



**P.S.48M
MICHAEL J. BUCZEK SCHOOL**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: DISTRICT 6/ MANHATTAN/06M048
ADDRESS: 4360 BROADWAY
TELEPHONE: (917) 521-3800
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 48 **SCHOOL NAME:** Michael J. Buczek

DISTRICT: 06 **CLUSTER 6/NETWORK 601** Larry Block, Network Leader

SCHOOL ADDRESS: 4360 Broadway

SCHOOL TELEPHONE: 917-521-3800 **FAX:** 917-521-3805

SCHOOL CONTACT PERSON: Tracy Walsh **EMAIL ADDRESS:** twalsh@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Maleta Apogo-Radji

PRINCIPAL Tracy Walsh

UFT CHAPTER LEADER Ann Johneris

PARENTS' ASSOCIATION PRESIDENT Yvonne Piedhahita

Martha Madera

COMMUNITY SCHOOL DISTRICT SUPERINTENDENT _____

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/ronlyres/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
Tracy Walsh	*Principal or Designee	
Maleta Apogo-Radji	*UFT Chapter Chairperson or Designee	
Yvonne Piedrahita	*PA/PTA President or Designated Co-President	
Trennis Smith	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Daisy Goins	Member/ Parent	
Angela Garceas	Member/ Parent	
Yaneska Baez	Member/ Parent	
Grethel Marin	Member/Parent	
Grace Loew	Member/4 th Grade Teacher	
Chris Cannavo	Member/3 rd Grade Teacher	
Quran Francis	Member/Kindergarten Teacher	
Traci Goodwin	Member/ Kindergarten Teacher	

(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.

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

As a result of a vibrant and forward-looking community, the school has established and continues to develop systematic and systemic data collection analysis and usage. The students enjoy lively lessons in which hands-on activities make learning exciting. The school analyzes performance of specific groups such as English language learners and special education students. Teachers apply their understanding of students' progress effectively to differentiate instruction. Our school identifies and monitors each child's stages of improvement, in differentiation of learning, taking into account their learning styles and the modalities of speaking, listening, reading and writing.

P.S. 48's success is attributed to strong and creative leadership, as well as empowered teachers who contribute their various knowledge and skills. Our school has a unity of purpose and an academic commitment to develop, curriculum in content area, using standards-based tracking systems. Teachers in all capacities collaborate in teams and support each other in the pursuit of improving instruction. Planning for our school's development is focused, structured and time-framed in line with the data analysis.

Our classroom organization and planning for English language learners and special education students are well structured. Students experience academic rigor and an enriched curriculum as a result of the high expectations of teachers and the wide variety of stimulating lessons they receive. Our teachers create curriculum plans using the *America's Choice Literacy Design Model* in reading and writing. In Math, we use the *Everyday Math Program* to expose students to a variety of grade-

appropriate math concepts and problem-solving approaches. Social Studies instruction follows a scope and sequence established the *New York State Core Curriculum for Social Studies*. Standards-based unit plans are utilized in Science, which enables students to develop content vocabulary, as well as procedural writing skills.

In addition to the core curriculum, our school offers students a variety of cluster classes and academic support. P.S. 48's technology program is incorporated into all aspects of the content areas. To ensure that students acquire a well-rounded education, music, theater and fine arts enhance the academic curriculum. On each grade level, self-contained ESL (except third grade), Dual Language and CTT classes provide specific instruction to support targeted subgroups of the school's population.

At P.S.48, we recognize that families and other community members are a vital part of all students' academic and social success. We consider family involvement an essential component for a successful educational program. Our school's parent coordinator works closely with the PA president and Parent Association to coordinate workshops, parenting skills courses and meetings based on parent needs and to provide important information regarding the school's educational programs.

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				
School Name:	Michael J. Buczek (P.S.48M)			
District:	06	DBN #:	06/0M/48	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	16	18			92.4	95.0			
Kindergarten	81	79							
Grade 1	87	80		Student Stability: % of Enrollment					
Grade 2	102	91		(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	93	90			93.3	95.0			
Grade 4	89	90							
Grade 5	99	89		Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					85.3	84.8			
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	7	3		
Grade 12									
Ungraded	10	4		Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	577	538			14	11			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	4		Principal Suspensions	3	6			
No. in Collaborative Team Teaching (CTT) Classes	61	52		Superintendent Suspensions	1	1			
Number all others	47	50							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	27	98		Early College HS Participants			
# in Dual Lang. Programs	83	94					
# receiving ESL services only	149	147		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	24	17		(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	59	54	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	24	19	
(As of October 31)	2007-08	7	7	Number of Educational Paraprofessionals	7	7	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100.0
American Indian or Alaska Native	0.0	0.0		Percent more than two years teaching in this school	67.3	71.2	
Black or African American	3.5	3.2		Percent more than five years teaching anywhere	36.5	37.3	
Hispanic or Latino	93.4	92.4		Percent Masters Degree or higher	83.0	75.0	
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.1		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	92.5	
White	2.4	2.4					
Multi-racial							
Male	53.4	53.7					
Female	46.6	46.6					

