have long term and interim goals in reading, math and writing.

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): _____

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will increase their independent reading time during the school year 2009-2010. As a result of increasing our independent reading time in grades K through 5, 90% of all students in grades K through 5, will read 100 books during the school year 2009-2010.</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>	<ul style="list-style-type: none"> • <i>Use of data</i> <ul style="list-style-type: none"> -Examine student’s independent reading levels based on Fountas and Pinnell using the Rigby PM assessments to establish a baseline. -Literacy Binders will be collected by Assistant Principals on a monthly basis to track student achievement in reading. -Administrators will conduct an audit of Independent Reading conferences during weekly team meetings. -Teachers will bring their Independent Reading conference notes to team meetings examine and analyze with the Assistant Principals. -Collect and analyze in weekly team meetings the results of grades 3, 4, and 5 on ACUITY. -Analyze results of ELA practice tests to inform practices. -Examine the Fall and Spring results of the Fountas and Pinnell early childhood assessments in grades K, 1, 2 and 3. -Results of all data gleaned from assessments will be discussed at weekly team meetings to plan and better inform instruction. • <i>Curriculum and Instruction.</i> <ul style="list-style-type: none"> -Use data from Independent Reading conferences as a spring board to have quarterly meetings

with teachers to establish long term and interim goals. Teachers will prepare written professional goals for themselves and goals for their students and class. These goals will be long term as well as interim. Interim being defined as December 2009 and March 2010.

-AUSSIE consultant will work with Special Education and Team Teaching teachers, grades k and 2 exclusively during team meetings to support Independent Reading.

-Provide appropriate ELA instruction by :

1. Activating prior knowledge
2. Developing background
3. Giving a range of scaffolds to support literacy learning
4. Checking predictions
5. Bringing diversity and new experiences to Independent Reading
6. To assist with constructing meaning
7. Increase development of vocabulary
8. To develop language and comprehension
9. To support difficult concepts by providing a visual framework.

-To teach each child literacy strategies based on their student goals and identified areas of need.

-Teachers will keep Independent Reading logs for all students registered in their classes.

-Provide opportunities for children to celebrate literacy success by allowing them to share their reading and writing at seasonal assemblies.

- ***Development of Staff.***

- ELA coaches and AUSSIE consultant will meet on a weekly basis with teachers in grades k-5 to provide differentiated literacy staff development. Coaches will conduct individual conferences with teachers and provide model lessons, coaching and feed back, where needed.

-Principal and assistant principals will follow up with conferences, observations, both formal and informal to assist with the above implementation.

-Staff will receive ongoing literacy training with their grade level counterparts at weekly grade level team meetings during the school year 2009-2010.

- Professional Development team, which includes Principal, three Assistant Principals and all staff developers, will meet once a week to do a book study and discuss Independent Reading progress. Book Studies will be led by AUSSIE consultant. This year we will be reading, "The Outliers", by Malcolm Gladwell. Second book to be determined.

-Monthly Learning Walks will focus on Independent Reading conferences.

	<ul style="list-style-type: none"> -Principal meets on a weekly basis with Literacy Professional Development Team to monitor staff and student goals. -Principal meets periodically with each staff member to discuss staff and student progress. -Principal observes teachers on a regular basis both informally and formally to ensure that all of the above is being implemented. -Principal purchases and installs all of the above before spring 2010.
<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>	<ul style="list-style-type: none"> -Ongoing Professional Development using AUSSIE literacy consultant (\$60,000) and literacy coaches from September 2009-2010. -Rigby PM to measure individual student's reading levels -Rigby Balanced Literacy in each classroom -Room 412, which houses shelves of books from A to Z, as well as Reader's Theater, Rosen Readers, Shared Reading texts, non-fiction in science and social studies, biographies, reading in the content areas, New Heights, Great Leaps and Read Naturally. -Six literacy coaches to professionally develop on each grade (K-5), staff and to administer AIS for targeted students receiving Level 1 and 2 on ELA or report cards. -Create a data informed professional development plan by teacher, grade and school. -AUSSIE literacy consultant to use staff and student data, including observations to develop differentiated staff development. -Use Read Naturally and Great Leaps to increase reading fluency. -Initiate vocabulary study in all testing grades. -Use SMARTBOARDS to increase student engagement, develop background, reinforce prior knowledge, aid vocabulary acquisition, and provide resources for content area instruction. <p>AUSSIE consultant is funded through Title 1. Teachers facilitating professional development are funded through either Title 1 Fair Student Funding or TL DRA Stabilization.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of meeting this goal will be provided via classroom observations both informal and formal by the principal and three assistant principals to ensure implementation. • Reading logs, lesson plans, agendas, sign in sheets, classroom visit documentation, and team meeting.

<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the school year 2009-2010, 70% of classroom teachers will increase their use of math manipulatives.</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>	<ul style="list-style-type: none"> • Use of data <ul style="list-style-type: none"> -Examine results of the Everyday Math assessment to discover areas in need of remediation. -Create Math binders on all grade levels to record individual student progress. -Administrators will collect Math binders monthly to track student growth. -Administrators, teachers, coaches will evaluate in grades 3, 4, 5 the out comes of the periodic and diagnostic assessments such as ACUITY to appropriately place students in groups. -Administrators will examine results of NYS mathematics practice examinations. -Weekly team meetings will be scheduled to review the results of the 3rd, 4th and 5th grade 2009 NYS test, and ACUITY assessments. -Principal and Assistant Principals will examine plan books to note use of math manipulatives. • Curriculum and Instruction. <ul style="list-style-type: none"> -Classroom teachers and AIS will use assessment results to plan for the strategic use of math manipulatives during instruction and to inform the learning. -Classroom teachers will use math games and manipulatives to re-teach areas of persistent difficulty. -Use of manipulatives will be scaffolded by the teacher and differentiated according to student ability. • Development of Staff. <ul style="list-style-type: none"> -Math Coaches will conduct ongoing training during weekly grade team meetings on the use of math games, lesson planning and the use of data to differentiate instruction.

	<p>-Math Coaches will provide on-going training in the use of manipulatives, conduct individual conferences and demonstrate model lessons where needed.</p> <p>-Inter-classroom visitation will be available and arranged for all pedagogues on a needs or interest basis.</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>-Math library located in room 412, will allow for the integration of math and literacy.</p> <p>-AIS teachers will take small groups of children to instruct them in areas of remediation modeling the use of manipulatives.</p> <p>-Math coaches will be available for consultation and planning.</p> <p>The two math coaches are funded from Title 1 SWP and TL DRA Stabilization.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Using formal, informal observations and Learning Walks, Principal and administrators will monitor the use of math manipulatives. • Plan books will reflect the increased use of manipulatives. <p>Sign in sheets and agendas for Team Meetings.</p>

<p>Annual Goal # 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand our expertise in Inquiry Teams by increasing to six Collaborative Teams.</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>During the school year 2009-2010, we will meet as a faculty three times and at weekly team meetings to focus on the effects of Collaborative Teachers Teams on student achievement school wide.</p> <ul style="list-style-type: none"> • <i>Use of Data.</i> <p>-Collaborative Teacher Teams on each grade will examine student work to identify grade specific areas of need.</p> <p>-Based on research, teams will use one of the following to examine one of the following:</p>

	<ol style="list-style-type: none"> 1. Effects of the explicit teaching of inference on practice tests, and ACUITY: Grades 4, 5 2. Effects of differentiated centers on Early Childhood reading acquisition-K-2 3. Effects of grammar instruction on developmental writing: Grade 3. <p>-Results from periodic assessments, Rigby PM, Fountas and Pinnell assessments, EDM unit assessments will be examined for progress and next steps.</p> <ul style="list-style-type: none"> • <i>Curriculum and Instruction.</i> <p>-Collaborative Teacher Teams will share current research on inference, writing and literacy centers on ELA performance. -T Teams will use the following: just right mystery books, writing process, and AUSSIE consultant expertise. -Successful strategies will be shared at grade level meetings and with entire faculty. -Use Inference game. -Model constructivist behaviors and encourage creative solutions and thinking to solve problems. -Demonstrate critical thinking strategies, differentiated centers and how a writer thinks.</p> <ul style="list-style-type: none"> • <i>Development of Staff</i> <p>-Former Inquiry Team members will fishbowl with teachers new to inquiry work. -Collaborative Teams will meet with Senior Achievement Facilitator on an as needs basis, to assist teams in next steps and data interpretation. -CT Teams will collect data and apply findings to other students in the school. -Centrally located bulletin board will highlight team activities and provide useful information for staff on student progress.</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>-Literacy Resource room will provide leveled books for classroom use. -Inference Game. -Data Specialist, Senior Achievement Facilitator and literacy staff developers will assist with team work. Professional Development Funding comes from TL DRA Stabilization.</p>

Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	<p>-Progress of Collaborative Teams will be shared with the staff in the following manner: Three Faculty meetings, Team meetings and centrally located bulletin board.</p> <p>-Tracking sheets will be designed to evaluate student progress.</p> <p>-Data Boards will reveal student progress.</p>
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Annual Goal # 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	<p>To increase parent involvement. 5% more parents will attend monthly meetings, assemblies, trips and parent celebration workshops.</p>
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<ul style="list-style-type: none"> • <i>Use of Data.</i> <p>-Parent Coordinator will keep record of parent attendance at parent workshops, P.A. meetings, assemblies, SLT, classroom celebrations.</p> <p>-Administrative staff and Parent Coordinator will examine the number of parents who completed the school's Learning Environment Survey.</p> <p>-Administrative staff and Parent Coordinator will analyze the Learning Environment Survey to note areas that need improvement.</p> <p>-Parent Coordinator will review well attended parent events, in order to replicate and increase parent involvement.</p> <p>-Parent Coordinator will distribute a parent survey to uncover areas of interest to the community, in order to engage more parental attendance at weekly functions.</p> <p>-Parent Coordinator will work with P.A. to establish optimum times for events and meetings to maximize attendance.</p> <ul style="list-style-type: none"> • <i>Curriculum and Instruction.</i> <p>-Parent Coordinator with the aid of the Parents Association will hold informative, high interest workshops in literacy using expert pedagogues on staff to provide relevant assistance in reading and writing to support classroom instruction.</p> <p>-School will hold hands-on- workshops in Everyday Mathematics utilizing manipulatives to foster creative problem solving to support classroom instruction.</p>

