



**THE MAPLETON SCHOOL  
PUBLIC SCHOOL 48**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 20K048 THE MAPLETON SCHOOL**  
**ADDRESS: 6015 18<sup>TH</sup> AVENUE BROOKLYN, NEW YORK 11204**  
**TELEPHONE: (718) 232- 3873**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 48      **SCHOOL NAME:** The Mapleton School

**SCHOOL ADDRESS:** 6015 18<sup>th</sup> Avenue Brooklyn, New York 11572

**SCHOOL TELEPHONE:** (718) 232-3873      **FAX:** (718) 232-3451

**SCHOOL CONTACT PERSON:** Diane J. Picucci      **EMAIL ADDRESS:** dpicucc@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maria Pluchinotta

**PRINCIPAL:** Diane J. Picucci

**UFT CHAPTER LEADER:** Doreen Crinigan

**PARENTS' ASSOCIATION PRESIDENT:** Jean Antioco

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** CFN 409

**NETWORK LEADER:** Neal Opromalla

**SUPERINTENDENT:** Karina Costantino

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAG

### 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Diane J. Picucci	*Principal or Designee	<i>Diane J. Picucci</i>
Eric Kivnick	*UFT Chapter Chairperson or Designee	<i>Eric Kivnick</i>
Jean Antioco	*PA/PTA President or Designated Co-President	<i>Jean Antioco</i>
Denise Giorgi	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Denise Giorgi</i>
Ana Mae Castellano	DC 37 Representative, if applicable	<i>Ana Mae Castellano</i>
Maria Pluchinotta	SLT Chairperson	<i>Maria Pluchinotta</i>
Mary Grace Altilio	Teacher	<i>Mary Grace Altilio</i>
Bernadette Sessa	Coach	<i>Bernadette Sessa</i>
Josephine Colonna	Parent	<i>Josephine Colonna</i>
Marie Dougherty	Parent	<i>Marie Dougherty</i>
Erica Pantano	Parent	<i>Erica Pantano</i>
Sabrina Zicoello	Parent	<i>Sabrina Zicoello</i>

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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The Mapleton School serves as a model for bridging the community and school. All members of the school community feel part of the historical school family, several generations, because of the respect and care they are shown. The administration and the staff encourage and support parents as partners in their children's education. There is a high degree of communication and shared information about how to help your child at home. As one parent stated, "this school is all about kids".

The school community of P.S. 48 is intent on developing, in a collaborative fashion, an instructional program which will allow all students to achieve high standards of academic achievement. Our mission is to develop a partnership with parents which results in a program which educates students to think critically, communicate effectively, meet challenging high standards of excellence, possess positive self-esteem and contribute to their school, their community and the world in which they live.

Public School 48 provides a variety of programs in the area of arts and technology to support student's artistic growth. Smart board technology and wireless computers are used in many classrooms. The music program consists of band, orchestra and chorus. The directors of the music program have worked with Carnegie Hall to develop an on-going relationship to increase the arts. The school budget is strategically utilized to support all of the programs offered at Public School 48.

The Mapleton School continues to show steady progress in standardized test scores in ELA and Mathematics. We attribute this success to the professional learning communities, individualized instruction, on-going collaboration with service providers and classroom teachers and the various academic interventions offered to all students. In addition weekly meetings with the Pupil Personnel Team insure that student individual needs are met and all students are progressing appropriately. Public School 48 was recognized by The University of the State of New York Education Department as a high performing/gap closing school.

Currently, the school collects a comprehensive range of objective and standards-based data, including evidence from external test results, published programs and teacher observation. Teachers are actively involved in analyzing data and in using ARIS as a tool to identify trends and patterns in the data. The data is used rigorously and effectively to set goals, plan instruction, differentiate instruction and monitor the performance and progress of all students. In addition the school wide inquiry team plays a key role in identifying students who are in the greatest need of improvement and are planning next steps to accelerate student learning.

We are a school with a long and proud tradition of success and achievement. Staff, students and the parents all believe in the school and value it for the way in which it supports, motivates and develops them. High endeavor, high standards and a spirit of team work and cooperation are the hallmarks of The Mapleton School.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 048 Mapleton		
<b>District:</b>	20	<b>DBN #:</b>	20K048
<b>School BEDS Code:</b>	332000010048		

**DEMOGRAPHICS**

<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	35		95.0	95.3	TBD		
Kindergarten	75	96	103						
Grade 1	100	80	108	<b>Student Stability: % of Enrollment</b>					
Grade 2	110	80	108	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	98	113	110		93.3	93.4	TBD		
Grade 4	85	99	121						
Grade 5	94	83	96	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.5	77.5	88.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	TBD		
Grade 12	0	0	0						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	607	618	654		27	22	16		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	35	44						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	7	17	TBD		

DEMOGRAPHICS							
Number all others	32	32	25	Superintendent Suspensions	1	3	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	159	172	170	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	6	24	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	43	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	9	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.3	0.3	Percent more than two years teaching in this school	77.8	90.7	TBD
Black or African American	1.3	1.5	1.5	Percent more than five years teaching anywhere	57.8	67.4	TBD
Hispanic or Latino	16.6	17.0	19.4	Percent Masters Degree or higher	89.0	95.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	54.2	54.0	53.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
White	27.7	27.0	25.1				
Multi-racial							
<b>Male</b>	50.4	50.5	51.5				
<b>Female</b>	49.6	49.5	48.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	7	7	1				

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	84.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

**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/Teacher 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 your school’s 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?

<b>Data Source</b>	<b>Performance Trends</b>	<b>Accomplishments</b>	<b>Supports/ Challenges</b>
<p><b>2009-2010 LES</b> (Learning Environment Survey)</p>	<ul style="list-style-type: none"> <li>➤ P.S. 48 showed growth in the following area: Communication (.3) Engagement (.5) Safety and Respect (.1)</li> <li>➤ Academic Expectations remained the same.</li> <li>➤ 88% of the teachers at P.S. 48 took the survey this year, which is a 1% decrease from the 89% who took the survey last year. This percentage remains significantly higher than the citywide percentage of 76%.</li> <li>➤ 84% of the parents took the survey this year, which was a 12% decrease from the 98% of parents who took the survey last year. This year’s city percentage was 49% compared to our 84%.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Growth in the areas of Communication and Engagement.</li> <li>➤ P.S. 48 school leaders continue to inform the staff to what is expected of them.</li> <li>➤ P.S. 48 school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.</li> <li>➤ P.S. 48 provides many opportunities for parents to be involved in their child’s education.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Professional learning communities continue to meet weekly to collaboratively plan on each grade level.</li> <li>➤ Effective parent coordinator who has established a good rapport with the parents</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>➤ Lack of growth in the following areas: Academic Expectations</li> <li>➤ To maintain growth in the following areas: Communication, Engagement and Safety and Respect.</li> <li>➤ Participation in the survey is declining in both parents and teachers.</li> </ul>

<p><b>2009/2010 Progress Report</b></p>	<p><b>Student Performance</b></p> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>➤ According to the data reported on the progress report, P.S. 48's score for the percentage of students at proficiency for English Language Arts (All tested students) for 2010 was <b>56.6%</b>, which is a <b>27.1%</b> decrease from 2009. When the data is compared to our peer horizon, we scored in the <b>70<sup>th</sup></b> percentile</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>➤ According to the data reported on the progress report, P.S. 48's score for the percentage of students at proficiency for Math (all tested students) for 2010 was <b>75.6%</b>, a decrease of <b>21.0%</b> from 2009.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Overall score on the progress report went from a <b>84.7</b> in 2009 to a <b>52.5</b> in 2010.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Participation with the Learning Environment Survey</li> <li>➤ Strong professional development provided</li> <li>➤ Strong AIS program in place (in school, Saturday Academy &amp; Extended Day).</li> <li>➤ Saturday Academy for ELA and Math</li> <li>➤ Collaboration amongst staff and active learning communities in place</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>➤ ELL students that are required to take the State assessments after one year in the country</li> <li>➤ P.S. 48's Special Education student population strive to make at least one year of progress. Yet, it is a challenge to meet proficiency level when they are not on grade level.</li> <li>➤ To ensure that teachers on all grade levels and in all content area are using assessment data to inform small group and differentiated instructional planning.</li> <li>➤ To use data from interim assessments to support more rigorous instruction.</li> <li>➤ To evaluate progress so that strategies to improve outcomes can be put in place.</li> </ul>
<p><b>Quality Review (2007)</b></p>	<ul style="list-style-type: none"> <li>➤ P.S. 48 is scheduled to have a Quality Review this year. Despite the last review being two years ago. The developments are reflected in the increase supports and the decrease challenges in</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school provides a broad and compelling curriculum, including the arts, to extend learning within and outside the school day.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Exceptional professional development aids teachers in meeting the individual needs of their students</li> <li>➤ Setting specific and measurable whole school</li> </ul>