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 checked="" 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<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)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	√SH	✓	-				
Limited English Proficient	√SH	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	5	5	4				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

We referenced to the most current version of the following documents: *The Quality Review Report, the Quality Review Self-Evaluation, the Progress Report, and NYS School Report Card* and the *P.S. 48 Teachers' Survey* (designed to gather information on writing pedagogy), to assess our school's needs. Based on evidential findings in the *Quality Review Report*, P.S. 48 has developed a broad base of student data and uses teacher strengths and skills well to apply data analysis for planning and instruction. Our data management to support reading progress is exemplary. Our school targets the needs of our large population of English language learners and special education students well and as a result, they have made good progress. P.S. 48 has focused, for the last five years, on the development of teacher-created curriculum plans in core curriculum areas. This endeavor has been an empowering process for all involved members.

After we examined class written assignments, DRA written responses and the ELA State exam, we determined that our students needed additional instructional support to improve skills. We identified our instructional focus by using the DWA rubric to assess the individual student's writing needs and thereby establish short-term goals for each student. This type of data collection is invaluable for detailed analysis leading to a continuous cycle of instructional decision-making, appropriate professional development and implementation of best pedagogical practice. Our school is taking proactive measures to respond to this need of the general school population

P.S. 48's student demographic is comprised of 92.4% Hispanic or Latino, 3.2% African-American, 2.4% White, and 1.1% Asian or other Pacific Islander. Since 2006, new arrivals, who have

been in the United States for more than one year, were required to take the ELA exam. Despite the challenges of building proficiency in test-taking and language deficits of our ELL population, the percentage of our students making one year progress increased. The process of data collecting at our school enables us to note performance trends, particularly in subgroups needing to make more than one year's progress. By utilizing and relying on the currently implemented data systems, we can effectively monitor and project progress. We need to build on strategies established in developing reading data to extend to writing.

Teachers work diligently to develop curriculum that differentiates instruction in the classroom despite time constraints. Our teachers meet regularly to plan instructional efforts and provide each other with constructive feedback to refine their pedagogical practice. AIS staff is well-versed in intervention methodology and the use of supplemental instructional materials. They assist in closing the learning gap by instructing in small groups both in and out of the classroom. Our school's pedagogical staff qualifications reflect an increase in the percentage of teachers with master's degrees plus 30 hours.

The 2009-2010 NYC Progress Report indicated that we are closing the achievement gap in reading. In grades 3-5, the number of students who scored at levels 3 and 4 on the ELA exam increased. P.S. 48 experienced a 16% increase in third grade, a 7.9% improvement in grade four, and in fifth grade our school witnessed a 14.5% augmentation. Overall, the number of students receiving levels 3 and 4 in reading improved by 12.5%, which caused a decrease in the number of students receiving scores at levels 1 and 2.

In math, we continue to close the achievement gap. In 2009-2010, our school experienced a 22% increase in the number of third grade students attaining level 3 or 4, a notable 3.5% increase in fourth grade and an impressive 3.7.7% in the fifth grade. Overall, the number of students receiving levels 3 and 4 in math advanced by 10%, which caused a decrease in the number of students receiving scores of levels 1 and 2. However, ELL's and Latino students scored in the lowest one-third percentile.

In 2009-10, we focused on various ways to increase parent involvement at P.S. 48. We believe that to continue to improve involvement, we must organize school-wide activities to encourage parent participation. P.S. 48 is aware that parental involvement is one of the keys to our students' academic success. We are convinced that our parents bring rich experiences and varied knowledge that enrich the

school's learning environment and culture. In exchange, our parents benefit from being exposed to instructional strategies that they can be utilized at home with their child. P.S. 48 is planning a number of events that will attract and increase family attendance and development and improve partnerships. Based on 610 families, our goal is to have at least 15% increase in active participation (from 25% to 40%).