	<p>-Teachers will invite parents to attend class trips to make families aware of cultural differences and engage them in accountable talk with their children to support the social studies curriculum.</p> <ul style="list-style-type: none"> • <i>Development of Staff.</i> <p>-Staff and administration will provide parents with information at assemblies and meetings to enable them to share in the schools learning goals. -Administration will design opportunities for parents to collaborate with school personnel in order to align the school community with instructional focus.</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>-Teaching staff will lend their expertise at workshops, assemblies, classroom celebrations and trips to develop and engage the parent community. -Principal will use set aside funds for parent involvement to purchase staff and supplies. -Parent Coordinator will publish a monthly Parent Newsletter that will inform parents of school issues and events pertinent to their children’s education. -School will purchase incentives and refreshments to encourage parental attendance at school functions and trips Parent Coordinator is funded through TL Parent Coordinator funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>-Sign in sheets for assemblies, classroom celebrations, trips, workshops and SLT. -Parent feedback in the form of workshop reflections, Parent Coordinator logs. -Active participation of P.A.</p>
<p>Annual Goal # 5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will have individual goals in reading, writing and math. During the school year 2009-2010, all students in K-5 will have long term and interim goals in reading, math and writing.</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>	<ul style="list-style-type: none"> • <i>Use of Data.</i> <ul style="list-style-type: none"> -Examine student’s independent reading levels based on Fountas and Pinnell using the Rigby PM assessments to establish a baseline. -Analyze Independent Reading conference notes for next steps. -Writing conferences with students will reveal long term and interim goals for student writers. -Results of EDM assessments, ACUITY, state practice tests will also enable teachers to diagnose interim and long term goals. -Data gleaned from multiple sources will be brought to grade Team Meetings for evaluation and inquiry. • <i>Curriculum and Instruction</i> <ul style="list-style-type: none"> -Establish and ensure the use of standards-based rubrics for student writing. -Utilize grade level curriculum maps to guide instruction. -Focus on the application of strategies for reading texts during shared and guided reading. -Examine results of the Everyday Math assessment to discover areas in need of remediation. -Create Math/Literacy/Writing binders on all grade levels to record individual student progress. • <i>Development of Staff</i> <ul style="list-style-type: none"> -Coaches and grade leader teachers provide staff with ongoing training beginning in September to ensure effective implementation. -Create a data informed professional development plan by teacher, grade and school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> -Use benchmark books to determine independent reading levels monthly. -Ensure appropriate amount of both guided and independent reading books across levels in all classrooms. -Teachers will create writing rubrics with their classes. -Coaches will develop staff on appropriate student goals. -Principal creates a schedule that allows for common planning time by grade level. <p>Teachers providing professional development are funded through Title 1, as well as TL DRA Stabilization.</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Evidence of meeting this goal will be provided via classroom observations both informal and formal by the principal and three assistant principals to ensure implementation.
- During daily morning announcements, children will be called down randomly to announce their individual goals.
- Monthly Progress reports to parents.

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

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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:	ELA AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials, Great Leaps, and New Heights are used.
Mathematics:	Mathematics AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials and EDM games are used.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Provides counseling to at-risk students; counseling to special education students; meets with parents and outside agencies; involved in parent outreach programs and workshops on child abuse; does class presentations on inappropriate behavior
At-risk Services Provided by the School Psychologist:	Assesses at-risk students; involved in special education placement; has IEP team meetings; consults with teachers
At-risk Services Provided by the Social Worker:	Develops initial social history; writes IEPs; conferences for educational needs; classroom observations; consultations with teachers, parents, and outside agencies; VINELAND adaptive assessment
At-risk Health-related Services:	Administers first aid; performs physicals; dispenses parent-approved medication; sees walk-ins; sees students for scheduled appointments; sees asthma patients

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
SSO/District: Leadership SSO/ District 8**

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition

1. Team Members:
 - a. Roxanne Cardona, Principal
 - b. Laverne Wyre, Assistant Principal for ELLs
 - c. Justin Czarka, ESL Coordinator
 - d. Paul DeRienzo, ESL Teacher
 - e. Karlene Parreno, ESL Teacher

B. Teacher Qualifications

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	1
Staff Member Name	Justin Czarka Paul DeRienzo Karlene Parreno Hilda O’Conner	Staff Member Name	Hilda O’Conner

C. School Demographics

Total Number of Students in P.S. 48x	912	Total Number of ELLs in P.S. 48x	151	ELLs as Share of Total Student Population (%)	17%
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Part II: ELL Identification Process

When new entrants to the NYC Public Schools register at P.S. 48, the parent/guardian is required to complete the Home Language Identification Survey (HLIS). The pupil secretary and/or ESL teachers provide assistance as needed. In addition to the HLIS, an informal oral

interview is conducted. The interview includes the following individuals: the parent/guardian, new entrant student, and ESL coordinator and/or bilingual designee. The interview takes place in the native language and in English. Once the HLIS is completed the ESL coordinator review the responses. If it is determined that the parent/guardian specifies a language other than English as the home language, the new entrant is administered the Language Assessment Battery-Revised (LAB-R). This determination of a language other than English is derived from the HLIS. If the HLIS indicates a language other than English (by selecting at least one question on Part 1: questions 1-4 and at least two questions on Part 2: questions 5-8 as a language other than English).

Students who score at or below the LAB-R cut scores for the age appropriate grade are considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS Education Department regulations and NYC Department of Education guidelines. A student who scores below the proficiency level is a Beginning, Intermediate or Advanced level, depending on student grade level and score. Students administered the LAB-R who score at or below the cut score for their grade level and whose home language has been determined to be Spanish must also receive the Spanish LAB. The NYCDOE DAA Memo for LAB-R that is issued in the fall of each school year provides P.S. 48 with these cut scores. This entire initial identification process takes place within 10 days of the new entrant commencing school at P.S. 48x. The entire process is part of ELL student registration.

Every LEP/ELL student is administered the New York State English as Second Language Achievement Test (NYSESLAT) annually during April and May of the school year. The NYSESLAT assesses students in the following four language modalities: Listening, Speaking, Reading and Writing in order to measure students' progress in developing language proficiency. The NYSESLAT is the only assessment that determines if students are entitled to receive LEP/ELL services and when students should no longer receive LEP/ELL services.

P.S. 48x ensures that parents understand their rights regarding the three ELL program choices offered for students by the New York City Department of Education: Transitional Bilingual Education (TBE) programs, English as Second Language (ESL) programs and Dual Language programs. Once it has been determined that a child is entitled to ELL services, the ESL coordinator, Parent Coordinator, pupil secretary, administrators and teachers provide the parent/guardian with the NYCDOE ELL Parent brochure, "A Guide for Parents," the entitlement letter (detailing the language services that the student will receive), Parent Survey and Program Selection Form. In addition, an Orientation Meetings is held, usually on "Meet the Teacher Night" every fall of the school year, which includes an orientation DVD/video, which is available in thirteen languages. Additional orientations are provided as needed in consultation with the parent coordinator for new entrants throughout the school year. Parents receive a notice to attend the Parent Orientation, which is conducted by the ESL teachers, in collaboration with the Parent Coordinator.

Parents who attend the Parent Orientation sessions are informed again about the services that the student is entitled to, and for students continuing in an ELL program, their NYSESLAT results are provided along with a Continued Entitlement Letter. Parents of students who scored at or above the proficiency level on the LAB-R or NYSESLAT are given a Non Entitlement Letter, which explains that the student has reached language proficiency. P.S. 48x staff also informs parents on the New York State Learning Standards for ESL, the P.S. 48x school curriculum and pacing charts, assessments schedule, particularly the NYSESLAT, and strategies for supporting the academic and language development of the student at home. Parent Survey and Program Selection Forms are provided for parents who have not filled it out and collected at this orientation meeting. Bilingual interpreters and translators are on hand to provide assistance if needed.

P.S. 48x offers free standing English as a Second Language (ESL) push in and push out program. While in past years P.S. 48x offered Transitional Bilingual Education (TBE), commencing in the 2009-2010 school year, P.S. 48 will offer an immersion ESL program due to the success of the ESL push in program. Certain students would benefit more from a TBE program that places a stronger emphasis on native language development. Yet, although we do not offer TBE or dual language programs, parents are advised of their right to place their child in such a program at neighboring schools offering the program. These parents are referred to the Parent Coordinator for advisement on placing the student entitled to

services in the appropriate program desired by the parent/guardian. Over the past year a trend shows that parents tend to choose ESL services, understanding the effectiveness of our push in program. However many parents still requested a TBE program. We strive to provide as much guidance as possible for such parents.

Additionally, in order to ensure a deeper level of communication with parent/guardians, during the 2009-2010 school year, P.S. 48 plans to implement an eChalk web page for the school. This will enhance our school's ability to communicate with all parents and foster a deeper home-school connection. The webpage will be translated into the languages that the families of our students speak. Parents/guardians and other family members, along with the larger community that supports P.S. 48 will receive information on upcoming events, curriculum, schedules, and other vital information in English and other languages. We strive to ensure that all stakeholders in the education of our students are informed and fully participating in the education process.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown							
	K	1	2	3	4	5	Total
Freestanding ESL							
Self-Contained	0	0	0	9	7	0	16
Push-In/Pull-Out	10	35	36	21	14	19	135
Total	10	35	36	30	21	19	151

P.S. 48x only offers freestanding ESL services for ELLs. The school offers this program through push in, pull out, and self-contained models. General education ELLs enter an ESL homeroom on their respective grade level. Certain new ELLs in grades 3 and 4 are placed into a self-contained ESL classroom with an ESL certified teacher who has bilingual certification as well and provides strategic native language supports to students in the classroom. Students with IEP-mandated classroom settings receive pull out ESL services.