	<p>the identified areas.</p>	<ul style="list-style-type: none"> <li>➤ Administration and the data team have developed effective systems for organizing data from a variety of sources to identify learning needs and to plan purposefully.</li> <li>➤ Teachers engage in collaborative processes to use data well to set goals, plan instruction monitor progress and track the effectiveness of interventions.</li> <li>➤ There is a high level of mutual trust and respect in the school among staff, students, parents and administrators.</li> <li>➤ The principal's vision for the school is one of rigor and high standards, and collaborative goal setting to ensure success for all students.</li> <li>➤ The administrative team provides instructional leadership and support to build the capacity of teachers, including those who are new to the profession.</li> </ul>	<p>goals derived from trends and patterns data , and use this to plan more strategically</p> <ul style="list-style-type: none"> <li>➤ High interest in the use of technology for instruction. E.g. Smart-Boards and wireless computers</li> <li>➤ Collaborative team meetings for ELL, Grade Level, Cluster Teachers and Support Staff to enable differentiated instructional planning.</li> <li>➤ Setting interim goals for particular teacher and student outcomes that can be measured over time to demonstrate the impact of differentiated instruction.</li> <li>➤ Ensuring that students understand the actions they need to take in order to achieve their goals.</li> <li>➤ Ongoing work towards setting student goals to include: Math, Science, Social Studies, Art and Physical Education.</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>➤ Sharing students' goals with parents and caregivers and regularly update them about their children's progress.</li> <li>➤ Developing a system to plan for those students who require greater challenges.</li> </ul>
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<p><b>Formal and Informal Observations and Professional Conversations</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers plan collaboratively.</li> <li>➤ Teachers contribute to curriculum mapping in grade level teams.</li> <li>➤ Teachers set individual student goals with data collected from assessments.</li> <li>➤ Teachers articulate with cluster and support staff to further develop effective curriculum for students.</li> <li>➤ Teachers are continuing to use and develop the Monitoring Student Progress system in reading.</li> <li>➤ Teachers and administration identify and plan professional goals. Part of the observation process is linked to these goals. Action plans are developed.</li> <li>➤ Teachers continue to engage with visual arts initiative linked to Artist of The Month.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development has been provided to support teacher learning and new initiatives.</li> <li>➤ Teachers modify and adapt curriculum to differentiate instruction.</li> <li>➤ Classrooms are equipped with materials and resources to support the existing curriculum maps.</li> <li>➤ Teachers set professional goals and develop action plans.</li> <li>➤ Teachers participate in professional books clubs which support the instructional program.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Open communication between professional developers and teachers.</li> <li>➤ Modeling, demonstrations, inter-visitations and co-teaching are enriching classroom practices.</li> <li>➤ Pre and post observation discussions.</li> <li>➤ Individualized feedback is given to teachers to improve teaching practices after formal or informal observations.</li> <li>➤ Administrators using both formal and informal observation data to work with teachers to create individualized professional development plans and goals.</li> <li>➤ Provision of materials and personnel to support book club initiative.</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>➤ Increasing the level of professional discussion amongst all members of the school community.</li> <li>➤ To incorporate the ‘push-in’ model for ESL instruction.</li> <li>➤ Meeting the needs of the ESL students in the general education classroom, especially beginner ESL students.</li> <li>➤ Continue to find the Artist Residents associated with Artist of The Month.</li> </ul>
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<p><b>AYP</b></p>	<ul style="list-style-type: none"> <li>➤ AYP is consistently met in all areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ AYP has been met</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Provisions of science lab allowing for increased hands on experiences.</li> <li>➤ CFN 409 offers support in analyzing data.</li> <li>➤ AIS program during the school day and extended day.</li> <li>➤ ELA and Math Saturday Program.</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>➤ To develop and establish a hands on visual arts program</li> </ul>
<p><b>Data Inquiry Study 2009-2010</b></p>	<ul style="list-style-type: none"> <li>➤ We have continued to identify a trend of students at P.S. 48 failing to make significant growth and proficiency in ELA and Math.</li> <li>➤ We have identified a trend of 14.6% of the 5<sup>th</sup> Grade students on level 3, who have not made significant growth on the New State ELA exam.</li> <li>➤ We have identified a trend of 21.1% of the 5<sup>th</sup> grade students on level 3, who have not made significant growth on the New York State Math exam.</li> <li>➤ We have identified a trend of 28% of the 2-5<sup>th</sup> grade ELL students population at P.S. 48 failing to make incremental progress according to the NYSESLAT State Test.</li> <li>➤ As a result of observations, Acuity</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Inquiry team will continue to promote participation in the inquiry process across the school community.</li> <li>➤ The Inquiry Team will implement strategies that enhance comprehension of nonfiction among targeted populations.</li> <li>➤ The Inquiry Teachers Teams linked to Special Education will implement strategies designed to increase the performance of this targeted population.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Collaboration amongst the members of the Inquiry Team</li> <li>➤ Use of ELL strategies in all classrooms.</li> <li>➤ The time set aside during the 37.5 minutes for staff to meet regularly to develop this inquiry.</li> <li>➤ Use of Renzulli Learning to provide help with differentiated instruction for students based on interests and learning styles</li> <li>➤ Use of Imagine Learning English to provide additional help and support with differentiated instruction for students based on academic reading levels.</li> <li>➤ Use of SkillsTutor to provide additional support with differentiated instructional based on assessments of reading and math skills.</li> </ul> <p><b>Challenges</b></p>

	<p>Predictives, ITA's, and one to one conferences the Inquiry Team noticed that students lacked a necessary skills to for comprehension of nonfiction genre.</p> <ul style="list-style-type: none"> <li>➤ It should be noted that none of the Special Education population in Grades 4 &amp; 5 made significant progress on the New York State ELA and Math exam.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Lack of time to confer, develop, plan and implement across all grade levels.</li> <li>➤ To provide opportunities to articulate.</li> <li>➤ To involve all staff (ELL, Cluster and Support).</li> </ul>
<p><b>Changing Nature of Student Population</b></p>	<ul style="list-style-type: none"> <li>➤ Statistics reveal an increase in the Special Education population.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in 12:1:1 class settings grades 1, 3, 4 &amp;5</li> <li>➤ CTT class established in Kindergarten.</li> </ul>	<p><b>Supports</b></p> <ul style="list-style-type: none"> <li>➤ Meeting the needs of the increasing Special Education population through Professional Development support and consideration of resources to enhance instruction.</li> <li>➤ Ensuring that suitable learning environments have been established to maximize learning opportunities.</li> </ul> <p><b>Challenges</b></p> <p>Physical space , teacher training.</p>

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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1.
  - a. By June 2011, 100% of pedagogical staff will show how they have used their analysis of data in order to contribute to school-wide inquiry work. They will have looked at ways to increase individual student progress by analyzing and planning teaching as measured by DRAII, Predictives, ITA, EPAL, Writing Rubrics, Everyday Math Assessments, Running Records, Conference notes and through informal and formal teacher observations. This will be reflected in the Inquiry notes per grade level and subsequent assessments.
  - b. By June 2011, 100% of the student population will have participated in goal setting by identifying individual academic goals in reading, writing and math and understand the actions they need to take in order to achieve these goals.
2.
  - a. By June 2011 the General Education students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 and 4 on the New York State ELA and Math Test.
  - b. By June 2011 Special Education and ELL students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 2 on the New York State ELA, Math, Social Studies and Science Test.
3. By June 2011 there will be a 5% increase according to the Learning Environment Survey in reference to the ways in which the school communicates with parents concerning individual student progress and academic services as measured by parent workshops and evaluations.
4. By June 2011 there will be a 5% increase in the way General Education and Special Education Teachers share best practices to adapt and modify the curriculum to assist in the implementation of the Phase I Special Education Reform.
5. By June 2011 there will be a 5% increase in the educational experiences students receive for their academic and social development in the area of arts and technology as measured by the Blueprint for Teaching and Learning in the Arts.