P.S. 48 recognizes that, in order to become literate in the 21st century, technology must be integrated throughout all content areas. Therefore, we have introduced technology as a CEP goal for 2010-11. Our teachers and students need to develop familiarity with, and proficiency skills in, using current technology. It is one of the many ways that we can differentiate classroom instruction. It also offers flexibility in their use of technology for research learning, project presentation, and content area writing. Thanks to a generous grant in the 2009-10 school year, P.S. 48 purchased and installed *Smartboards and projectors* in 95% of the classrooms. *Elmo* document projectors, and desktop computers for our computer lab, were also purchased to assist us in achieving our technology goal. Utilizing technology in the classroom will help to bridge the academic gap for our special needs and ELL's students. It will also assist us in closing the language gap that places many of our students at a disadvantage.

One of the many barriers, that continue to challenge our ability to integrate technology at PS 48, is the building of "a school community of practice". We are working with our existing technology to accelerate classroom instruction. However, time is needed to become familiar with the technology and explore innovative ideas for literacy learning. It is important to create formal and informal opportunities for professional, as well as academic growth. Seeing examples of technology integration, in a variety of ways throughout our school, will help improve our instructional delivery. The most significant barrier, that makes it difficult to effectively implement technology in our school, is our limited network bandwidth. As our use of technology in the classroom increases, we need bandwidth that will enable us to carry enough information to sustain the succession of images in a video presentation, documents and other online educational resources throughout classrooms in our school.

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.

1) Writing-

By June 2011, 90% of students will achieve targeted writing indicators as measured by the DWA rubric derived from developmentally-appropriate Writing Continuum and NYS grade-level standards.

2) Parental Involvement-

By June 2011, there will be a 15% increase (from 25-40%) in the number of parents participating in school activities as measured by comparison to the 2009-10 attendance records.

3) Technology-

By June 2011, 90% of teachers will integrate a variety of technological tools (*Smartboards, Elmo* document projectors, laptops with internet access, etc.), in classroom instruction, to assess and improve students' learning in all content areas.

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): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of students will achieve targeted writing indicators as measured by the DWA rubric derived from developmentally-appropriate Writing Continuum and NYS grade-level standards by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will assess writing skills three times a year using the DWA • AUSSIE will provide 18 sessions of PD • AIS teachers will push in to administer small group instruction a least four times a week • Literacy Coaches will facilitate writing PD periodically throughout the year • Teachers will utilize a five-point genre specific standards-based rubric during one-to-one student conferencing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • Weekly common grade planning sessions and monthly meetings will be used to train staff on analyzing student work with the use of the standards-based rubrics. • Title I and Title I ARRA Funds used specifically for America’s Choice and AUSSIE Professional Development • Title III Dual-Language/ESL Study Groups • UFTTC funds for developing writing from oral language and word study • C4E Allocations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Throughout 2010-11, Literacy common planning meetings will include examining student writing to identify trends and needs of our population. • Teachers will assess writing skills three times a year using the DWA rubric. • Teachers will examine the baseline writing to gauge students’ interim progress • Teachers will use students’ conference notes to determine next steps as measured by ↓

	the Writing Continuum <i>Key Indicators</i> . Writing rubrics will be developed to align with the NYS New Core Curriculum Standards, to assure that instructional grade-level standards are achieved.
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Subject/Area (where relevant): Parental Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During the 2010-11 school year, there will be a 15% increase (from 25-40%) in number of parents participating in school activities as measured by comparison to the 2009-10 attendance records.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • PA fundraising activities • PA meetings • Parent Coordinator workshops and information meetings • School-wide parent newsletter • <i>Family Math Night</i> • Family Math Games Day • Family Math Literature Day • Math workshops • <i>Publishing Parties</i> celebrating students’ writing and various in-class/school-wide presentations (i.e., puppet shows, modern dance, ballroom dancing, etc.) throughout the year • Parent workshops on preparing for standardized testing
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Title I Parent Involvement Funds • Teachers, ELL Coordinator, Parent Coordinator, Coaches, Study Groups