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
ALL ELLs	151	Newcomers (ELLs receiving service 0-3 years)	122	Special Education	39
SIFE		ELLs receiving service 4-		Long-Term	0

	1	6 years	29	(completed 6 years)	
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ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)		
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education
ESL	122	1	28	29	0	11	0	0	0
Total	122	1	28	29	0	11	0	0	0

P.S. 48x has 151 ELLs in its program. Only one student is a SIFE student. This tends to be the case since most of our ELLs enter our program in Kindergarten or First Grade. 81% of the ELLs are newcomers (ELLs receiving services for 0-3 years), while 19% have received services for 4-6 years. 39 ELLs are special education students (26%). Many of these students receive pull out ESL services as mandated on their IEPs. X-coded students do not receive ESL services.

C. Home Language Breakdown and ELL Programs

Free Standing English as a Second Language (ESL)							
Number of ELLs by Grade in Each Language Group							
	K	1	2	3	4	5	Total
Afrikaans (AF)	0	0	1	0	0	0	1
French (FR)	0	1	0	0	1	1	3
Fulani (FU)	0	1	0	0	2	0	3
Spanish (SP)	10	33	35	29	18	18	143
Twi (TW)	0	0	0	1	0	0	1
Total	10	35	36	30	21	19	151

While English is the language spoken in most homes (83%) Spanish is the second most prevalent home language spoken at P.S. 48x. Spanish is spoken by 15.6% of the students at P.S. 48x. Of the ELLs in P.S. 48x however, it predominates as the home language of 94.7% of the ELLs.

While Afrikaans, French, Fulani, and Twi represent just over 5% of the primary home language spoken by P.S. 48x ELLs, the number of French and Fulani has increased over the past two years.

D. Programming and Scheduling Information

P.S. 48x began an ESL push in program during the 2008-2009 school year in kindergarten, first, second, and third grade. Due to the success of the program, it has been expanded to include the fourth and fifth grades for the 2009-2010 school year. P.S. 48x has no long term ELLs. We strive to ensure that students demonstrate continual progress is reaching English language proficiency within three years of schooling. Oftentimes, students will receive language supports after reaching proficiency as determined by the annual administration of the NYSESLAT.

There is one ESL homeroom in Kindergarten, three ESL homerooms in First Grade and Second Grade, one ESL homeroom in third, fourth, and fifth grade. Additionally P.S. 48x has one self-contained ESL homeroom for students in grades 3 and 4. The program strives for a proportion of 60% native English speakers and 40% ELLs. The program strives for a proportion of 60% native English speakers and 40% ELLs. However, P.S. 48x experiences a transient student population and oftentimes the proportion fluctuates. The school monitors classes on a continual basis to ensure appropriate student dynamics for facilitating the best environment for student language development. ELL student needs, informed by NYSESLAT modality levels (Reading/Writing and Listening/Speaking), determine which ESL homeroom to place specific students. The ESL teacher pushes into the classroom and co-teaches alongside the ESL homeroom classroom teacher. During the push in period (typically 50 minutes a session, up to the total number of minutes required weekly for each individual child based upon CR Part 154 Instructional Unit Requirements for ELLs: 360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students), a whole class mini-lesson occurs, after which the students are broken up into small groups for strategy work based on student needs. The whole class mini-lesson is usually co-taught, sometimes led by the classroom teacher and sometimes led by the ESL push in teacher.

Curriculum guidance comes from weekly ESL planning sessions and ongoing professional development in research based best practices in ESL teaching methodologies. During this time classroom teachers and ESL teachers collaborate on unit of study planning. The strategic determination for who will conduct the mini-lesson is based on student-needs and decided upon during the weekly ESL planning sessions. Additional pull out periods of instruction occur for beginning ELLs, along with special education students who have IEPs mandating particular classroom settings that prohibit them for entering a general education ESL homeroom. Careful attention is paid to the ESL push in teachers' schedules to ensure that students receive their mandated number of instruction units (based on English proficiency level on the previous year's NYSESLAT or LAB-R, for new admits).

Every ESL teacher at P.S. 48x is New York State certified and New York City-licensed to teach ESL. The ESL program commences in September of every school year and continues through June of every school year, maximizing the amount of ESL instructional time ELLs receive.

E. Instructional Strategies

Multiple instructional strategies are utilized to facilitate appropriate curriculum and language development. The New York State Learning Standards for ESL form the basis for instructional plans for all ELLs. Using the NYS Learning Standards for ESL, assessment results on the NYSESLAT, ELL Periodic Assessments, and Rigby ELL Assessment, we connect to academic content required in grades K-5 in ELA, Mathematics, Social Studies, and Science. P.S. 48x analyzes student data on available exams in ELA, Mathematics, Social Studies, and Science to better inform the academic language development needs of ELLs. P.S. 48x curriculum maps, aligned the NYS Learning Standards, help guide instruction. P.S. 48

attempts to make students accountable for their own learning. To that end, the school ensures that students understand what language needs they have and consult with students regarding what they believe need additional assistance in learning.

The ESL push-in teacher scaffolds lessons that utilize all four language modalities. These lessons are reinforced by the classroom teacher and in small group work with the ESL teacher. The push-in teacher targets vocabulary development within the Writers and Readers workshop by infusing real world science and social studies content into literacy and language development units of study. A particular focus is on writing development, informed by a trend in NYSESLAT scores at P.S. 48x. This modality needs continued attention on the part of the ESL teachers and classroom teachers.

Context is essential to language development. P.S. 48x ensures the ELLs learn through units of study that emphasize an end of unit goal, providing purpose and motivation for learning content and language. Lessons incorporate all four language strands using a variety of strategies and supports. Connections are made to the native language and culture whenever possible to provide links and pathways for learning English. ESL teachers use native language vocabulary to provide examples and foster the use of the native language amongst students to provide scaffolding and supports. In this way, students are provided with a means of maintaining their native language. P.S. 48x strives to encourage students to see their native language as a resource to be drawn upon as they learn English. Whenever possible, Total Physical response (TPR) activities, realia, and hands on use of science (magnifying lens, rocks, animals, etc.), social studies (maps, money, and songs) and literacy materials foster language development.

Speaking and listening strategies work in tandem. In speaking, some of these strategies include: storytelling, singing songs and poems, role play scenarios, plays and skits, oral presentations, and group projects that facilitate authentic language use within a specific unit of study. Embedded grammar and mechanics instruction, with small mini-lessons develop confidence and fluency. In listening, many of the same activities utilized for speaking development are used as well. The ESL teachers devise speaking and listening activities in such a way that the speaking activity provides a context for listening and vice versa. When one student or group of students presents orally, the rest of the group is responsible for listening. Strategies are emphasized for making the oral presentation comprehensible as a listener, such as learning about visual cues and writing notes in graphic organizers. Additionally students listen to books read aloud, on CD/cassette tape, and on the computer with visual aids. Oftentimes reading and writing activities are connected to these activities as well, based on students' proficiency levels in the 4 language modalities.

Reading and writing instruction connect to each other. In reading, students are exposed to multiple genres throughout the school year, including non-fiction (i.e. magazines, books, newspapers, advertisements, textbooks) and fiction (i.e. poems, fairy tales, folktales, myths, plays). Visual cues, realia, and frontloading of vocabulary ensure that students are successful at comprehending written text. P.S. 48x starts instruction for beginner ELLs with texts that are picture-based and concerning tangible, accessible topics. Slowly these supports are dropped as students develop their reading skills (such as comprehension, fluency, vocabulary development, and decoding). Additionally, components of Reading Workshop, such as Shared Reading and Independent reading provide modeling of appropriate reading strategies. The ESL teacher ensures that reading and writing language modalities are connected to each other, and to listening and speaking (sharing with others about the text that the student read or listened to, orally reading the writing piece to others, asking questions of classmates). Particular focus on the Writing Workshop mini-lessons modeled by the ESL teacher and classroom teacher provide exemplary models of strong writing. Small group strategy-based groupings within the classroom challenge ELLs to develop their writing mechanics, academic vocabulary (CALP), paragraph structure, and grammar. Genre studies, author studies, and character studies provide deep levels of understanding.

Technology implementation through the use of Smart Boards, iPods, voice recorders, and digital storytelling provide high interest avenues for developing all four language modalities. ESL teachers attend specific professional development sessions in maximizing the Smart Board for lessons, re-teaching, and independent language activities.

F. Professional Development and Support for School Staff

The general staff receives information about our school's program offerings, the basic concept and theory behind best practices in ELL instruction and the NYS Learning Standards in ESL. Additionally the school-based staff receives professional development in the New York State Education Department LEP identification process. School staff becomes familiar with the identification and the NYS testing program as it pertains to ELLs. The pupil secretary, in particular, receives ongoing professional development in ATS screens pertinent for the proper placement of new admit and transfer ELLs. Classroom teachers with ELLs receive articles and lessons pertinent to meeting the literacy development needs of the ELLs. Additionally classroom teachers of ELL and ESL teachers will work together to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Administration will also ensure that each staff member is aware of the materials and information available regarding ELL instruction in our school. ESL homeroom teachers in the ESL push-in framework will meet on a weekly basis with the ESL-certified teachers for ongoing professional development, ELL student data and progress analysis, and unit of study planning. The planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and also use Rigby *On Our Way* ESL curriculum program to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through "ESL strategy snapshots," which provide classroom teachers with a strong background in ESL teaching best practices. Additionally, ESL teachers and ESL homeroom teachers will attend professional development offerings provided by outside agencies, including BETAC, as well as NYCDOE Office of ELLs trainings, on an ongoing basis to build school capacity in meeting the needs of ELL students. In this manner, classroom teachers develop a repertoire of skills for teaching ELLs that they can utilize throughout the school year. This targeted capacity building additionally ensures that all school staff understands the unique learning challenges facing ELLs and all staff becomes equipped to providing a productive learning environment for all students developing listening, speaking, reading, and writing skills in English.