**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 2010-11 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, PLA, 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):** \_\_\_\_\_ **Data**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of the pedagogical staff will show a 5% increase in the use of data in order to deepen school-wide inquiry work to increase individual student progress as measured by DRAII, Predictives, ITA, Writing Rubrics, Everyday Math Assessments, Running Records, Conference notes and through informal and formal teacher observations.</p> <p>By June 2011 100% of the student population will have participated in goal setting by identifying individual academic goals in reading, writing and math and understand the actions they need to take in order to achieve these goals.</p>
<p><b>Action Plan</b> 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"> <li>• In September, school wide goals for 2010-2011 will be identified and communicated to Staff, Parents and the school community. (e.g. Instructional Team Meetings, individual grade-wide meetings, inquiry team meetings, faculty conferences and PTA meetings to all staff members and parents as collaborated with the S.L.T.)</li> <li>• Pedagogical staff will engage in identifying, developing and monitoring Inquiry goals as teams and develop ways in which to incorporate the use of the Common Core Standards.</li> <li>• Inquiry goals and subsequent outcomes will be communicated widely within the school community.</li> <li>• Core Inquiry Team will present overview data on Inquiry goals at faculty conferences. One member of the Core Inquiry team will liaise with each of the pedagogical inquiry teams to consider vertical implications as well as horizontal for the work.</li> <li>• Administration will meet with staff during the 1<sup>st</sup> half of the school year (September – December to ensure analysis and use of student data in the implementation of the differentiation of individual student instruction.</li> <li>• Administration and Staff Developers will facilitate Grade level Meetings (classroom teachers and out of classroom teachers) in discussions that will center on identifying,</li> </ul>

planning and undertaking action related to individual student goals.

- Staff members will be provided with support from the administration, support personnel, core inquiry team members, educational consultants, IIM implementation, Renzulli Learning system training, curriculum mapping training, inter-visitations and BRIC Contemporary Arts Professional Development to assist with the development of individual student progress.
- Staff developer, educational consultant, grade leaders and support personnel will work with classroom teachers to support the analysis of student data NYSESLAT, ELA Predictive, Math Predictive, ITA as well as New York State ELA and New York State Math Test results to guide planning for differentiation of individual student instruction.
- Classroom teachers and support personnel will analyze data to differentiate instruction.
- Grade Level groups, Cluster Teachers, ESL Team and Support Pedagogical staff will meet to identify, develop and monitor their Inquiry work. They will use DRAII, unit tests in math, periodic assessments data and teacher collected data.
- Pedagogical staff, staff Developer and educational consultants will use Assessment Binder, Monitoring Student Progress Folder, ARIS, ACUITY to track, monitor and measure individual student progress school wide and within a grade. Findings will be used in the planning of differentiated instruction.
- Administration will observe and meet with staff during the 2<sup>nd</sup> half of the school year (January -June) to monitor and evaluate analysis and use of student data to differentiate individual student instruction.
- Staff developer, educational consultants, grade leaders and support personnel will work with all classroom teachers to support the S.M.A.R.T. individual student goals.
- Instructional goals for students will be formulated, reviewed and updated on an on going basis throughout the school year. Each instructional goal will be strategic, measurable, attainable, realistic and time bound.
- Staff and students will extend their development of identifying, monitoring and evaluating student goals in reading, writing, math and one other content area.
- Individual student goals will be collaboratively formulated with the student, teacher, parents and support personnel in literacy, mathematics and one core subject area. Formative assessments such as DRAII, unit tests in mathematics as well as predictive assessments and teacher collected data will be utilized to formulate, monitor and measure student progress.
- Instructional goal work with students will continue in Reading, Writing, Mathematics and one other area – identification, action, monitoring and review of the goals will occur during conferences, small group/guided reading sessions and also as a result of Formative assessments such as DRA and unit tests in Math.
- Predictive assessments will also inform the goal setting processes and assist the

	<p>planning for small group differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Discussion of the goal work will be the subject of reflection by teachers at Grade level meetings and during other group planning times.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staff/Training:</b> Administration, Special Education, General Education, ELL teachers, Educational Consultants, Para Professionals, Staff Developer, F Status Personnel, BRIC Contemporary Artists, ESO 22 Network Support and Renzulli Learning Systems  <b>Budget/Funding:</b> Tax Levy, FSF, CFF and Title I SWP, Title I ARRA, IDEA, Inquiry Team  <b>Schedule:</b> Ongoing September 2010-June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school – wide goals will be collaborated by the S.L.T. by September and communicated to the staff &amp; parents in September.  Staff members will administer assessments and analyze data to utilize with students and support personnel to identify initial individual student S.M.A.R.T. goals by October 2010. Individual student S.M.A.R.T. goals will be monitored on an ongoing basis (minimum 3 times per year)</p> <p>It is expected that students will achieve 2 out of 3 of the identified goals.</p> <ul style="list-style-type: none"> <li>• 100% of pedagogical staff will have identified and worked on the analysis of student data to assist with the planning and implantation of differentiation of instruction. (40 Staff members)</li> <li>• Student goals will be identified by utilization of the Diagnostic Reading Assessment, Everyday Mathematics Unit Assessments, individual conference records and utilization of the ARIS system.</li> <li>• Professional discussions and conferences.</li> <li>• Formal and informal observations.</li> <li>• Recording of all materials disseminated, agenda documents.</li> <li>• Scheduling time for group planning and development outside of normal common planning times.</li> <li>• Professional discussions and conferences.</li> <li>• Goal recording as shown through student notes, teacher anecdotal notes: conference notes, Math observations and guided reading records.</li> <li>• Regular Instructional walkthroughs</li> </ul>

**SECTION VI: ACTION PLAN**

**English Language Arts  
Mathematics  
Social Studies  
Science**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the General Education students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 and 4 on the New York State ELA and Math Test.</p> <p>By June 2011 Special Education and ELL students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 2 on the New York State ELA, Math, Social Studies and Science Test.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Utilize the ARIS information as a tool to differentiate instruction in ELA, Mathematics, Social Studies and Science.</li> <li>• The Core Inquiry team and sub-inquiry teams will focus on increasing proficiency in the use of academic language to increase student achievement in ELA and Mathematics</li> <li>• ELL department discussions will focus on identifying student progress on the NYSESLAT and how it aligns to the progress on the ELA, Mathematics, Social Studies and Science state test.</li> <li>• Grade level discussions will focus on analyzing data and identifying instructional focus.</li> <li>• ELL teachers will engage in working on a collaborative model of “push-in” instruction.</li> <li>• Service providers and Special Education teachers will work to analyze data to plan for differentiated instruction.</li> <li>• Utilization of Tune-into-Reading and Imagine Learning software to enhance differentiation of individual student instruction.</li> <li>• Utilization of the Renzulli Learning System by a pilot group (twelve teachers) to support and provide differentiated instruction for students by providing teacher lesson plans independent study and project activities for students based on learning styles, interest and product preferences.</li> <li>• Saturday Academy will be implemented for ELL students to focus on main idea and</li> </ul>

	<p>determining importance strategies to improve comprehension in ELA. The utilization of open ended questions in Mathematics will be implemented to improve student's progress towards state standards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staff/Training:</b> ELL, General and Special Education Teachers, Para Professionals, Parent Coordinator, Educational Consultants, Staff Developer, Renzulli Learning System, F Status Personnel and Paraprofessionals  <b>Budget/Funding:</b> Tax Levy, FSF, Title I, CFI, Title III and Title I SWP, Title I ARRA, IDEA  <b>Schedule:</b> September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim progress will be measured using the Predictive and Instructionally Targeted Assessments as part of Acuity. The target will be a 1% increase in the numbers of general education, ELL and Special Education students who achieve at least one year progress.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**

**Communication**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 5% increase in the way the school communicates with parents concerning individual student progress and academic services as measured by parent workshops and evaluations.</p>
<p><b>Action Plan</b> 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"> <li>• Provide opportunities for parents to participate in workshops that assist them to learn about the changes and expectations. Workshop(s) looking at State Testing expectations and the role of parents, ARIS parent link etc., expectations of the NYSESLAT testing for English Language Learners.</li> <li>• Increase the ways in which parents are receiving communication from the school and/or the teachers. Include more translation avenues to cater for the growing diversity of languages and utilization of the new school website.</li> <li>• Provide for regular communication through formal and informal meetings and conferences for parents.</li> <li>• Provide forums for parents to develop deeper understandings of the goals and directions of the instructional programs through parent workshops, conferences and informal interactions.</li> <li>• Utilization of Renzulli Learning by a small pilot group of students (12classes) to provide parents with a comprehensive profile of their child’s interests, learning styles and product preferences along with support for independent study and project activities to complete at home, recommended lists of books and activities on students interest.</li> <li>• A Grade Wide newsletter will be distributed to parents on a monthly basis which will inform parents as to curriculum areas covered during each month.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staff/Training:</b> Administration, General Education and Special Education Teachers, Para Professionals, Parent Coordinator and School Leadership Team  <b>Budget/Funding:</b> Title I, Title III, CFF, Tax Levy, IDEA  <b>Schedule:</b> September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The monthly Parent Association meetings, ELL meetings and/or parent workshops will show a 25% increase in attendance and participation.</li> <li>• The parent teacher conferences and workshops will show a 25% increase in attendance and participation.</li> <li>• An increased home- school connection through utilization of school website and Grade Wide monthly newsletter.</li> <li>• Monitor by recording the amount of times translations are used over the course of the year for written messages and oral communications.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Phase I Special Education Reform