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Throughout the 2010-11 school year, our parent coordinator will monitor attendance sheets from each scheduled event for families to measure growth from the 2009-10 school year. • Throughout the 2010-11 school year, our school will analyze evaluation forms to generate feedback from our various planned activities to determine our next steps to improve parent involvement by 15%.
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Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of teachers will integrate a variety of technological tools (<i>Smartboards, Elmo</i> document projectors, laptops with internet access, etc.), in classroom instruction, to assess and improve students’ writing in all content areas, as well as, increasing proficiency in, and learning through, technology by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will use curriculum maps to determine appropriate areas to implement technology in their instruction • Technology will be implemented daily using <i>Smartboards</i> and Elmo Document projectors in classrooms • Computer skills will be developed during weekly technology class • School-wide project-based research learning using technology will be implemented • Students will use programs such as: <i>Glogster, MakeBeliefComix.com, Wikispaces, digital I-movies, etc.</i>, to create child-appropriate newsletters and other school-related writing to increase proficiency in technology and develop and expand their literacy skills • Uploading student-created documents and child-friendly website links on the P.S. 48 PLC <i>Wikispaces</i> that require the use of technology
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • UFTTC Funds for off-site training • P.S. 48M funds for on-site training for <i>Smartboards</i> • PD on Chancellor’s Conference Day • In-class coaching on implementing <i>Wikispaces</i> to upload lesson plans, resource materials, and website links, for referencing; and digital stories using <i>I-movie (a software program for Mac computers)</i>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Meeting agendas and minutes (focusing on teachers' feedback)
- Teacher-created assessment rubrics on using technology
- Project-based student work assessment rubrics
- Evidence of 90% usage of technology throughout the school by June 2011

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	50	45	N/A	N/A	3	1	1	2
1	55	40	N/A	N/A	0	1	1	1
2	60	50	N/A	N/A	1	2	1	3
3	45	40	N/A	N/A	3	2	1	4
4	48	40	30	25	4	2	1	2
5	50	35	30	25	5	2	1	3
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 DIBELS, DRA or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Type of Programs:</p> <p>At Risk Students</p> <p>1) <i>Foundations</i>- <i>Foundations</i> is a phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grades K-2 students one period per day during the school day.</p> <p>2) <i>Wilson- Wilson Reading System</i> is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teachers deliver differentiated instruction to small groups of grades 3-5 students one period per day during the school day.</p> <p>3) <i>Estrellita- Estrellita</i> is a Spanish language phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.</p> <p>4) Guided Reading Groups-Each lesson has a set of objectives to be taught through the course of a session. Teachers will aid students in decoding words, figuring meaning, etc. AIS teachers deliver differentiated instruction to small groups of K-5 students one period per day during the school day.</p> <p>English as a Second Language</p> <p>English as a Second Language- one ESL teacher in grades K-5, utilizing the Push-in/Pull-out model, delivers differentiated instruction to small groups of students who have not achieved</p>

	proficiency on the <i>NYSESLAT</i> . Each group is serviced for one period per day during the school day.
Mathematics:	<i>Everyday Math- Everyday Math</i> is a standards-based curriculum developed by the University of Chicago. It is research-based; has been field-tested and proven by results; it teaches basic skills and conceptual thinking; uses a hands-on approach; and sets higher expectations. One AIS teacher provide differentiated instruction to small groups of grades 3-5 students one period per day during the school day.
Science:	During the mandated four periods per week of science instruction teachers will integrate the literacy genres of non-fiction informational texts and procedural narratives
Social Studies:	During the mandated four periods per week of social studies instruction teachers will integrate the literacy genres of non-fiction informational texts and procedural narratives
At-risk Services Provided by the Guidance Counselor:	One full-time school guidance counselor provides crisis counseling services to grades K-5 during the school day, one period a week, more or less, depending on the students' needs. The service is provided in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-risk Services Provided by the School Psychologist:	Clinical services are provided by a part-time psychologist from Columbia-Presbyterian. The services offer agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	One part-time school social worker provides counseling services to at risk students during the school day one period a week, more or less, depending on the students' needs. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	One school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity, asthma, etc.

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.

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: 60 LEP 60 Non-LEP

Number of Teachers 6 Other Staff (Specify) Assistant Principal/ELL Coordinator

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.

P.S 48 Man. is a neighborhood pre-K through grade 5 school comprised of 601 students and has approximately 265 ELL students. The school population is 93% Hispanic. In addition to Spanish the other languages represented include Arabic, Albanian, Georgian, Chinese and Russian. The number of ELL students is based upon the results of the 2010 Lab-R and the 2010 NYSESLAT. These ELL students are in ESL self-contained classes, dual language classes and in free-standing ESL classes across the grades from Kindergarten through fifth. Each grade (except for third grade) includes an ESL self-contained class and a Spanish dual language class. There are two dual language Kindergarten classes. The ESL classes are all taught by licensed ESL teachers. The Spanish dual language classes are taught by licensed bilingual Spanish teachers. English and Spanish are taught on alternate days in the dual language classes.