G. Parental Involvement

Parental involvement is strongly encouraged and fostered at P.S. 48x. Staff developers and the Parent Coordinator throughout the school year offer multiple workshops. Bilingual translation and interpretation services are provided should they be required. Written communication, face-to-face meetings, and phone calls ensure that parents are informed of their child's academic and social progress. However, P.S. 48x seeks to develop more parental involvement, both in the number of parents involved, and the level of commitment parents provide.

In addition to Orientation Meetings for Parents of ELLs, surveys are provided to parents throughout the school year to assess parents' interest in various programs. Results of the parent surveys provided by the NYCDOE are discussed at the School Leadership Team.

Part IV: Assessment Analysis

A. Assessment Analysis

Overall NYSESLAT* Proficiency Results Spring 2009 (*LAB-R for New Admits for students enrolled through October 2009)							
Level	K	1	2	3	4	5	Total
B (Beginner)	23	8	6	4	3	3	47
I (Intermediate)	2	12	20	2	7	7	50
A (Advanced)	0	16	9	15	8	8	56
P (Proficient)	0	6	0	3	5	1	15
Total Tested	25	42	35	24	23	19	168

NYSESLAT Modality Analysis (currently enrolled students) RNMR							
Modality Aggregate	Proficiency Level	1	2	3	4	5	Total
Listening/ Speaking	B	2	0	1	1	2	6
	I	14	6	0	1	0	21
	A	10	22	14	5	2	53
	P	9	13	16	16	19	73
Reading/ Writing	B	24	6	6	3	3	42
	I	7	12	16	4	6	45
	A	4	11	8	11	8	42
	P	0	12	1	5	6	24

Analysis of students' strengths and weaknesses in the four modalities

After examining student results on the Spring 2009 administration of the NYSESLAT (or LAB-R for new admits after the administration of the NYSESLAT), some patterns become evident.

Based on overall proficiency results, our Kindergarten students tend to be beginners. As they progress into first grade, a significant proportion of these students make significant progress. 10 ELLs made two proficiency levels of progress, with 6 becoming proficient. This is in contrast to the 2008 NYSESLAT where only 1 first grader became proficient. Most of the beginners in grades 1-5 are new arrivals less than one year ago, or special education students not receiving ESL services (x-coded on their IEP). Special education teachers are provided with supports to enhance these students learning experience nonetheless.

A large contingent of 2nd grade ELLs scores at the intermediate level overall. This grade will be a focus grade for pushing these students proficiency in the four modalities. 6 2nd grade students (3rd graders during the 2009-2010 school year) scored at the beginning stage in Reading/Writing, while no students scored at beginning in Listening/Speaking. Clearly students' oral language development has developed ahead of the Reading and Writing skills, which is typically the case with ELLs. P.S. 48x will focus on this area in the current school year.

15 third grade ELLs (63% of the grade's ELLs) scored at the proficient level. When analyzing the modality aggregates where Listening and Speaking are combined and Reading and Writing are combined, we have noticed that only one student was at the proficient level in Reading/Writing while 16 were proficient in Listening/Speaking.

It is clear that as 4th graders, emphasis must be placed on the Reading/Writing development for these ELLs. The same trend has been observed with the 4th graders who are now 5th graders. While a large contingent is proficient in Listening/Speaking (16, or 70%), only 5 (22%) were proficient on the Reading/Writing modalities. As fifth graders during the 2009-2010 school year, the ESL teachers will be focusing on improving students writing skills and reading strategy repertoire. They will be utilizing push in time during the literacy block, along with intensive pull out instruction in these two modalities.

Instructional Decisions Based on the Four Modalities

Based on discussion where we looked at the NYSESLAT results in Spring 2009 we making a renewed emphasis on listening and speaking. Students tended to make more progress in reading and writing modalities rather than in listening and speaking. This is not due to a lack of emphasis last year on listening and speaking. Rather, intense focus on writing, informed by information gleaned from our ELL Inquiry Team which focused on essay writing development, ensured progress in this area. Now we are keeping the momentum in reading and writing, and starting to investigate listening and speaking. Teachers are collaborating to create lessons and centers that explicitly focus on authentic opportunities for listening and speaking skill improvement. Additionally we will be monitoring progress this year on all grades by providing 'mini-test' assessments at the end of each month on the particular skills and strategies taught that month. We have put in place a pacing chart for NYSESLAT preparation, where the skills emphasized each month determines the language focus for the unit of study. We will utilize a pre-test and post-test to monitor progress, and adapt the curriculum in ways that ensure that students are meeting the New York State ESL Learning Standards.

Patterns Across Proficiencies and Grades

Progress has multiple meanings when analyzing the NYSESLAT. Students can demonstrate progress on individual modalities (i.e. listening), aggregate modalities (i.e. listening and speaking combined), and overall (proficiency level). Progress can be analyzed based on increase in scaled score or in proficiency level when analyzing individual modalities and aggregate modalities. In order to demonstrate overall proficiency progress, a student must demonstrate reaching the next proficiency level in **both** aggregate modalities. This makes it very difficult for students taking the NYSESLAT, which is banded across grades (i.e. grades K-1, 2-4, and 5-6). Considering all these factors we looked into the data to locate patterns.

168 students took the NYSESLAT in P.S. 48 on 6 different grades (see chart 1). They scored either as a "beginner," "intermediate," "advanced," or "proficient." 15 students passed the NYSESLAT by receiving a "proficient" score. Each year these students tend to be either first grade or fourth grade. This year was no different. This is because these grades are at the top of the grade band administered (K-1, 2-4, and 5-6). Progress is determined as a student moving up one proficiency level (e.g. beginner to intermediate, etc.) on the 2009 NYSESLAT from the 2008 NYSESLAT. Students in grades one through five were analyzed, as kindergarten students did not take the NYSESLAT in 2008, thus unable to show progress. Only 3% (3 students) dropped a proficiency level, while 41% (45 students) maintained the same proficiency level and 56% (62 students) made progress from one overall proficiency level to the next. In addition when analyzing modality progress, a significant majority of serviced students

demonstrated progress. Four students made two proficiency levels in progress (e.g. intermediate to proficient- skipping the advanced proficiency level).

Using the ELL Periodic Assessment

The ELL Periodic Assessment is given to ELL students in grades 3-5 periodically throughout the school year in order to assess their progress in reaching English Language proficiency. The test is aligned with New York State ESL standards and assesses the following modalities: Reading, Writing and Listening. While it is an optional test administered in the fall and spring for schools, P.S. 48x utilizes them as a valuable, up to date tool for gauging student progress. These tests help to inform and guide both classroom teachers and the ESL teachers in meeting student needs. During ESL planning meetings, results are discussed and lesson formed.

The ELL Periodic Assessment provides a model for students as they prepare for the NYSESLAT, which is administered in the spring of each year. In order for students to accurately demonstrate their level of language proficiency in the NYSESLAT they should understand the testing procedures and conditions. Additionally testing is a genre of study that students should explore, learn and master. P.S. 48x uses the ELL Periodic Assessment for this purpose.

New York State English Language Arts Exam

Grade	NYS ELA			Acuity	
	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	8	0	14
4	2	1	14	0	17
5	1	5	11	0	17
Total	4	11	33	0	48

The grades 3 and 5 ELA tests consist of two parts administered over two consecutive school days. Day 1 includes multiple-choice and short-response questions based on different reading passages. Day 2 includes multiple-choice and short-response questions based on a listening passage, along with an editing task. The grade 4 ELA test consists of three parts administered over three consecutive school days. Day 1 includes multiple-choice questions based on reading selections. Day 2 includes short-response and extended-response questions based on a listening selection. Day 3 includes short-response and extended-response questions based on two related reading selections.

During the Winter 2009 administration of the NYS ELA, 48 ELLs took the exam in grades 3-5. 69% (33 students) reached proficiency by attaining a level 3. 23% (11 students) approached proficiency by scoring a level 2. While 4 students scored a level 1, 3 of these students are X-coded from receiving ESL services, per their respective IEP. Thus only 1 ELL scored at a level 1 on the NYS ELA.

Students are strengthening the literacy skills in our ESL push in classrooms. While new arrivals (less than 1 year in English speaking schools) were not administered the NYS ELA, the 48 students who took the exam demonstrate that the students are learning academic English for various purposes, audiences, and across genres.

New York State Mathematics Exam

NYS Mathematics					Nystart
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	17	1	19
4	1	3	14	2	20
5	1	2	12	1	16
Total	2	6	43	4	55

The NYS Mathematics Test was administered in March 2009 for students in grades 3-5. Grades 3 and 5 are administered the test in two parts (Books 1 and 2) in sequence on two consecutive school days, while the Grade 4 test is administered in three parts (Books 1, 2, and 3) in sequence on three consecutive school days. This test is offered in various languages so students may decide their language of preference for taking the exam.

55 ELLs at P.S. 48x took the exam in grades 3-5. 85% (47 students) met or exceeded grade standards by scoring at level 3 or 4. Additionally 11% (6 students) were approaching the grade level standards by scoring at level 2. Only 2 students scored at level 1. 13 students (81%) met or exceeded grade-level standards in grade 5. 16 students (80%) met or exceeded grade-level standards in grade 4. 18 students (95%) met or exceeded grade-level standards in grade 3.

Mathematics is a language in its own right. P.S. 48x ELL students receive hand on mathematics instruction with the use of Everyday Mathematics (EDM) curriculum. Students learn concepts and reinforce skills through the use of direct instruction, small group games, and the use of manipulatives, such as base-10 blocks, dice, snap cubes, hundreds charts, counters, and realia, such as rulers, meter sticks, balance scales, and newspaper advertisements, graphs, and coupons. P.S. 48x will continue to approach mathematics through a hand on approach as such a method has proven successful over the past couple of years.