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 5% increase in the way General Education and Special Education teachers share best practices to adapt and modify the curriculum to assist in the implementation of the Phase I Special Education reform.</p>
<p><b>Action Plan</b> 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"> <li>• Provide opportunities through scheduling for the Special Education teachers to meet and plan vertically. Once per month at least.</li> <li>• Administration and Staff Developers will facilitate Grade Level meetings (classroom teachers and out of classroom teachers) in discussions that will center on identify, planning and undertaking action related to students with IEPs.</li> <li>• General Education and Special Education Teachers will meet monthly to share best practices to adapt and modify the curriculum to meet the needs of all Special Education students.</li> <li>• Teachers of General Education will participate in professional development workshops on differentiated instruction and meeting the instructional needs of diverse learners.</li> <li>• As part of the grade level meetings held regularly the Special Education and general Education teachers will discuss shared practices and consider which are better for whom. This will become an agenda item that is carried throughout the year.</li> <li>• Inquiry work will also allow for the direct discussion and monitoring of implementation of best practices. This regular time will also be used to highlight and develop said practices.</li> <li>• Communication and information about the trial of the Phase I Special Education reform will be provided at the initial Faculty conference and will continue to be updated as part of that forum as well.</li> <li>• Later in the year once the sharing of best practices is underway the teachers will be asked to share across the grade levels to review patterns and concepts seeming to emerge.</li> <li>• General Education teachers will be expected to consider how some of the strategies</li> </ul>

	<p>and practices may apply to developing students in their own classes as well as the relationship to the students in Special Education classes.</p> <ul style="list-style-type: none"> <li>• General Education Teachers will receive professional development in the use of SkillsTutor to provide additional support with differentiated instructional based on assessments of reading and math skills.</li> <li>• Professional development opportunities will be taken advantage of: workshops, webinars related to best practices when available, professional reading (link to teacher book club), inter and intra visitations to see practices in action etc.</li> <li>• As part of the Phase I Special Education reform an F status position will be formed to ensure that all mandated services to students are met.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staff/Training:</b> Administration, General Education and Special Education Teachers, Para Professionals, F Status Personnel, School Leadership Team and Parent Coordinator  <b>Budget/Funding:</b> Tax Levy, FSF, CFI, Title I SWP, Title III, IDEA  <b>Schedule:</b> Ongoing September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agenda, schedules and attendance at grade level and Special Education cross grade level meetings will show an increase in the communication about the reforms and subsequent practices for students.</li> <li>• An increase in teacher knowledge and ability to plan for and implement strategies and practices will be evident in teacher planning documents.</li> <li>• An increase in the numbers of teachers who participate in related PD as mentioned in action plan. Numbers will be collated and available for review as well as evaluation of element.</li> <li>• As part of the curriculum mapping process this will be an element to be considered for inclusion – thus such inclusion will be evidence of consideration of best practices.</li> </ul>



	<ul style="list-style-type: none"> <li>• School chorus for students in grades 4 &amp; 5.</li> <li>• Ballet Tech will provide auditions for students in grades 2-4.</li> <li>• Annabella Gonzalez Dance Theater teaching artist will provide students with standard based skills and techniques in the area of dance through movement exploration, observation, replication, recall and exploration of dance in their own and other cultures as measured through grade appropriate benchmarks from the New York City Blueprint for Teaching and Learning of dance as measured through student performance.</li> <li>• The use of Smart board technology by teachers will be increased by purchasing additional technology, provision of workshops and collegial planning sessions to share knowledge.</li> <li>• Students will be using laptops for research, writing and reading related activities integrating IIM, Renzulli principles and best practices.</li> <li>• Use of programs such as Imagine Learning and Tune into Reading will be conducted on computers and the students will increase their skills as they apply their computing skills to participating in these programs.</li> <li>• Software utilization of Tune-into-Reading and Imagine Learning will be available in various classrooms to enhance differentiation of individual student instruction.</li> <li>• F status personnel and Educational Consultants will provide technology support to staff to enhance the educational programs at PS48.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Staff/Training:</b> Administration, General Education and Special Education Teachers, Para Professionals, BRIC Contemporary Artists, F Status Personnel, School Leadership Team and Parent Coordinator  <b>Budget/Funding:</b> Title I SWP , Parent Involvement, Title II, IDEA, Tax Levy  <b>Schedule:</b> Ongoing September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase results on the Arts Survey</li> <li>• Professional discussions and conferences.</li> <li>• Informal conversations and observations of student knowledge before and after each unit taught will be measured through portfolios.</li> <li>• In October 2010 a student dance performance will be lead by Annabella Gonzalez Dance Theater teaching artist. The performance will be held in the school auditorium.</li> <li>• In June 2011 an Art exhibition will be held at the Rotunda Gallery “Kids Art Exhibition” displaying student visual art work.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• In December 2010 a winter concert will be held in the school auditorium. In May 2011 a spring concert will be held in the school auditorium. The school chorus and band will perform at both of these concerts.</li><li>• Students will demonstrate standards based skills and techniques as aligned with the NYC Blueprints for Teaching and Learning in the Arts.</li></ul> |
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	0	1	2	27
1	20	20	N/A	N/A	2	1	1	2
2	46	46	N/A	N/A	4	0	1	20
3	41	41	N/A	N/A	8	2	0	20
4	56	56	30	30	7	1	1	13
5	48	48	26	26	6	2	0	5
6								
7								
8								
9								
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Literacy and Mathematics AIS</li> <li>2. Literacy Block</li> <li>3. Parent Workshops</li> <li>4. Summer School</li> <li>5. Saturday Academy Grades 3-5</li> <li>6. AIS Teacher (s)</li> <li>7. Extended Instructional Day</li> </ol>	<ol style="list-style-type: none"> <li>1. Title I literacy and mathematics support are provided for non mandated students. Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population. Wilsons and Foundations programs are utilized.</li> <li>2. The block coverage exists weekly throughout the school year. All children utilize the 120 minute reading block. It provides uninterrupted instruction to students in literacy. Small group reading instruction is provided to all students in grades K-5. The workshop model provides flexibility for students reading below, at or above grade level. Teachers maintain individual conference notes to document students' strengths and weaknesses, which help to provide individualized instruction.</li> <li>3. Parent Workshops are given the first Wednesday of every month to provide parents with the tools necessary to help their children achieve academic success. ESL teachers, educational consultants and support staff are utilized to delivery valuable information to work with parents to improve student achievement.</li> <li>4. The program runs for 6 weeks during the summer. The program focus on literacy and instruction it runs for 5 hours per day, 4 days per week.</li> <li>5. The program runs for 14 Saturdays from December-May. The sessions are 4 hours long and focus on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction along with test sophistication strategies and open ended questionings in Mathematics.</li> <li>6. Students who are identified as promotion in doubt receive service with the AIS teacher. The teacher provides pull –out intervention in math and reading.</li> <li>7. Students, who are identified as at-risk receive 37 ½ minutes of instructional time four times a week in reading and math.</li> </ol>

<p><b>Mathematics:</b></p> <ol style="list-style-type: none"> <li>1. Saturday Academy Grades 3-5</li> <li>2. 5:1 student direct instruction program</li> <li>3. Summer School</li> <li>4. AIS Teacher</li> <li>5. Extended Instructional Day</li> <li>6. Math Block</li> </ol>	<ol style="list-style-type: none"> <li>1. This program runs for 14 Saturdays from December - May. The sessions are 4 hours long and focus on literacy and math instruction. The math instruction focuses on test sophistication strategies including analyzing word problem solving strategies.</li> <li>2. Students identified at-risk in reading and/or math are serviced two times weekly for 2.5 hours per day. The program focuses on intensive direct instruction and test preparation in grade 3, 4 &amp; 5. The program utilizes Balanced Literacy and Everyday Math techniques.</li> <li>3. The program runs for 6 weeks during the summer. The program focus on literacy and mathematics instruction it runs for 5 hours per day, 4 days per week.</li> <li>4. Students, who are identified as promotional at-risk, receive service with the AIS teacher. The teacher provides pull-out push-in intervention in math and reading for 45 minutes per day.</li> <li>5. Students, who are identified as at-risk receive 37 ½ minutes of instructional time four times a week in reading and math.</li> <li>6. The block exists daily throughout the school year. All children utilize the 60 minute math block. Small group math instruction is provided to all students in grades K-5. The workshop model provides flexibility for students achieving below, at or above grade level in math. Students are provided with daily additional support. Teachers maintain assessment binders to document students' strengths and weakness, which help to provide individualized instruction.</li> </ol>
<p><b>Science:</b> Hands on Science Specialist Science Fair</p>	<p>The Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. The Science teacher provides additional classroom support through the FOSS kits and hands-on learning experiences to enhance the science curriculum.</p>
<p><b>Social Studies:</b> Social Studies Specialist</p>	<p>The Social Studies cluster teacher targets all students in grades K- 5. The Social Studies cluster teacher provides additional classroom support and works with building student comprehension through social studies based text through the use of technology as aligned to the curriculum map and State Standards. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	This service is provided three days per week.
<b>At-risk Services Provided by the Social Worker:</b>	This service is provided two days per week. Mandated and at-risk students receive one period per week.
<b>At-risk Health-related Services:</b>	Speech intervention is provided as needed. Mandated and at-risk students receive one or two periods per week. Occupational Therapy, Physical Therapy and the Hearing Teacher work with students as indicated on the students Individual Educational Plans. The DOH Nurse provides sessions for students managing their asthma. The service is given to students whose asthma condition interferes with their educational growth. The classes are offered during the school day in a small group setting.