After an analysis of the Spring 2010 NYSESLAT scores including the combined raw scores of listening/speaking, reading/writing, as per the RNMR report Title III students will be grouped according to their language needs and abilities. Title III teachers will emphasize instruction for the modalities where students need assistance to achieve English proficiency. The designed Title III Program will enhance the ESL and dual language classroom instruction by offering additional instructional time, and small group instruction in order to meet the language needs of the students. The assistant principal in charge of bilingual education and ESL instruction will supervise the program.

Title III funds will be used for six instructional after school groups that will service a total of 60 ELL students:

All six groups of children will be instructed by licensed ESL teachers. All of the groups will meet two times per week for one and one half hours each session. The groups will meet for a total of three hours per week, for a total of twenty four and one half weeks.

After school group 1 will consist of ten students in grades three through five. These students are recent arrival from the DR. They have scores at the beginning level as per the Lab-R. In addition, these ten students are also SIFE. The Santillana Rainbow Collection will be used to instruct these students. Poetry, songs and games will also be used in order to provide BICS.

After school groups 2 and 3 will consist of twenty third grade students who have not met their AMAO according to the RNMR report. These two groups will also include students who have narrowly met their AMAO. These two groups will be administered the ELA for the first time. Guided reading books according to their DRA levels will be used for reading instruction. Writing skills will also be emphasized, as the RNMR report indicates that these students also need additional writing support.

After school groups 4 and 5 will consist of a total of twenty fourth grade students who have not met their AMAO according to the RNMR report. These two groups will also include students who have narrowly met their AMAO. Guided reading books according to their DRA levels will be used for reading instruction. Writing skills will also be emphasized, as the RNMR report indicates that these students also need additional writing support.

After school group 6 will consist of a total of ten fifth grade students who have not met their AMAO and/or have narrowly met their AMAO as per the RNMR report. These students will also be instructed in reading and writing. They too will use guided reading books that are determined by their DRA levels.

Reading and writing instruction across the content areas will be emphasized with groups 2 through 6.

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.

There will be a Title III curriculum development ESL/DL Study Group. Eight teachers, one literacy coach and the assistant principal in charge of bilingual education and ESL will participate in the group. The group will read “English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction” by Christina M. Celic.

There will be one evening parent workshop that will be staffed by a total of twelve teachers. The parent workshop will be for a total of two hours. This workshop will offer parents ideas on how they can support the school’s reading and writing goals with their own children.

Section III. Title III Budget

School: PS 48 Man BEDS Code: 310600010048

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$21,930.93	Six teachers will each instruct 1 after school group for 2 days a week for 1 ½ hours per day @ \$49.73 for 24 ½ weeks.
- Per session	\$ 3,773.49	1 supervisor will supervise the 6 after school groups and teachers for 2 days per week for 1 ½ hours per day @\$51.34 for 24 ½ weeks.
-	\$11,636.82	8 teachers and 1 literacy coach will participate in the Title III curriculum development ESL/DL Study Group for 2days per month for 1 ½ hours per day @ \$49.73 for 26 hours total.
	\$ 1,334.84	1 supervisor will participate in the Title III curriculum development ESL/DL Study Group for 2days per month for 1 ½ hours per day @ \$51.34 for 26 hours total.
	\$1,193.52	12 teachers will conduct parent evening workshops for a total of 2 hours.
	\$102.68	1 supervisor will coordinate and supervise parent evening workshop for a total of 2 hours.

Purchased services - High quality staff and curriculum development contracts.	TBD	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$221.92	8 copies of English Language Learners Day by Day, K-6: A Complete Guide to Literacy, Content-Area, and Language Instruction by Christina M. Celic at \$27.74 per copy will be purchased for use by participants in the ESL/Dual Language Study Group
Educational Software (Object Code 199)	TBD	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	\$40,194.20	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

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:	606,928	61,358	
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,069	638	6,707
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,346	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,000	*	

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.

* 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.

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.