New York State Science Exam

NYS Science					Acuity
	Level 1	Level 2	Level 3	Level 4	Total
Grade 4	0	1	14	5	20

The NYS Grade 4 Elementary-Level Science Test is administered in the spring of each school year. This test covers two parts: the performance tasks located at three different stations and the written part. The fourth grade written part includes two parts: Part I has 30 multiple

choice selection and Part II consists in answering 14 questions. The skills test materials at all 3 stations which students must use in order to complete the tasks that demonstrate scientific understanding. The written test took place on April 30, 2009. The performance tasks were conducted from April 8, 2009 through May 8, 2009 individually. This test is in offered in various languages so students may decide their language of preference for taking the exam.

While the multiple choice test was sent out to be scored, the science performance task was hand scored in P.S. 48x. There were 20 fourth grade ELLs who took the Science test. Of these 20 students, none (0%) scored at level one. Only 1 student (5%) scored at level 2. However, 5 students (25%) scored at level 4 and 14 students (70%) scored at level 3. When combining level 3 and level 4 ELL student scored (19 students), which demonstrates proficiency on the exam, 95% of P.S. 48X ELL students were proficient on NYS Grade 4 Elementary-Level Science Test.

New York State Social Studies Exam

NYS Social Studies					
	Acuity				
	Level 1	Level 2	Level 3	Level 4	Total
Grade 5	10	2	6	1	19

The Elementary NYS Social Studies exam was administered on November 12-13, 2008 to grade 5 students. 20 students took the exam, which has two main sections. On Day 1, the first section contains multiple choice questions followed by a second section, which has document-based questions that require short-answer responses pertaining to documents relevant to the NYS Learning Standards for Social Studies. On Day 2, students write a document-based essay that tests students' ability to interpret and draw conclusions from historical documents, such as maps, graphs, political cartoons, and timelines. Students use various documents to gather information in order to response, in essay format, to the provided question. This test is in offered in various languages so students may decide their language of preference for taking the exam. Teachers hand scored short answer and extended response essays in house, while the multiple choice questions were sent out to be scored.

19 ELL students took the exam. 7 ELL students (37%) met or exceeded standards by scoring at level 3 or 4, while 2 students (11%) approached standard. 10 students (53%) scored at level 1. ELL students have minimal exposure to themes introduced in the NYS Learning Standards for Social Studies, particularly regarding knowledge of American history. Two students who took the exam were new arrivals from Africa two months prior to the exam administration dates. While intensive exposure and use of social studies units of study for teaching related to the NYS Learning Standards and the NYS resource guide for beginning ELLs helped prepare these students, they still with the essay and short-answer responses. An additional 5 students were X-coded on their IEP from receiving ESL supports.

An ELL inquiry team that convened during the 2008-2009 school year focused on ways to improve ELL student essay writing. The graphic organizer created and implemented proved successful and will be implemented in helping grade 5 students prepare for the NYS Social Studies exam.

New York State El Examen de Lectura en Español (ELE) Exam

ELE Spanish Native Language Reading Test				
Percent of ELLs in each quartile (Based on number of ELLs tested)				
	Quartile 1	Quartile 2	Quartile 3	Quartile 4

ELE Exam	Quartile 1	Quartile 2	Quartile 3	Quartile 4
	27%	38%	23%	12%

The El Examen de Lectura en Español (ELE) is given in late May or early June of every school year to students whose native language is Spanish, and receive language arts instruction in Spanish. At P.S. 48, that refers to the Transitional Bilingual Education (TBE) classes in grades 3-5. ELL students who are in a monolingual classroom setting do not take this exam. The ELE is an untimed, modified cloze format exam. The ELE assesses reading achievement of Spanish speakers in order to document their learning in the native language.

During the Spring 2009 administration of the ELE, 27% of the students scored in quartile 1, while 38% scored in quartile 2. 23% of the students scored at quartile 3 and 12% scored at quartile 4. This is the last year that the ELE will be given at P.S. 48 since the TBE classes were converted into ESL classes.

Evaluation of the success of the ELL program at P.S. 48x

As the first year of implementing a push in ESL model, P.S. 48x showed success.

During the Spring 2008 NYSESLAT, 15 students passed the NYSESLAT, the same as in Spring 2009. However, the grades in which the students passed differed. In 2008, proficient students tended to come from the fourth grade; while in 2009 a large contingent came from first grade as well. More time servicing students in small groups will allow more students to demonstrate progress and ultimately reach proficiency.

P.S. 48x has made significant gains in reaching the ELL population. Students are showing progress on they NYSESLAT. Reviewing the LAP one notices that ELLs are showing huge gains in ELA, Mathematics, and Science. We will continue to strive to ensure that every ELL mandated to receive services, gets those services. However, budget cuts during the 2009-2010 school year may hinder that process. Small group instruction for ELLs has been cut due to coverages. Where last year on first grade ELLs received on average 6 periods of small group instruction, this year they will receive only 2 periods of small group instruction. In second grade this year ELL students are receiving only 3 periods of push in small group instruction where last year they received 7 periods. Additionally special education students are not receiving all the services they should be receiving for the same reasons. Again, ELL students are making progress. P.S. 48x will continue to make do with the resources and time allotted. We continue to be innovative in seeking on effective approaches to addressing the learning needs of our ELLs. We are fostering a deeper level of conversation with all stakeholders in order to be better informed at ensuring the continued progress of all ELL students.

Part V: LAP Team Assurances

Name (print)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Coordinator		
	ESL Teacher		
	ESL Teacher		
	Classroom Teacher		
	Parent		
	Coach		
	School Achievement Facilitator		
	Network Leader		

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,1,2,3,4,5 Number of Students to be Served: 151 LEP 0 Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

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.

P.S. 48x began an ESL push in program during the 2008-2009 school year in kindergarten, first, second, and third grade. Due to the success of the program, it has been expanded to include the fourth and fifth grades for the 2009-2010 school year. There is one ESL homeroom in Kindergarten, three ESL homerooms in First Grade and Second Grade, and one ESL homeroom in third, fourth, and fifth grade. The program strives for a proportion of 60% native English speakers and 40% ELLs. ELL student needs, informed by NYSESLAT modality levels (Reading/Writing and Listening/Speaking), determine which ESL homeroom to place specific students. The ESL teacher pushes into the classroom and co-teaches alongside the ESL homeroom classroom teacher. Curriculum guidance comes from weekly planning sessions and ongoing professional development in research based best practices in ESL teaching methodologies. During the push in period (based upon CR Part 154 Instructional Unit Requirements for ELLs), a whole class mini-lesson occurs, after which the students are broken up into small groups for strategy work based on student needs. Additional pull out periods of instruction occur for beginning ELLs, along with special education students who have IEPs mandating particular classroom settings that prohibit them from entering a general education ESL homeroom. Careful attention is paid to the ESL push in teachers' schedules to ensure that students receive their mandated number of instruction units (based on English proficiency level on the previous year's NYSESLAT or LAB-R, for new admits). Every ESL teacher at P.S. 48x is New York State certified and New York City-licensed to teach ESL. The ESL program commences in September of every school year and continues through June of every school year, maximizing the amount of ESL instructional time ELLs receive.

We are seeking to continue our before and after school program for ELLs. We begin by analyzing students' language needs, based on the NYSESLAT, in order to locate areas of focus. We will create a program that prepares students through authentic content and language rich units of extended study, as recommended in the New York State ESL Learning Standards. We will infuse NYS ELA, Mathematics, Science, Social Studies, and NYSESLAT exam preparations that target each of the four language modalities. Bilingual and ESL certified teachers will plan and teach the program, utilizing components of the Rigby *On Their Way to English*.

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.

The general staff will receive information about our school's program offerings, the basic concept and theory behind best practices in ELL instruction and the learning standards for ELL students. Additionally the school-based staff will receive professional development in the New York State Department of Education LEP identification process. School staff will become familiar with the identification and the NYS testing program as it pertains to ELLs. Classroom teachers with ELLs will receive articles and lessons pertinent to meeting the literacy development needs of the ELLs. Additionally classroom teachers of ELL and ESL teachers will work together to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Administration will also ensure that all staff are aware of the materials and information available regarding ELL instruction in our school. ESL homeroom teachers in the ESL push-in framework will meet on a weekly basis with the ESL-certified teachers for ongoing professional development, ELL student data and progress analysis, and unit of study planning. The planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and Rigby *On Our Way* to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through "ESL strategy snapshots," which provide classroom teachers with a strong background in ESL teaching best

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.

P.S. 48 uses various tools in order to ascertain the written translation and oral interpretation needs for the school community, particularly our parent/guardians. The parent coordinator plays an active role in ensuring that parents receive communication in their primary language. Parental and student home languages are identified immediately upon entrance to the school. For new admits to the school, parents fill out the Home Language Identification Survey (HLIS) in consultation with school staff. The HLIS is provided in the eight most common primary languages other than English spoken by people living in New York City, as laid out in Chancellor's Regulation A-663. This ensures that every parent has the ability to accurately communicate to school staff the languages utilized at home and guides P.S. 48 on how to best communicate with the parents. Additionally, we conduct informal conversations with the parents to assess the primary language of use. P.S. 48 regularly uses ATS to verify home language trends within the school in order to best accommodate the written translation and oral interpretation needs of parents and guardians.

For students who are currently enrolled in P.S. 48 for more than one school year, school staff and the parent coordinator meet collaboratively to discuss trends in primary home language. This continual process is conducted through accessing ATS reports on students' primary home languages, and if need be in particular cases, accessing student cumulative files. Hence, P.S. 48 is able to meet the written translation and oral interpretation needs of the school community.

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.