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 3 – 5      Number of Students to be Served: 73    LEP Y    Non-LEP

Number of Teachers 8      Other Staff (Specify) ELL Coordinator & Educational Consultant

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**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative**

**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.

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<u>Grade</u>	<u>Beginner/Intermediate</u>	<u>Advanced</u>
3	17	11
4	7	22
5	10	6

Public School 48 will provide additional ELL instruction in a Saturday Academy Program. The targeted population is our long term English Language Learners (students in Grades 3-5) and Pre-long term English Language Learners (students in grade 3). We are working to advance the ELL students proficiency levels. After careful review of the Data it was identified that currently 22 4<sup>th</sup> Grade ELL students have remained advanced for 2 consecutive administrations of the NYSESLAT. The Saturday Academy will be utilized to improve student achievement as evident through the NYSESLAT administration.

The program will service 73 students in 5 classes. In Saturday Academy we will utilize small group self contained ELL classes. The Saturday Academy will utilize one certified ESL teacher as the ELL coordinator to oversee and assist in the curriculum implementation of the program. The Saturday Academy program will begin on Saturday, December 5, 2009 and run through Saturday, May 1, 2010. The curriculum will focus on increasing student background knowledge and the use of academic language to improve reading comprehension, content writing and mathematics. The program will run for 15 sessions, 4 hours per session.

**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.

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We will utilize an Educational Consultant and ESL coordinator to provide ongoing direct curriculum and strategy development for the Saturday Academy Program. After School Professional Development sessions will be held to introduce the staff to the curriculum materials for the Saturday Academy and support staff in the implementation of the materials.

Professional Development provided by ESL coordinator and Educational Consultant:

Topic	Timeline	Target Audience
Introduction to Saturday Academy Curriculum Materials	One 60 minute session	5 Common Branch Teachers
ELL Strategy Development	One 60 minute session	5 Common Branch Teachers

**Section III. Title III Budget**

School: Public School 48- The Mapleton School

BEDS Code: 20K048

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	Program \$21,553	432 hours of per session for ESL and General Ed teacher to support ELL Students(includes introduction to curriculum materials and training session): 432 hours x \$49.89  12 Sessions x 4 Hours per Session x 9 Staff Members=384hours 384 Hours x \$49.89= <b>\$21,553.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$2,400.00	(Literacy Support Consultant, Maureen Morriss work with teachers and coordinator 9 hours for curriculum development)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,687.00	National Geographic Determining Importance Springboard Expanded Set \$290.96 x 3 = <b>\$872.88</b>  National Geographic Making Inferences Springboard Expanded Set \$290.96 x 3= <b>\$872.88</b>  Read, Write ,Edit and Listen \$9.85x71= <b>\$699.35</b>  Consumable Materials (paper, pencils, folders, post-its, markers) <b>\$241.89</b>
<b>Parent Involvement</b>		Two Parent Workshops provided through Educational Consultant 2 workshops x\$500 each = <b>\$1,000</b> Parent Handout and Materials= <b>\$400</b>
<b>TOTAL</b>	\$26,620.00	\$21,553 +\$2,400 + \$2,667 = \$26,620.00

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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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.

Home language surveys are used to determine what languages are spoken in the home; based on these and other ATS reports the translation and oral interpretation needs of the parents are assessed and appropriate information is acquired. We also use the services provided by the Department of Education Translations Unit.

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.

The percentages show the following foreign languages were found to be the most predominant; Chinese, Russian and Spanish. These findings were related to the school community through the school leadership team, parent coordinator, school and the pedagogical staff.

#### **Part B: Strategies and Activities**

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

A plan was developed to compensate teachers, school aides and other staff members for their oral and written translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
A plan was developed to compensate teachers, school aides and other staff members for their oral translation services.
  
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>.

Public School 48 will communicate 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.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$582,421	\$161,099	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,825		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,121	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,243	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. 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.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**See attached**

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**See attached**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

P.S.48 continues to meet the Annual Yearly Progress in all major subject areas (ELA, Mathematics, Science and Social Studies). For example our ESL and At-Risk population benefit from the CEP by the interventions and materials purchased and its integration into the everyday curriculum.

2. Schoolwide reform strategies that:

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

All classes are heterogeneously grouped and are taught using the workshop model. The students receive whole group and individualized instruction daily. This model enables students to learn in a risk free environment which allows for interaction with peers.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

- P.S.48 initiated a zero period where students are given time to read independently. This time allows for the teacher to hold one to one conferences with the students thereby individualizing instruction.
- The school day was extended allowing for the students who are most at-risk to receive additional small group instruction in ELA and Mathematics.
- There are preventive initiatives provided at P.S.48. These services include in school Academic Intervention Services, Extended Instructional Day and Saturday Academy.
- In addition to the above mentioned interventions P.S.48 also provides: SETSS, Foundations, and the Wilson Program.
- Weekly common preparation periods have been established to enable teachers to develop an enriched and accelerated curriculum.
- The weekly professional block allows for inter-visitations and mentoring.
- The Pupil Personnel Team was established to 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. The PPT team meets weekly to discuss and monitor the progress of these children.

3. Instruction by highly qualified staff.

A significant number of our staff members are highly qualified having achieved a master degree and permanent state certification.

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.

P.S. 48 is committed to educational excellence. To that end we believe that having teachers properly trained and prepared is crucial to academic success. We provide an in house Teacher Mentoring program for at risk and new teachers. Teachers identified as at-risk or new to the profession are assigned a grade leader mentor. The teacher and the mentor are provided with a weekly period for inter-visitation and modeling and 3 common preparation periods per week for planning. Our school has a weekly 50-minute block coverage, which provides staff development for any 6 teachers in the building during the school day. This affords teachers an opportunity to view lessons, model techniques, and visit classrooms. Every teacher in our building is required to run at least one professional development workshop. Grade Leaders and Coaches hold weekly meetings with their teachers. Monthly grade-wide meetings are held with Administration and coaches. Every Grade is provided with a minimum of 3 common preparation periods per week.

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

According to the 2009/2010 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification

area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

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

Parents are provided with on-going workshops throughout the year. There are classes given throughout the year for English instruction to parents who do not speak the language. There are classes educating parents on computer use and safety. There are classes on the reading curriculum, home instruction of reading and monitoring your child's reading. Staff members provide time throughout the year to inform and help parents understand the grade-wide Standards.

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.

Our full time guidance counselor and part time social worker and school psychologist work with the parents of students who are transitioning from early childhood programs to P.S.48

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.

P.S.48 has instituted an Instructional Team in which teachers actively participate. Delegates from each grade level are represented and participate in the exchange of ideas regarding the current curriculum and assessments and their impact on the student population. A core Inquiry team was developed to monitor and support the grade inquiry teams. Grade wide inquiry teams were developed to have collaborative discussions revolving around their target population. In addition the School Leadership Team interacts on a monthly basis and discusses curriculum issues and funding as well as curriculum initiatives. This group provides feedback as necessary.

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.

P.S.48's continued effort to assist children in need of specialized instruction/attention is carried through the following programs: Extended Day, Leveled Literacy Intervention, Foundations, Wilson, SETSS, Saturday Academy, Zero Period – Independent Reading

Block, Guidance, AIS in ELA and Mathematics. The student progress is monitored by the Pupil Personnel Team and classroom teachers.

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.

P.S.48 currently receives funding for one Universal Pre-Kindergarten Program.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free

	State, or Local)	Consolidated in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$540,513	✓	16,17,18,19,20,23,24,26,28,29
Title I, Part A (ARRA)	Federal	✓			\$173,783	✓	19,20,21,23
Title II, Part A	Federal	✓			\$12,029	✓	23,24
Title III, Part A	Federal	✓			\$26,620	✓	19,20,28,29,31,32,33,34,35
Title IV	Federal						
IDEA	Federal	✓			\$108,699	✓	16,17,18,19,20,21,22,23,24,25,25,27
Tax Levy	Local	✓			\$3,571,216	✓	16,17,18,19,20,21,22,23,24

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: N/A**

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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learning environment that supports student achievement.