Title I School Parental Involvement Policy

I. General Expectations

The Michael J. Buczek School, P.S. 48, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and , including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - ***Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-***
 - *That parents play an integral role in assisting their child's learning;*
 - *That parents are encouraged to be actively involved in their child's education at school;*
 - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
 - *The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.*

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 48 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - a. Presentation to School Leadership Team
 - b. Advocate for parent participation at PA meetings and all parent workshops
2. **P.S. 48 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - a. Presentation to School Leadership Team
 - b. Advocate for parent participation at PA meetings and all parent workshops
 - c. Parent participation during school Learning Walks
3. **P.S. 48 will provide the following necessary coordination, technical assistance. And other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - a. Family Math Night
 - b. Family Literacy Night
 - c. Explanation of Comprehensive School Reform efforts
 - d. Orientation to America's Choice
 - e. Translation of homework assignments
 - f. Parent workshops on all curriculum areas
 - g. Parent workshops on preparing for standardized testing

4. **P.S. 48 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**
 - a. *America's Choice*
 - b. *Everyday Mathematics*

5. **P.S. 48 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**
 - a. Parent survey which is translated; parent coordinator will be responsible for collection. Analysis will be conducted by parent coordinator, PA president and team of parent volunteers.
 - b. School Leadership Team will conduct its own survey and questionnaire and parents on the SLT will correlate results and disseminate to parent population. Suggestions for improvement and for additional workshops and support will be implemented by parent coordinator.

6. **P.S. 48 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - a. 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, the requirements of Part A, how to monitor their child's progress, and to work with educators:*
 1. *Parent workshops are held to inform parents about America's Choice and Everyday Mathematics. These workshops cover all the elements of both programs including the workshop model and how on all New York State assessment is implemented. Additionally, workshops are presented on all New York State assessments with suggestions given on how parents can support their children. Parent Teacher conference and Back to School Night provide additional informational sessions for parents. Meetings are held to explain P.S. 48's Comprehensive School Reform efforts as well as to explain the school's report card. Additionally, the parent coordinator has an open door policy which allows any parent to walk in and get questions answered.*

- b. The school will provide materials and training to help parents work with their children to improve their children academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. America’s Choice literacy training
 - ii. Choosing Books for Your Child
 - iii. How to Read Aloud to Your Child
 - iv. Inviting parents to literacy celebrations at the completion of each reading and writing unit of study
 - v. ESL classes for parents

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all the other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by discussion at School Leadership Team meetings and PA informational meetings. This policy was adopted by Michael C. Buczek School, P.S. 48, on September 18, 2009 and will be in effect for the period of two years. The School will distribute this policy to all parents of participating Title I, Part A children on or before September 25, 2009.

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

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

P.S. 48 SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Michael J. Buczek School, P.S. 48, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - **Literacy Instruction:** *Current strategies for improving instruction and student performance in English language arts include the implementation of America’s Choice research-based model of balanced literacy instruction which a standards-driven 120 minute balanced literacy block which incorporates independent/paired reading, shared reading, guided reading, literacy centers. Response groups, writer’s workshop, word study and reading and writing conferences. New York State Performance Standards serve as the framework for meeting grade benchmarks. Assessment of literacy learning occurs at periodic intervals throughout the years. In addition to informal assessments, the following assessments are utilized: ECLAS, DRA, running records, standardized testing results.*
 - **Mathematics Instruction:** *Mathematics instruction for grades K-5 utilizes “Everyday Mathematics” during a 75 minute math block. New York State Performance Standards serve as the framework for meeting grade benchmarks. “Math Steps”, a supplemental program, provides additional skill building activities.*
 - **Science Instruction:** *Science instruction follows a scope and sequence dictated by New York State Standards and correlating with the New York Scope and Sequence whereby students are afforded opportunities to engage in inquiry while incorporating the scientific method in a hands-on workshop model.*
 - **Social Studies:** *Social studies instruction follows a scope and sequence dictated by the New York State Core Curriculum for Social Studies. All grades participate in Understanding by Design (UbD) planning to provide unit mapping of content material.*
 - **English as a Second Language:** *Certified ESL teachers provide English language learners with specific standard-based instruction to develop English proficiency.*

- **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:**
 - **November 09, 2010**
 - **March 21, 2011**

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Report Cards are issued during parent/teacher conferences. Appointments are made for parents not attending conferences to come in at a mutually convenient time in order to discuss a child’s progress.*
 - *Parents are expected to monitor reading progress by signing children’s reading logs.*
 - *Dissemination of the school Report Card to all parents*
 - *Distribution to parents of Interim Assessment results*
 - *Teacher notes to parents*
 - *Parent Newsletter*
 - *Meetings with teachers, guidance counselor and Child Study Team*

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Back to school night affords parents the opportunity to meet their child's teacher and understand expected benchmarks in all curriculum areas.*
 - *Coaches will facilitate a series of workshops on standardized testing to both acquaint parents with the format of the various tests and give them strategies for assisting their children in preparing for these tests. These workshops will be held monthly.*
 - *Our parent coordinator works with the Parent Association and community based organizations to coordinate workshops, parenting skills courses, and meetings based on parent needs and provide important information regarding the educational programs at P.S. 48.*
 - *Family Math Night is held in the Fall and Spring.*
 - *Teachers make themselves available during their preps for consultation with concerned parents.*