Each year, P.S. 48 staff regularly research primary home languages used by students and their families, using ATS reports on primary home language, Home Language Identification Surveys (HLIS), and informal interviews. While English is the primary home language for around 82% of the school's students, around 16% list Spanish as the primary home language. Trends over the past couple of years have been showing an increase, while less than two percent each, in the following primary home languages: Fulani, Twi, and French. However, oftentimes parents request that information be communicated in English. P.S. 48 utilized the HLIS for identifying parent/guardians' preferred language of communication. We send home information

regarding the NYC DOE interpretation unit in the primary home language selected by the parents ensuring that they know they have access in the primary home language. These findings are discussed at the School Leadership Team (SLT) meetings, and the information is posted in a visible location near the parent coordinator's office.

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.

In order to identify the written language needs, P.S. 48 analyzes ATS home language reports, HLIS, and informal conversations with teachers, parents, and students to determine primary home languages of students and their families. Such information is utilized to guide requisite translation services. Written communication sent home to parents is provided in both English and Spanish. This is based on the primary home languages, as well as the parent's language request on the HLIS. Before all written communication is sent home, Spanish/English bilingual school staff, including the parent coordinator, translates the written notice from English into Spanish. For primary home languages other than English or Spanish, the interpretation unit is utilized if requested by the parents. Parents are provided with information regarding the interpretation unit in their primary home language, and the information is posted near both the entrance to the school and the office of the parent coordinator. School staff typically provides written translation services in-house. Additionally, during the 2009-2010 school year, P.S. 48 plans to implement an eChalk web page for the school. This will enhance our school's ability to communicate with all parents and foster a deeper home-school connection. The webpage will be translated into the languages that the families of our students speak. Parents/guardians and other family members, along with the larger community that supports P.S. 48 will receive information on upcoming events, curriculum, schedules, and other vital information in English and other languages. We strive to ensure that all stakeholders in the education of our students are informed and fully participating in the education process.

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.

In order to identify the oral interpretation language needs, P.S. 48 analyzes ATS home language reports, HLIS, and informal conversations with teachers, parents, and students to determine primary home languages of students and their families. Such information is utilized to guide requisite oral interpretation services. Bilingual Spanish/English and French/English school staff, including the parent coordinator, have been identified to provide oral interpretation services for parents requiring such services. The main office maintains at least one full bilingual Spanish/English personnel during the school day to accommodate parents' oral interpretation needs. For primary home languages other than English or Spanish, the interpretation unit is utilized if requested by the parents. Three-way phone calls are utilized in such instances to provide clear oral interpretation assistance.

Parents are provided with information regarding the interpretation unit in their primary home language, and the information is posted near both the entrance to the school and the office of the parent coordinator.

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

P.S. 48 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school has downloaded the available interpretation services signs in the eight most common primary languages other than English spoken by people living in New York City. Signs are posted in the main office, at the entrance to the parent coordinator's office, and at the main entrance to the school. Along with providing school staff with information on the Translation and Interpretation Unit's "Translation Resources" webpage, CDs of the available signs are provided to key school staff, including the principal, pupil secretary, parent coordinator, and ESL Coordinator. Parents are made aware of their right and ability to receive information in their primary language. For the primary language of Spanish, school staff provides both written translation and oral interpretation services on an ongoing basis, during both formal and informal meetings and conferences.

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:	990,228	62,543	1,052,771
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,403		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		625.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	54,294		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		32,111	
6. Enter the anticipated 10% set-aside for Professional Development:	95,487		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		29,807	

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.

The School Leadership Team of Public School 48 consisting of parents, staff members and administrators has developed the following parent involvement policy to encourage parents to take an active role in their children’s education.

- Parents will be encouraged to become actively involved in establishing school-based policies by serving as members on the School Leadership Team. Parents will be encouraged to become members of the Team.
- Parents will be encouraged to attend a special Meet the Teacher conference given on Tuesday, September 16, 2008 at 4:30 p.m.
- Parents are encouraged to visit our open access RobinHood library Monday – Friday from 8:00 to 9:00 a.m. and to do volunteer work in the classrooms, the library, hallways and playground and at various school functions throughout the year.
- Parents will establish and Advisory Council composed of at least five members that meet at least three times a year. The council must elect one member to represent the school on the District Advisory Council.
- Parents will be notified of and encouraged to attend our AIS meeting to review the status of programs and to request their involvement on the Parent Advisory Council.
- Parents will be invited to monthly attendance award ceremonies.
- Parents will be notified in a timely fashion of meetings, workshops and opportunities to assist their children at home in their academic studies.
- Parents can expect regular written communications from teachers and administrators in the form of progress reports, report cards, and monthly newsletters from the principal.
- Parents will be provided with an approved Code of Conduct and review the code with their children. Parents and teachers will be expected to sign the document and encourage all to adhere to its principles.
- Parents will work with their children on homework assignments and ensure that they read or are read to 15 to 30 minutes each night. Parents will share in the responsibility for improving their child’s performance.

- Parents will be invited to attend various assemblies to celebrate our varied cultural heritage. Students will also share exemplary writing samples during a nightly performance entitled, “Children’s Voices” and have work displayed for all to read. Parents will be invited in a timely manner to attend.
- Parents will assume the responsibility for communicating with their children’s teachers regarding educational needs, social concerns and students’ progress.

Distribution of the School Parental Involvement Policy was handed out during the first week of school.

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.

P.S. 48 – PARENT COMPACT 2009-2010

P.S. 48 Agrees To:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet New York State’s student academic achievement standards as follows:

The mission of P.S. 48 is to empower our students with choices, assuring that they will acquire the knowledge, skills and work habits enabling them to be productive, ethical members of society. Our ultimate goal is to be a communitarian school, one, which serves a locus of activities not only for children but for their families as well. We are confident that our devotion to the learning process will result in increased student achievement, greater community participation and academic equity for all of our youngsters.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

Parent-teacher conferences will be held twice a year. The first is in mid-November and the second in March of each calendar year. At this time, discussions with classroom teachers and other support personnel will be possible. Children's work will be examined and next steps highlighted.

3. Provide parents with frequent reports on their children's progress.

Children's progress will be disseminated as follows:

- Three report cards during the school term
- On-going assessments in reading, writing and mathematics
- Reasonable access to staff
- Correspondence from the teacher or school
- Practice exams

4. Provide parents reasonable access to staff

Two annual parent-teacher conferences
Meet the Teacher Night is held every September
Teachers are available in the morning and during preparatory periods
Letter correspondence and phone calls

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

Parents are welcome to observe their children's classrooms by appointment. Parents willing to volunteer in the building are encouraged to participate in our Learning Leaders program.

Parent Responsibilities

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

- Monitor attendance at school to achieve the Chancellor's promotional standard of 90% attendance.
- Make sure that homework and class work is completed.
- Actively participate in the P.A. and other school activities.
- Monitor my children's television watching for content and length of time.
- Communicate with our children's teachers about their educational needs.

- Ensure that after school curricular activities are positive experiences.
 - Staying informed about my child’s education and reading all notices from the school.
 - To share the responsibility for improving student achievement.
 - To reach out to the parent community on what type of training or assistance we would like in order to further enhance the educational program.
-

I have read and reviewed the P.S. 48 Parent Compact. I will make every effort to insure that the agreements noted are adhered to by me, my child/children and the school.

Please sign and return to your child’s teacher.

Parent’s Signature: _____ Date: _____

Child’s Name(s): _____ Class _____

_____ Class _____

_____ Class _____

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 Section 4: Needs Assessment

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section 4: Needs Assessment

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See Section 4: Needs Assessment**

- Help provide an enriched and accelerated curriculum. **See Section 4: Needs Assessment and Section 3: School Profile. In addition, to the previously mentioned items, each grade has their own Inquiry Teams that provide enrichment for our level 3 students. Focus areas include, inferential reading skills, improvement in writing with attention to grammar, fluency, sight word and letter and sound recognition.**
- Meet the educational needs of historically underserved populations. **See Section 4: Needs Assessment and Section 3: School Profile**
- 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. **See Section 4: Needs Assessment and Section 3: School Profile**
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. **100% of our staff 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.

See Section 4: Needs Assessment

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

Unfortunately, this year there was a hiring freeze. The good news is that our vacancies were in special education and they were exempt from the freeze. We recruited Teach for America and Teaching Fellows.

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

Parent newsletters in both English and Spanish are sent home monthly. Workshops, which include topics such as Library Technology, Health Issues and Academics are held regularly. We conduct monthly attendance ceremonies, classroom writing celebrations and end of year children assemblies. There are informal coffee times. In addition, we change meeting times to accommodate requests. We hand out surveys and make phone calls to seek out parental wants and needs. Essentially, we have an Open Door Policy.

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.

We host Open Houses for Pre-school students. Students and parents spend half a day in the classroom to get acquainted with the program. During school hours, the pre-kindergarten inter-visit the Kindergarten classes. In addition, Pre-Kindergarten and Kindergarten classes buddy up for a couple of months. Parents of new Pre-Kindergarten students are invited to stay in our family room where workshops are held.

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.

Several assessment options are available. All teachers have their own Rigby PM kit, access to the DRA. Upper grades have regular ACUITY and practice tests that is analyzed by our staff developers.

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.

See Section 4: Needs Assessment. In addition to outside providers and several literacy programs, classroom teachers conduct guided reading and math groups. This is done during the regular school day and during 37 ½ minutes. Individual reading and writing conferences are conducted daily. Reading and writing notes are compiled in a binder. AIS students have separate portfolios. Peer tutoring is common practice. Each grade has their own Inquiry Teams that target up to five students performing any where from a high 2 and/or low 3 and addressing an area that was determined, based on data, as a skill in need of improvement.

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.

Due to budget cuts, we do not offer any of these programs that were given in the past.

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.

Both teacher made and published educational material is used.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

AIS service providers meet regularly with classroom teachers so that extra content and skills support is aligned with the grade curriculum.

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; **AIS services are provided during the regular school day and during extended hours.**
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Teachers use point of entry model; there is differentiated independent and group work. The struggling students receive extra support and we challenge our 3s and 4s with higher level work.

c. Minimize removing children from the regular classroom during regular school hours;
AIS service providers are push-in teachers.