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:**                     N/A                     **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR): N/A**

*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.

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

## **APPENDIX 7: 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>

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### **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.)

According to the School Demographics and Accountability Snapshot Public School 48 has 1 Student in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
  - The STH Liaison and family assistant will provide the McKinney-Vento Act Guide for Parents to parents in homeless shelter according to Chancellor Regulation A-780.
  - The STH Liaison will monitor student attendance daily and will make contact with parents if necessary according to Chancellor Regulation A-780.
  - The STH Liaison will arrange for free transportation to travel to and from school if necessary for student according to Chancellor Regulation A-780 and A-801.
  - The STH Liaison will discuss and offer to the parent of the student in temporary housing all educational services that their child is eligible for at Public School 48 according to Chancellor Regulation A-780.

**Part B: FOR NON-TITLE I SCHOOLS: N/A**

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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 048 Mapleton						
<b>District:</b>	20	<b>DBN:</b>	20K048	<b>School</b>		332000010048	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungraded	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	35	36		95.0	95.3	95.6
Kindergarten	96	103	89				
Grade 1	80	108	108	<b>Student Stability - % of Enrollment:</b>			
Grade 2	112	80	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	113	110	80		93.3	93.3	93.4
Grade 4	99	121	110				
Grade 5	83	96	123	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.5	88.3	88.3
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	5
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	618	654	649	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					27	22	16
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	44	47	Principal Suspensions	7	17	9
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	1	3	1
Number all others	32	25	42				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-09	2009-10	2010-11				
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	TBD	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	172	170	TBD	Number of Teachers	45	43	41
# ELLs with IEPs	6	24	TBD	Number of Administrators and Other Professionals	9	9	6

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	5	6	7
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0

				% more than 2 years teaching in this school	77.8	90.7	95.1
--	--	--	--	---	------	------	------

				% more than 5 years teaching anywhere	57.8	67.4	82.9
--	--	--	--	---------------------------------------	------	------	------

Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	97.3

Black or African American	1.5	1.5	1.1				
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Hispanic or Latino	17.0	19.4	20.8				
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Asian or Native Hawaiian/Other Pacific	54.0	53.5	52.7				
--	------	------	------	--	--	--	--

White	27.0	25.1	24.5				
-------	------	------	------	--	--	--	--

<b>Male</b>	50.5	51.5	51.9				
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<b>Female</b>	49.5	48.5	48.1				
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**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						

Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good	v	Basic	Focused	Comprehensive	
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	

Science:	v	Graduation Rate:	
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**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	52.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	7.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	28.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	5.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**Public School 48**  
**The Mapleton School**  
6015 18<sup>th</sup> Avenue  
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(718) 232-3873  
Fax (718) 232-3451

**Diane J. Picucci**  
Principal

**Christine C. Chavez**  
Assistant Principal

**Teresa M. Zabala**  
Assistant Principal

Public School 48 Parent Involvement Policy  
2010/2011

1. Public School 48 – The Mapleton School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

***The Principal, The Assistant Principal, Parent Coordinator and PTA President will schedule meeting times. They will then outreach to the community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.***

2. Public School 48 – The Mapleton School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

***The Leadership team along with the PTA will analyze and reflect upon the Parent Learning Environment Survey results. The Leadership team will use part of each monthly meeting to review statistical information such as assessment and test results. During each monthly parent workshop time will be provide for parents to voice their individual concerns. The Parent Coordinator will maintain an open-door policy and welcome parents who would like to express concerns or share ideas.***

3. Public School 48 – The Mapleton School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

***Using such program as Universal Pre K, we will encourage parent involvement in classrooms from the start. All Pre-Kindergarten parents will be encouraged to attend a Pre-Kindergarten orientation in September where the social worker and family assistant will be present. Pre-Kindergarten parents will be encouraged to participate in and join the Parent Teacher Association and attend parent workshop. All parents will participate in the Parents as Reading Partners Program across the grade levels.***

4. Public School 48 - The Mapleton School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and other school involvement functions. They will gather and evaluate the information from the evaluation forms from previous Parent Workshops. They will use the results from the parent learning environment survey.*
  - *Members of the Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.*
5. Public School 48 – The Mapleton School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –*
    - i. *The State’s academic content standards;*
    - ii. *The State’s student academic achievement standards;*
    - iii. *The State and local academic assessments including alternate assessments;*
    - iv. *The requirements of Title I, Part A;*
    - v. *How to monitor their child’s progress; and*
    - vi. *How to work with educators.*
  - *P.S. 48 will continue to encourage parents to attend Curriculum Day and Curriculum Night.*
  - *P.S. 48 will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Chinese speaking population.*
  - *P.S. 48 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology(Acuity) to foster parental involvement.*
  - *P.S. 48 will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings and Monthly News Letter.*
6. P.S. 48 will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

*Parent outreach and involvement remains a priority at PS 48. We will provide teachers with bi-monthly professional development, which will address content, pedagogy and how to engage parents as partners. September curriculum day/ night will inform parents of grade curriculum and expectations. Monthly newsletters will keep parents informed concerning the specific needs of their child’s class and how they can assist. Newsletters will also keep parents up to date on the curriculum.*

- a. P.S. 48 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

***With the assistance of our Parent Coordinator and Family Assistant, parents will be encouraged to attend classroom celebrations.***

- b. P.S. 48 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

***Monthly calendars, flyers, newsletters and school website prepared by our PTA and Parent Coordinator and staff are shared to the entire school community.***

#### Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by committee meeting with PTA president, principal and parent coordinator.

This policy will be adopted by Public School 48 – The Mapleton School on June 13, 2009 and will be in effect for the period of Sept 2009-June 2010. The school will distribute this policy to all parents of participating Title I Part A children on or before September 11, 2009.

Principal's Signature: Diane J. Picucci (electronically signed)

Date: June 13, 2010

**Public School 48**  
**The Mapleton School**  
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**Teresa M. Zabala**  
Assistant Principal

**Public School 48 School Parent Compact**  
**2010/2011**

**School Responsibilities**

*Public School 48 – The Mapleton School will:*

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

*Through the implementation of the New York City mandated curriculum for all grades, Kindergarten through Grade five and through the implementation of a school-wide initiative: Have a Heart Campaign which promotes students to engage in random acts of kindness.*

⇒ 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. Specifically, those conferences will be held:

*Parent Teacher Conferences will be held in November and in March.  
Additional conferences will be scheduled as needed throughout the school year.*

⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

*In Grades 1 – 5 Reports To Parents will be distributed during November, March and June.  
Kindergarten parents will receive formal reports in January and June.  
Formal scheduled parent teacher conferences in Kindergarten through Grade 5 will be held in November and in March.  
Grade 3- 5 parents will have quarterly access to student assessments through the ARIS parent link.*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Parents may meet with teachers before school from 8:00a.m -8:20a.m., during the lunch period from 11:00a.m.-11:50a.m. in grades K-2, 12:00p.m. – 12:50p.m. in grades 3-5 and during one prep period per week designated by each grade. Parents must inform teachers of the need for a conference in writing or by leaving a message with the secretary in the main office. The teacher will then schedule the conference.*

⇒ provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

*Parents may observe classroom activities during Open School Week in the month of November.  
 Parents will be encouraged to participate during Student Treasures Celebration.  
 Parents will be encouraged to participate during class excursions.*

**Parent Responsibilities**

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

- ⇒ supporting my child’s learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering to accompany my child on class excursions;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.

Name	Signature	Date
<b>School Staff-Print Name</b>		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 409</b>	District <b>20</b>	School Number <b>048</b>	School Name <b>The Mapleton School</b>
Principal <b>Diane J. Picucci</b>		Assistant Principal <b>Teresa M. Zabala</b>	
Coach <b>Bernadette Sessa</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Mary Grace Altilio/AIS</b>		Guidance Counselor <b>Nicole McConnell</b>	
Teacher/Subject Area <b>Maria Pluchinotta/ESL</b>		Parent <b>Jessica Ip</b>	
Teacher/Subject Area <b>Tara Bueti/ESL</b>		Parent Coordinator <b>Judy Magenta</b>	
Related Service Provider <b>Francine Sequeira</b>		Other <b>type here</b>	
Network Leader <b>Neil Opramalla</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>660</b>	Total Number of ELLs	<b>179</b>	ELLs as Share of Total Student Population (%)	<b>27.12%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

1. The following steps describe the process used to identify a student who may possibly be ELL. This process follows the New York State-LEP Identification process as per CR Part 154.