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - *Family Math Night allows for parents, teachers and children to play math games and other interactive math activities.*
 - *Parents are invited to attend all class performances and holiday shows.*
 - *Literacy celebrations are part of every unit of study. Parents are invited to share in these celebrations.*
 - *Our library program encourages collaboration with parents. A parent library is housed in our school library. Parents are afforded the opportunity to participate in special library events such as "Dr. Seuss Day".*
 - *Open School Week gives parents the opportunity to spend the day in the classroom.*

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 every day for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities every day;*
 - *providing an environment conducive for study;*
 - *scheduling daily homework time;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*

- *volunteering in my child's classroom;*
- *attending parent workshops, parent conferences and open school week*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all the notices 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 expectations and offer praise and encouragement for achievements;*

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each 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	✓			\$606,926	✓	20, 21, 28
Title I, Part A (ARRA)	Federal	✓			\$637,774	✓	20, 21, 28
Title II, Part A	Federal	✓			\$199,481	✓	20, 28
Title III, Part A	Federal	✓			\$40,200	✓	25, 26
Title IV	Federal			✓		n/a	
IDEA	Federal	✓			\$64,999	✓	21
Tax Levy	Local	✓			\$2,991,538	✓	

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 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.

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
 - 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: _____ **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: n/a

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
(3)
2. Please describe the services you are planning to provide to the STH population.
The guidance counselor and/or social worker:
 - establish a comprehensive record keeping system that meet children's needs and promote interest and abilities through consistent, ongoing review
 - offer community experiences to children and parents that will (a) broaden their approaches to learning and community living, and (b) foster intergroup appreciation, understanding and respect
 - establish a list of community agencies and resources that can assist parents in raising and educating their children
 - screen children and identifies special needs early; make referrals to the Committee on Special Education; and alleviate parents' fears by explaining their due process rights
 - maintain a liaison with community, DOE, and school services
 - conduct school orientation programs and help students move on to the next grade or school level

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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

School Name:	P.S. 048 P.O. Michael J. Buczek					
District:	6	DBN:	06M048	School		310600010048

DEMOGRAPHICS

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		

Enrollment				Attendance - % of days students attended:			
<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	18	36	36		93.4	94.4	94.1
Kindergarten	79	105	93				
Grade 1	80	102	114	Student Stability - % of Enrollment:			
Grade 2	91	67	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	102	77		93.3	89.5	94.5
Grade 4	90	95	101				
Grade 5	89	95	80	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.3	95.0	96.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	28	48
Grade 12	0	0	0				
Ungraded	4	6	1	Recent Immigrants - Total Number:			
Total	538	608	602	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					14	11	28

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	4	10	12	Principal Suspensions	9	6	10
# in Collaborative Team Teaching (CTT) Classes	52	52	45	Superintendent Suspensions	2	1	2
Number all others	50	42	41				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	98	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	94	110	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	147	161	TBD
# ELLs with IEPs	17	52	TBD
Number of Teachers	59	54	52
Number of Administrators and Other Professionals	24	19	10
Number of Educational Paraprofessionals	7	7	14

These students are included in the General and Special Education enrollment information above.

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	98.1
				% more than 2 years teaching in this school	71.2	72.2	90.4
				% more than 5 years teaching anywhere	37.3	48.1	65.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	80.0	90.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	92.5	98.8	98.4
Black or African American	3.2	3.5	2.7				
Hispanic or Latino	92.4	91.4	93.7				
Asian or Native Hawaiian/Other Pacific	1.1	1.2	0.7				
White	2.4	2.8	2.3				
Male	53.7	51.3	48.7				
Female	46.3	48.7	51.3				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated 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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 6 Manhattan	School P.S. 48 Man.
Principal Tracy A. Walsh	Assistant Principal Carmen Quintas
Coach Maleta Apogo-Radji	Coach Laura Ayala
Teacher/Subject Area Ann Johneris/ESL	Guidance Counselor Rose Fung Saldana
Teacher/Subject Area Jonathan Hogan/ESL	Parent Daisy Goins
Teacher/Subject Area Tanya Austrie/ESL	Parent Coordinator Arlene Tavarez
Related Service Provider Alice Luna	SAF Jose Ruiz, CEO
Network Leader Lawrence Block	Other Norma Davila

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	7	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	610	Total Number of ELLs	276	ELLs as Share of Total Student Population (%)	45.25%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.