4. Coordinate with and support the regular educational program;

AIS service providers meet regularly with classroom teachers so that extra content and skills support is aligned with the grade curriculum.

5. Provide instruction by highly qualified teachers;

100% of our teachers are highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Paraprofessionals meet, on as needed basis, with an AUSSIE consultant for literacy professional development. AIS providers attend regular professional development sessions sponsored by our LSO.

7. Provide strategies to increase parental involvement; and

Parents of all AIS students receive quarterly progress reports.

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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: _____ **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: _____

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 respond to the following questions for Key Finding 1A:

1A.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.

The administration at P.S. 48 continuously reviews the alignment of its ELA curriculum with New York State standards. Administration and staff meet regularly to discuss lesson plans, and to ensure that those plans are being implemented in all classrooms. Individual conferences, formal and informal observations, and team meetings are used to assess whether instruction in ELA across each grade aligns with NYS standards. Curriculum maps are in use and are continuously reviewed by administration, staff developers, and in- and out-of-classroom teachers. Lesson plans are reviewed to ensure that they reflect English Language Arts grade-specific performance indicators. Schoolwide writing samples are reviewed weekly by administration. ELA materials are constantly being updated and revised by administration, staff developers, and our librarian. Vertical team meetings are held to address vertical alignment. During ESL planning meetings with classroom teachers, we ensure that the NYS Learning Standards in ESL are used to devise units of study.

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?

Administration and staff meet regularly to discuss the planning and delivery of instruction. Our ELA curriculum is aligned with New York State standards; performance indicators are used to determine students' areas of strengths and weaknesses. Our teachers use reading strategies culled from scientifically-based research: understanding how phonemes are connected to print-phonemic awareness; being able to decode unfamiliar words; being able to read fluently; attaining background knowledge and vocabulary to foster reading comprehension; developing appropriate active strategies to construct meaning from print-comprehension; developing and maintaining motivation to read. Test simulations are administered monthly; these tests are

based upon state standards. Individual and grade performance are analyzed and results are documented. Curriculum maps are in regular use in classrooms; these are discussed at team meetings to ensure that teachers across each grade are following them. A wide range of leveled books is being used in all classrooms. Guided reading plans are reviewed by administration to ensure that each student is placed in an appropriately leveled group. Schoolwide writing samples are collected and reviewed weekly by administration so that next steps can be identified. Teachers keep writing binders with student work; strengths and weaknesses are analyzed. Literature Circles provide critical reading, listening, and speaking skills. Disaggregated data based on gender and ethnicity have been analyzed and used to create a plan of action with emphasis on lower-performing subgroups. English Language Learners, students with disabilities, and struggling readers are provided with instruction and extra support on their levels. Reading strategy cards, New Heights, and Rigby Balanced Literacy are used. P.S. 48 has implemented a push-in ESL program for general education students in grades kindergarten, one, two, three, four, and five. A strong focus on collaborative planning occurs between the ESL teachers and the classroom teachers. Teachers meet once a week to discuss student needs, based on group and individual assessments. Then units of study are devised that align and complement the New York State Learning Standards for ELA and ESL. The ESL program proactively engages in professional development opportunities reflecting research-based best practices in ESL instruction. This professional development is then disseminated to classroom teachers.

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.

Curriculum maps are in use throughout the school. However, the mapping has been done on a topical level. We are working on including the expected level of cognitive demand that would indicate specifically what students should know and be able to do at each grade level. P.S. 48 will address this issue by continuing to work on our curriculum maps to make them more skill-specific; administration, staff developers and classroom teachers will work collaboratively on this project. Student outcomes to be attained and strategies used will become an integral part of our work.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

We formed a “curriculum committee” to review the curriculum and instructional materials in order to assess the extent to which each finding was applicable and to determine the implications for the school’s instructional program.

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?

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.

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

Administrators, staff developers, and an AUSSIE consultant regularly visit classrooms to determine the type of instruction that is delivered at each grade level. The degree of student engagement and independent work is also noted during these visits. Our school has moved from a direct instructional model to a point-of-entry model. Formal and informal observations, meetings with teachers, and modeled lessons provide data to assess the type of instruction that is taking place. Through observations made during class visits by administration, staff developers, and the AUSSIE consultant, academically focused class time is assessed. A system is in place for tracking and monitoring performance of each student at classroom, grade, and school levels; this population includes general education students, students with disabilities, and English Language Learners.

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

Applicable 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?

P.S. 48 is a school strongly immersed in Balanced Literacy. The Balanced Literacy program employs a point-of-entry model of instruction. During independent seatwork, students are given ample opportunities to practice specific strategies. Data is collected through individual conferencing, RIGBY assessments, Fountas and Pinnell Benchmark Assessments, and student work portfolios. Data is also collected through test simulations and Acuity assessments. Assessment results and item analyses are shared among colleagues. Administration, staff developers, and the Data Specialist review the data by grade and across grades so that the areas of greatest need are identified and addressed. SAMS reports track students' performance and progress

throughout the year. Results are used to differentiate instruction among students during guided reading, and to generate shared mini-lessons. Constant monitoring of the data allows for flexible grouping. Disaggregated data based on gender and ethnicity have been analyzed and used to formulate a plan of action with emphasis on lower-performing groups. Push-in programs to provide extra support for ELLS are in place across all grade levels.

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.

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. *School Observation Protocol* (SOM³) 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There were formal and informal observations conducted by administrators to view the mathematics instructional practices. Administrators had regular conversations with the math coaches on their noticings and concerns. The staff development team conducted teacher surveys to inform them of teacher concerns, instructional weaknesses/strengths and student needs.

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?

A percentage of the students show a gap in the understanding of basic mathematics facts that are the foundation for computation in the upper elementary grades. There is an obvious need for visual, hands-on and technological support that is

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

relevant to their lives in this time of technology. When students are provided the opportunity to engage in hands-on activities there is an obvious growth in the percentage of students who master basic facts and are prepared to learn the higher order mathematics necessary in the upper elementary grades.

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.

Several learning walks will focus on mathematics. The over-arching theme for these walks is mathematics professional development. The hope is to support teachers with ways to utilize manipulatives and technology to expand math concepts and ways to incorporate accountable talk. An emphasis will be placed on utilizing EDM (K-5) games and activities as part of regular lessons and centers (individual/pairs). Training is underway where the teachers are learning how to use the computer programs and the Smartboard technology to engage, model and have students interact with the learning in real-time.

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.

During administration cabinet meetings, we discuss this matter and assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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?

Less than 5% of our teachers leave each year. Those that do leave are either retiring or their Teach for America contract is completed.

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

In consultation with the school staff, staff developers assess the professional development needs of the school. At the beginning of the school year, and at subsequent intervals, staff developers create and disseminate a survey inquiring about teachers' professional development goals, needs, and interests. This process informs staff developers to pertinent areas of in house staff development opportunities. Additional out of school professional development offerings are highlighted on a "What's the Scoop?" bulletin board that provide professional development information to parents, whether the offering are through the Leadership LSO, NYCDOE and Protraxx, or outside agencies, such as BETAC and TAH. Various school staff post relevant professional development offerings, including for ELL education. Furthermore, ESL teachers conduct weekly in house ESL strategy professional development and planning workshops for ESL homeroom teachers, where all staff involved learn best practices in ELL instruction and turn key the information to additional staff members in the school building. These three processes ensure that we assess school staff professional development needs regarding ELLs and devise a strategically plan to meet those needs.

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?

Based on the teachers' professional development survey, the "What's the Scoop?" bulletin board, and weekly ESL strategy professional development and planning workshops, and formal, as well as informal, conversations with teachers, P.S. 48 has determined that Key Finding 4 is not relevant to the school's ELL professional development needs. The school continually seeks out various avenues of professional development for the school staff working with ELLs, through both in house and out of the school professional development opportunities. By seeking out professional development opportunities based on staff and student needs, the school ensures that it continues to

implement research-based strategies for developing ELLs' education. Informed educators actively pursue professional development opportunities and are supported in these endeavors as they develop and share information learned.

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.

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

P.S. 48 has been engaged in ensuring that all stakeholders in students' academic and social achievement and continues to assess academic and social progress. We have ensured that Key Finding 5 is minimally relevant to our school by taking a proactive stance on seeking out available testing data, disaggregating that data, disseminating the trends found in the data individually, class-wide, and school-wide. While in past years, there has been a dearth of formal quantitative assessments provided by New York State or New York City, such as the NYSESLAT, to utilize to interpreting ELL student academic strengths and weaknesses, P.S. 48 has developed the ability to communicate with classroom teachers, the data specialist, and attend professional development workshops to develop a system of gathering and interpreting ELL student testing data over the past three school years to improve this process, and will continue to do so as we proceed ahead in future school years. In order to compensate for a lack of on-time, real formal testing data specifically instituted for monitoring ELLs' academic progress, we have attempted to use the other components of the NYS testing program, including the ELA, Mathematics, Science, and Social Studies test, to cull information to drive instruction tailored to ELL student needs. Additionally the school relies on New York City Acuity Periodic Assessments and ELL Periodic Assessments in order to pinpoint areas of weakness to guide instruction for the ELL population. Data results become translated into actionable instructional goals based on New York State ESL, Literacy, Mathematics, Social Studies, and Science standards and performance indicators for specific grades.

The ESL coordinator, in conjunction with the administration, along with ESL teachers and ESL homeroom teachers, meet to discuss the use of testing data and to communicate that data information to classroom teachers in a more efficient and effective manner. This process began last year and continues to occur this school year. It is essential for all staff members responsible for the literacy and content development of P.S. 48's ELLs to understand the biographical and pedagogical underpinnings of individual ELL's current stage of literacy development. This will guide further instruction and preparation for the NYS testing program. Collaboration and dialogue based on ELL student data will inform school staff and provide a means of professional development, as the school incorporates techniques that consistently encourage students' language development.