At the time of registration, the parent receives from the pupil accounting secretary a HLIS to complete (HLIS is provided in English or in nine other native languages). The ESL Coordinator, Ms. Pluchinotta or one of the other three certified ESL teachers, Mrs. Miller, Mrs. Chin or Ms. Bueti, administer the HLIS to determine LAB eligibility. At this time, there is also an informal oral interview (by the pedagogue) of the parent in English or in the native language with the help of a translator. If the home language is deemed to be other than English or the student's native language is other than English there is an informal student interview. When it is determined that the child is an ELL, the ESL Teachers administer the LAB-R which is the formal assessment. (If a child is Hispanic, the Spanish LAB is also administered.) If the LAB-R shows that a child is not English proficient, the parents are invited to a meeting to discuss the program options. If the student is English proficient, the parents receive a Non-Entitlement Letter

In the spring, the NYSESLAT is given to all ELLs. When the NYSESLAT scores are received, if the student does not attain English proficiency, the student continues to be eligible for language services. The ELL providers review them and create a student profile. Based on this information students are grouped accordingly and receive the mandated amount of instructional minutes of service based on their scores and level. Based on the continued need for language service, the parents receive a Continued Entitlement Letter.

2. The school provides the parents of newly enrolled ELLs with the information on the different language service programs. Parents are invited to a parent orientation meeting where program choices are explained. The meeting is facilitated by the ESL Coordinator with the other ESL pedagogues, administration and parent coordinator present. The parents view a DOE video with program explanations (in English and the native languages) and are given official DOE literature and brochures which explain the three programs available, (ESL, Transitional Bilingual and Dual Language). Video and materials are available in native languages. Translators are also present and parents are given an opportunity to ask questions concerning the different programs. Parent Selection forms are distributed to parents at the meeting. If parents are not able to attend, they are given an opportunity to make individual appointments. Once a child is entitled to services, entitlement letters and placement letters, as provided by the DOE, are forwarded to parents as are continuation letters for those students already in the program. This process takes place in September and throughout the year as new admits enter the school. Parents are invited to one-on-one meetings, phone conversations and/ or informational packets. A checklist is kept by the ESL Coordinator in the school ESL Handbook. If forms are not returned, there are numerous other attempts to reach the parents, by phone, letter or face-to-face meetings requested. All copies of HLIS and Parent Selection forms are also kept in the General Office.

3. Checklists of all letters sent to parents is kept in the school ESL Handbook and follow-ups are always performed whether by phone, letter or face-to-face meetings. Entitlement letters are sent to parents and in some cases hand delivered and Parents Survey and Program Selection forms are distributed at the parents orientation meeting and returned to the school at said meeting.

4. Once parents selection is made, the ELL students are placed in the instruction program chosen by parents. In P.S. 48 parents have consistently chosen ESL. Many parents have had older children in the program and are pleased with their children's academic progress and insist on their children learning English in ESL program. During the 2009/2010 school year twelve out of 17 Chinese language parents selected ESL; 7 out of 10 Spanish language parents chose ESL. In total, 21 out of 31 parents selected ESL.

5. As stated above the parents of P.S. 48 have consistently selected the ESL program at least 95% of the time. (See totals above in number 4).

6. The program models offered at P.S. 48 is most definitely aligned with the parent request.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	31	46	23	31	31	17	0	0	0	0	0	0	0	179
<b>Total</b>	<b>31</b>	<b>46</b>	<b>23</b>	<b>31</b>	<b>31</b>	<b>17</b>	<b>0</b>	<b>179</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	18
SIFE	2	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	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		
TBE											0
Dual Language											0
ESL	134	2	15	44	0	3	1	0	0		179
<b>Total</b>	<b>134</b>	<b>2</b>	<b>15</b>	<b>44</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>		<b>179</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	9	6	5	1	0	0	0	0	0	0	0	36
Chinese	17	21	10	16	16	9	0	0	0	0	0	0	0	89
Russian	0	0	2	1	3	4	0	0	0	0	0	0	0	10
Bengali	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Urdu	2	8	0	3	1	0	0	0	0	0	0	0	0	14
Arabic	0	0	2	1	3	4	0	0	0	0	0	0	0	10
Haitian														0
French														0
Korean	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi														0
Polish	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Albanian	0	6	0	1	1	0	0	0	0	0	0	0	0	8
Other	1	4	0	0	1	0	0	0	0	0	0	0	0	6
<b>TOTAL</b>	<b>31</b>	<b>46</b>	<b>23</b>	<b>28</b>	<b>32</b>	<b>19</b>	<b>0</b>	<b>179</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1/2. PS 48 provides instruction to 179 ELL students using an ESL program in grades K-5. Service is provided using both pull-out and push-in models. For pull-out models, students are grouped by grade and level. Some pull-out models are ungraded (always within contiguous grades) but are proficiency leveled. Push-in classes have heterogenous proficiency levels. All Beginner and Intermediate pull-out groups receive 360 minutes of instruction per week which are equal to 8 forty-five minute periods per week. All Advanced pull-out groups receive

180 minutes of instruction per week which are equal to 4 forty-five minute periods per week. In the push-in models the students are grouped by level within the class and serviced the appropriate amount of minutes based on level (i.e., 360 minutes for Beginners and Intermediates and 180 minutes for Advanced).

All program models adhere to state standards for ELA and content area subjects.

Lessons in oral language development and the basic skills of reading, writing and listening are included every day. Students are taught language arts through the New York City Comprehensive Balanced Literacy Approach. ESL classrooms have leveled libraries particularly aimed at the second language learner.

The school has acquired programs from Imagine Learning, On Our Way To English and On Our Way To English Newcomers(Rigby Publishers), Into English(Hampton-Brown Publishers). These are comprehensive programs which focus on language, literacy and content areas. Imagine Learning is a technology based program using language and literacy software, and scaffolded literacy instruction. It provides one-on-one instruction using activities designed to meet individual student needs. PS 48 also uses Renzulli and Kidspiration literacy software programs. Other materials used are poetry and song charts, realia, flannel boards, LEA charts, interactive journals, wordless books, pattern books, and puppets.

For NYSESLAT preparation, the school has acquired Getting Ready For NYSESLAT from Attanasio & Associates.

Teachers use ESL strategies to promote language development. Such strategies include the use of visuals, TPR and repetition. ESL classrooms are also resource centers available to the entire school. The use of appropriate materials and strategies in the ESL rooms and push-in rooms are central to the children's language development.

Children identified for language services receive the mandated amount of time with an ESL teacher. Beginners and Intermediates receive 360 minutes of service per week; children classified as Advanced receive 180 minutes of service per week. Every child identified as ELL receives full services.

3. Curriculum by grade is followed for content areas using ESL methodology. The content areas (math, science and social studies) are interrelated. Thematic organization helps the ESL teachers connect the different content areas during the day. Math lessons reinforce and expand the concepts and language introduced in content area lesson. Stories read during ELA time are used to unify and develop academic vocabulary.

ESL teachers work with classroom teachers in planning literacy instruction as well as content area instruction. ESL teachers also take part in grade curriculum meetings and individual grade meetings. This ensures coherence in instruction.

4. At PS 48, the performance data and assessment data are used to plan instruction for the diverse groups. Currently, the total number of ESL students at Public School 48 is 179. There are two SIFE students at Public School 48. Of the 179 students, 134 General Education students are newcomers (0-3 years) and 15 Special Education students are in the newcomer (0-3 years) category; 41 General Education students are long term (4-6 years), and 3 Special Education student is in the long term (4-6 years) category. One General Education student has completed six years of service. NYSESLAT scores are used to help teachers plan programs to meet the students' needs. This is done by grouping like students for tailored learning activities and pairing students at different proficiency levels in the classroom.

Since parents (through the Parent Survey Selection Form) have selected ESL, there are no native language arts taught; however, native language books are available in the school library and in ESL classroom libraries for those students who may wish to enjoy them. Effective instructional approaches vary and depend on such factors as student's age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Speech Improvement, At-Risk Resource Room, Saturday Academy, Counseling and One World After-School Program. Extended day programs utilize ESL materials and strategies used by certified ESL teachers. The programs also use analysis of the individual student's NYSESLAT scores so that teachers may focus on the children's needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students. All these are offered for the diverse ELL sub-groups. SIFE students are also given the same intervention services to help them catch-up in the academic areas. SIFE students are pulled-out for small group instruction to maximize literacy development and learning time for the student. Although the student may lack literacy skills, they bring prior knowledge and experience that should be acknowledged and built upon. Our plan includes an interdisciplinary thematic approach to curriculum development structure and a supportive learning environment. Native language books are available for both students and parents.

Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Teachers use scaffolding and continue to use extralinguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language.

Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a "buddy" system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers' challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. In the beginning stages of language acquisition, teachers make language

comprehensible by using strategies which convey meaning. Teachers rely on other than language cues to clarify meanings that might not be apparent to the student. Children are also invited to attend after-school programs such as One -World which provides academic support and extracurricular activities which help develop the child's communication, language, social skills. PS 48 has established a welcoming committee and a "New comers Club" with ESL teachers and the guidance counselor acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. We plan to extend both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying reading. ELLs with disabilities receive the mandated ESL services. ESL teachers review IEP requirements for students in special needs programs.

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Effective instructional approaches vary and depend on such factors as student's age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Saturday Academy, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program.

Extended day programs utilize ESL materials and strategies used by certified ESL teachers. The programs also use analysis of the individual student's NYSESLAT scores so that teachers may focus on the children's needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students.

Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive AIS services in Reading and Math, At-Risk Resource Room and Extended Day services.

6. ELLs who have reached proficiency are supported by [redacted] Transitional students who have achieved proficiency are given special test accommodations for assessments and formal tests for two years after attaining proficiency. These accommodations include time extensions, separate locations, bilingual dictionaries, English and native language editions of tests, written responses in native language and on the ELA a third reading of the listening selection.

7. For this coming school year Imagine Learning English program will be integrated into the ESL program as well as Renzulli.

8. No programs will be discontinued for this school year in ESL.

9. ELLs have equal access to all school programs. These programs include Band, Chorus, participation in the BRIC Art Project and on the fourth grade level, a dance project will be introduced.

10. ELLs have access to computer interactive programs such as Imagine Learning English. Students are taught language arts through the New York City Comprehensive Balanced Literacy Approach. ESL classrooms have leveled libraries particularly aimed at the second language learner. The school has acquired programs from Rigby Publishers and Hampton-Brown Publishers. These are comprehensive programs which focus on language, literacy and content areas. Other materials used are poetry and song charts, realia, flannel boards, LEA charts, interactive journals, wordless books, pattern books, computer programs, and puppets.

Teachers use ESL strategies to promote language development. Such strategies include the use of visuals, audio and recording equipment, TPR and repetition. ESL classrooms are also resource centers available to the entire school. The use of appropriate materials and strategies in the ESL rooms and push-in rooms are central to the children's language development. All materials and resources are grade and age appropriate. 11. P.S. 48 has an extensive library of Native Language Books and translations are easily given to parents and children. Parents are asked which language they prefer for communication and all efforts are made to accommodate the different needs.

12. Yes, required services support, and resources correspond to ELLs' ages and grade levels.

13. Orientations are held for newly registered kindergarten children before the first day of school. Parents are invited and receive welcome packets with useful information as to support staff, routines and expectations. Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a "buddy" system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers' challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. PS 48 has established a welcoming committee and a "New comers Club" with ESL teachers and the guidance counselor acting as staff facilitators to help welcome new admits Computer programs and books with tapes are used for English practice. We plan to extend both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying reading.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3. PS 48 supports on-going staff development for classroom teachers (including special education teachers), paraprofessionals, guidance counselors, psychologists, OT, PT, speech teachers, secretaries and parent coordinators in understanding and dealing with ELL students. Strategies, materials and information are made available to all staff members who interact with ELL children. Staff development is provided during block group preparation periods.

Workshops deal with ELL Standards, Language Acquisition Levels, NYSESLAT and how to incorporate ESL methodologies in the mainstream classroom. In addition, staff development also provides information and activities on how to integrate new immigrant students into the classroom environment.

Professional staff developers from CITE (the Center for Integrated Teacher Education) and Jakaila Consultants have been invited to provide training sessions for mainstream classroom teachers. These consultants are former ESL teachers and administrators and trained in ESL methodology and philosophy. They have emphasized strategies the classroom teacher should utilize while teaching in the content areas. Agendas and attendance sheets are on record in appropriate binders.

Professional development, provided through CITE and educational consultants, is also provided to teachers to help transition students from elementary school to middle school. These professionals also provide workshops for the parents of these students so that helping the children transition to middle school is a team effort on the part of school and family.

These team workshops are also offered in the evening in order to facilitate parent attendance.

Weekly department meetings are also held with the ESL teachers, coaches, Assistant Principal and educational consultant.

### E. Parental Involvement

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

1-4. Parents are an integral part in the education of ELL students. Public School 48 offers a welcoming environment to families of ELL students. The school encourages parents to become involved in all aspects of their children's education.

All school staff members strive to create a welcoming environment to all parents.

Public School 48 offers an orientation meeting where language service programs are discussed and explained so that parents may make an informed choice for the preferred program to deliver language service to their children. Workshops are offered throughout the school year

and information is distributed to parents and translated in many languages. This information includes how the ESL program is delivered, expectations, strategies for parents to use at home, questions and concerns which should be addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test. Workshops are also offered helping parents access the new school website and ELL page, and ARIS reports. Use of the school library computers for access to these sites is also offered. Community based organizations, such as the Federation of Italian-American Organizations, and agencies are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents.

Information is distributed to parents and translated in many languages.

Parents' needs are evaluated by utilizing evaluation sheets at the end of each meeting and workshops. These evaluation sheets also provide feedback as to what topics should be covered at future meetings.

Use of the school library computers for access to these sites is also offered.

Community based organizations, such as the Federation of Italian-American Organizations, Reaching Out Community Services and NEA are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents.

Information is distributed to parents and translated in many languages. This year we have also instituted a monthly grade newsletter.

Parents are invited to PS48 for curriculum meetings, publishing, cultural and other celebrations, PTA events and participation in school trips.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	29	3	8	6	3								62
Intermediate(I)	18	12	10	11	3	8								62
Advanced (A)	0	5	10	12	22	6								55
Total	31	46	23	31	31	17	0	0	0	0	0	0	0	179

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	3	0	0	0	0							
	I	1	7	1	2	1	4							
	A	0	13	15	11	6	3							
	P													
READING/WRITING	B	1	24	2	4	2	0							
	I	0	12	10	11	3	7							
	A	0	2	6	11	22	7							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	7	20	0	29
4	3	7	7	0	17

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	0	4	6	0	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	4	0	20	0	6	0	31
4	0	0	2	0	9	0	9	0	20
5	0	0	0	0	7	0	4	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	4	0	8	0	5	0	19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

1-6. The chart below reflects how the ELL student population is categorized by grade and level.

School: PS 48 # of ESL Students by Grade and Level

Level: >	Beginning		Intermediate		Advanced		Totals		
Grade: ↓	Gen Ed	Spec Ed	Gen Ed	Spec Ed	Gen Ed	Spec Ed	Gen Ed	Spec Ed	All
K*	11	2			16	2	27	4	31
1	29		12		5		46	0	46
2	1	2	7	3	9	1	17	6	23
3	6	2	9	2	11	1	26	5	31
4	5	1	1	2	22		28	3	31
5	3		8		6		17		17
Total	55	7	37	7	69	4	161	18	179

K\*= LAB-R assessment

As children advance in grade level, achievement in Listening and Speaking improves. Oral language development progresses as ELLs increase vocabulary. Reading and Writing skills emerge in later stages of language acquisition. As ELLs acquire Listening and Reading skills, they start to achieve goals in Reading and Writing. For children at the pre-production stage, teachers provide opportunities for active listening, using realia and visuals. Students are surrounded with language such as chants, songs and simple poems. The use of physical movement in language activities (TPR) and the encouragement of art, mime and music are used throughout the curriculum and are excellent forms of creative expression.

Children at the speech emergent stage of language acquisition benefit from our teachers focusing on communication in meaningful contexts and the use of asking open-ended questions. Teachers model, expand and enrich student language. The use of puppets, flannel boards and role-playing aid in the retelling of stories. At this stage, shared reading, guided reading and storytelling are very beneficial to language acquisition.

At the intermediate and advanced stages, teachers facilitate more advanced literature studies and provide opportunities for children to create oral and written narratives. Realistic writing experiences, such as writing letters, are also used at this stage. Teachers also continue on-going language development through integrated language arts, scaffolding of instruction and content-area activities. The ESL teacher makes instruction comprehensible to ELLs through a variety of means, which may include but not be limited to the use of gestures, visuals, realia or concrete examples, and through the routines of the school day. Materials and activities are meaningful and natural for learning to occur in a meaningful communicative context. Language skills are assessed and assessment used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation. Students are provided with the opportunities to participate in communicative use of language in a wide range of activities.

Teachers use periodic assessments, portfolios, observations and checklists to assess the progress of ELLs who are not ready to complete traditional reading and writing evaluations which require reading on grade level. According to research in this field, we know that ELL students require more time to be fully proficient in the language skills needed to achieve in the content areas. Although tests may be provided in their native languages, some children may not have been taught materials in these content areas in their previous schooling. For these children, the school provides programs to improve their achievement. The school provides mentoring during the extended day, and before and after school programs which support these children by using ESL methods to make content area material more comprehensible to ELLs.

During push-in periods with an ESL teacher, the focus is to work with and support the children who need the additional help in reading, speaking and the content areas.

Early literacy skills of ELLs are assessed through use of the DRA, E-Class, and teacher- made assessments. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.

### Additional Information

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		