Additionally, P.S. 48 utilizes the Rigby *ELL Assessment* to monitor students progress in speaking, listening, and writing periodically throughout the year. This data is shared with ESL homeroom teachers in order to effectively plan instruction around the needs of individual ELLs.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 48 uses a breadth of diagnostic tools to assess ELL progress towards reaching English proficiency. The school utilizes New York City ELL Periodic Assessments and Acuity Periodic Assessments, NYSESLAT, NYS ELA, NYS Mathematics, NYS Science (where relevant), and NYS Social Studies (where relevant) exam results, scaled scores, and item analysis to track student progress. P.S. 48 staff breaks down the data to interpret longitudinal trends for both strengths and weaknesses that ELL students encounter. Since such data does not track students based on individual students' years of English language instruction, P.S. 48 has implemented comprehensive ELL assessments in the four literacy domains (listening, speaking, reading, and writing), to track progress, using the . The school has included biographical information on students through these assessments and ATS reports in order to understand ELL students' progress. Additionally, the school relies on individual conferencing notes in reading, writing, and mathematics to document daily progress of ELL students.

In order to improve communication between classroom teachers and ESL teachers and quality of ESL instruction, P.S. 48 has implemented a push in model for general education ELLs in grades kindergarten, first, second, third, fourth, and fifth. These ESL Homeroom teachers meet on a weekly basis to discuss, interpret, and plan based off of formal and informal assessments. ESL pull out instruction is provided to student receiving ESL services based on their IEP. In order to collaborate in providing a data-backed approach to improving ELLs literacy development ESL teachers provide classroom teachers with teacher articulation forms and print outs of ELL assessment data. School staff attend professional development with BETAC and NYCDOE on interpreting ELL data, and turnkey relevant information to classroom teachers. Students who become proficient in the NYSESLAT continue to be monitored to ensure that they

continue to progress in solidifying the use of the English language. If students appear to have areas of weaknesses, classroom teachers, ESL teachers, and the data specialist assess the various means of ensuring that these NYSESLAT proficient ELLs are provided a framework of academic and social support in order to remain successful.

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.

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

During the 2008-2009 school year the following assessment procedures demonstrated that this finding is not relevant to the school:

- **a book study for the principal, assistant principals and staff developers, facilitated by the AUSSIE Literacy Consultant, demonstrated a higher level of professional understanding of constructivist philosophy and practices**
- **observations by the principal, assistant principals, and staff developers provided evidence that a large number of teachers plan for, and use a wide range of methodologies within their class groups**
- **when students with IEPs and their teachers set up a buddy general education class students and teachers became more aware of each others' capabilities to enhance student learning**
- **when students with IEPs and their teachers joined with general education classes for test preparation teachers and students became more aware of the language and structure of testing**
 - **ELA and Math test scores increased as a result of teachers assessing and conferring regularly, documenting in a systematic manner, and using the data to plan for whole class, small group, and individual needs**
 - **5th grade self-contained class social studies results increased as a result of the teacher immersing students in the content through a wide range of methodologies, resources, and activities**
 - **Reading and writing assessments and documentation were identical across general and special classes**
 - **The reading data binders were collected and monitored by administrators on a regular basis, using a checklist that identified whether teachers documented regularly and used the documentation to monitor progress of:**

- Individual Reading
- Whole Class reading
- Word Knowledge
- Letter sound knowledge
- Teachers' conference sophistication
- Teachers' ability to use assessment and conference information to plan further teaching and learning
- Writing assessments the same rubrics was used across the school
- The content, methodologies, and resources used within general education classes were accessed by all because CTT and self-contained teachers were included in grade level meetings
- ELA, Social Studies, and Math test data demonstrated that there was a large increase in the number of IEP students who achieved significantly improved results
- Assistant principal (special education) and IEP teachers noted a significant improvement in the content of IEPs
- Literacy center borrowing provided evidence that teachers of students with IEPs utilized the resources that would support students with special needs. Many general education teachers utilized the same resources

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 dispels the relevance of this finding to your school's educational program?

During the past five years the school has had an ongoing commitment to intensive professional development to the teachers of CTT and self-contained special education classes.

At PS48:

- a wide range of consultants, coaches, staff developers, mentors, and other support staff provide in-class support for all teachers across the school
- specific professional development is designed to ensure that general education and special education teachers are aware of instructional approaches to teach their students with special needs
- weekly professional development workshops based upon the documented and requested needs of CTT and self-contained special education teachers and students are planned by the assistant principal (special education) and the AUSSIE literacy consultant
- the workshops focus upon methodological change and resource selection
- the workshops are primarily facilitated by the AUSSIE Literacy consultant
- other facilitators in mathematics, science, social studies, and technology are also scheduled throughout the year
- the assistant principal (special education), literacy coach, and staff developers attend all workshops
- collaborative team teachers and teachers of self-contained classes are provided with release time to ensure their attendance

- the first week is used as professional learning time and the second work used for staff developers to support teachers with planning and resource selection.
- The IEP teacher facilitated workshops with special education, CTT, and identified general education teachers during the months of January and February
- The IEP teacher met regularly with all teachers who had students with IEPs in their classes to write IEPs
- Test preparation was modeled by the staff developer with special education teachers and their students in general education classrooms
- A buddy class system was established with the expectation that all teachers would find another class teacher so that students could work together and attend trips on a regular basis
- Groupings in CTT classes were inclusive of all students whether the student was general or special education
- Training of para-professionals by the AUSSIE literacy consultant has ensured that they have the knowledge and skills to support students and teachers

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.

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:

- **The assistant principal (special education) and the IEP teacher perused the IEPs very scrupulously after teacher had completed them for the first time. Recommendations were then added/modified to match the requirements of the IEP criteria. These recommendations included:**
 - **Role of teacher and para-professional/s (as applicable)**
 - **grouping of students matched scaffolding of learning**
 - **furniture being arranged so that students had the greatest opportunity to engage in the learning process**
 - **resources appropriate to students' needs and curriculum content**
 - **methodologies that encouraged engagement and scaffolded learning**
 - **charts and other cue systems that supported learning matching developmental stages of students**
 - **time and environment provided for assessments and tests**

- **Formal and informal observations occurred on a regular basis. Principal and assistant principals provided written feedback to teachers. Literacy consultant, mentors, coaches and staff developers provided oral feedback including recommendations for improvements in classroom environments and practices**
- **Learning walks, attended by various staff members, occurred on a regular basis. These provided snapshots of teaching and learning**
- **Perusal of plan books occurred on an on-going basis during observations, and at workshops where planning support was given by consultant, coaches, and staff developers**
- **Formal and informal discussions with teachers occurred as required by assistant principals, consultant, mentors, coaches, staff developers and teachers**
- **Determining that thematic plans match content areas required for tests has enhanced the match between teaching and state requirements**
- **This school meets the state requirements with three progress reports each year that inform parents of students' academic, attendance, homework and behavioral progress compared with initial goals and objectives. As well, monthly progress reports further monitor improvements. These are based upon assessments, homework, attendance, and class-work.**

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 the relevance of this finding to your school's educational program?

- **The IEP teacher and assistant principal (special education)facilitated workshops, for all teachers associated with students requiring IEPs, during the months of January and February**
- **The IEP teacher met regularly with teachers to support the writing of IEPs**
- **All teachers use the workshop model. The constructivist approach ensures that all students are taught based upon their needs, as determined by assessments, conferences, and observations**
- **While special education teachers may need to work at a slower pace than their general education counter-parts the same content area is taught and methods of assessment used.**
- **Differentiation is expected across the whole school, in both special and general education classes**
- **IEP goals are used to drive the instruction at the same time as students are creating their own goals**
- **Para-professionals are trained in how to support students using the constructivist model**
- **Teachers attend grade meetings and are aware of the curriculum content required for each grade. Plan books reflect this**
- **Leveled resources provide ways for students to access content knowledge. Audio-tapes and books assist students to access texts at their chronological age level. Smart-boards provided strong visual and kinesthetic opportunities for learning. Specifically designed intervention kits, such as New Heights and Versatiles, provided scaffolding for learning based upon students' needs during literacy and math workshops. As well, manipulatives were used extensively to enhance mathematical understanding.**
- **In the majority of classrooms arrangement provided opportunities for students to work alone or in groups as required by goals, and also engagement of the students on any given day**
- **Grouping of students during learning centers and guided reading was based upon the learning needs of students, thematic plans, and state standards**

- **Assessment in literacy and mathematics provided data for all students on a monthly basis. The same assessment tools are used throughout the school**
- **Weekly special education workshops provided opportunities for sharing or ideas and practices as well as professional discussion at a high level**
- **Teachers were provided with behavior intervention manuals that described interventions, objectives and goals. Teachers and para-professionals were supported with ways to use the manuals to respond to students' inappropriate behaviors.**

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.

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.)

55 students

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

Weekly attendance meetings are held to monitor attendance. AIDP and a few assigned teachers make telephone calls, send letters and make home visits to verify reasons for missing school and to plan for improvement of attendance. An outside attendance specialist visits P.S. 48 weekly and follows-up on specific cases as necessary.

Our guidance counselor provides group and individual counseling for children in temporary housing to provide a smooth transition to P.S.48. Problems which led to relocation are addressed as well as separation issues when permanent housing is found. She also meets with parents of children in temporary housing to discuss family problems related to relocation to shelter and to provide referrals to community agencies for family counseling and/or individual counseling.

The South Bronx mental health social worker, assigned to our school provides individual and group counseling for selected students in temporary housing.

The guidance counselor, parent coordinator and administration communicate regularly with the Department of Education contact person and social workers at the temporary housing sites.

The parent coordinator offers workshops on community resources, such as hospitals, health clinics, mental health agencies, tutoring, afterschool programs and health issues.

Students in temporary housing are invited to participate in the PAL afterschool program which offers art projects, sports and homework help.

All students in temporary housing who are identified as being in need of academic intervention are provided with small group remediation by classroom teachers, professional staff coordinators, AIS reading staff and City Year volunteers. Referrals are made for CSE evaluation if at risk remediation does not result in sufficient progress.

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.