- 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.)
- 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.

Part III: ELL Demographics

A. ELL Programs

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	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	1	1	1	1	1	1	0	0	0	6
Freestanding ESL										
Self-Contained	1	1	1	1	1	1	0	0	0	6
Push-In	1	2	2	1	1	1	0	0	0	8
Total	3	4	4	3	3	3	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	276	Newcomers (ELLs receiving service 0-3 years)	181	Special Education	29
SIFE	7	ELLs receiving service 4-6 years	90	Long-Term (completed 6 years)	5

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	0	0	0	0	0	0	0	0	0
Dual Language	87	7	0	21	0	0	1	0	0	109
ESL	94	0	17	69	0	11	4	0	1	167
Total	181	7	17	90	0	11	5	0	1	276

Number of ELLs in a TBE program who are in alternate placement: 0

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	17	7	22	6	13	4	19	8	13	4	25	3	0	0	0	0	0	0	109	32
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	17	7	22	6	13	4	19	8	13	4	25	3	0	0	0	0	0	0	109	32

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>74</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>3</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>30</u>
	Other: <u>0</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	35	27	21	34	20	23	0	0	0	160
Chinese	1									1
Russian										0
Bengali										0
Urdu										0
Arabic		2	1	1	1					5
Haitian Creole										0
French										0
Korean										0
Punjabi										0

Polish											0
Albanian											0
Other				1							1
TOTAL	36	29	22	36	21	23	0	0	0	0	167

Programming and Scheduling Information

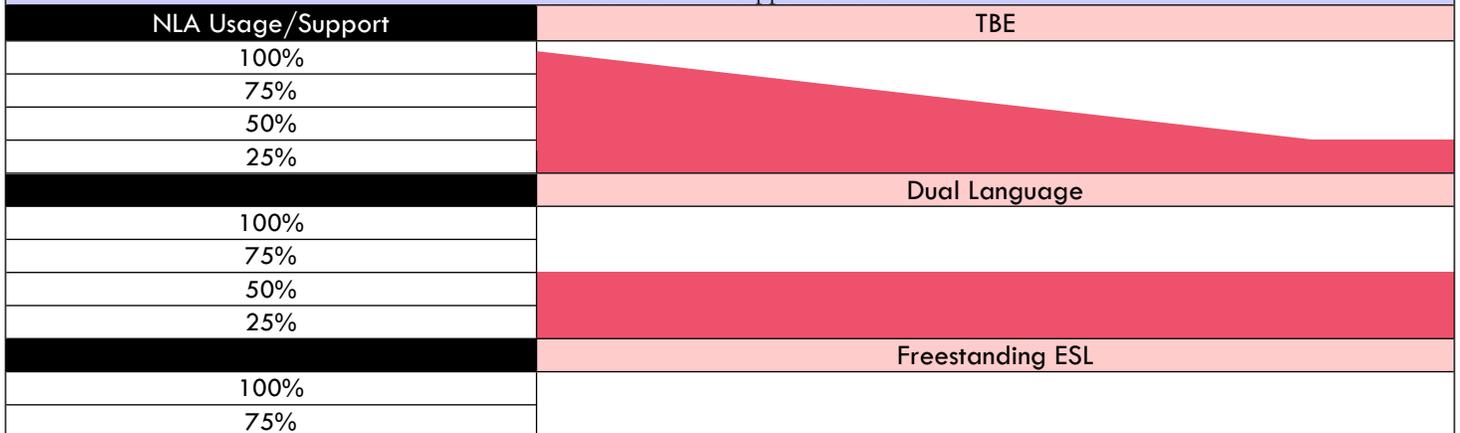
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	ELLs identified as having special needs.		
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	30	20	5	11	8	6	0	0	0	80
Intermediate(I)	0	14	12	21	5	14	0	0	0	66
Advanced (A)	24	14	16	22	19	25	0	0	0	120

Total	54	48	33	54	32	45	0	0	0	266
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NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	1	3	0	3	2	4	0	0	0
	I	2	3	1	5	1	6	0	0	0
	A	1	23	27	8	10	18	0	0	0
	P	0	7	11	40	17	18	0	0	0
READING/ WRITING	B	4	10	3	7	3	6	0	0	0
	I	0	14	12	21	6	12	0	0	0
	A	0	9	10	22	17	24	0	0	0
	P	0	3	14	6	4	4	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	11	10	1	24
4	3	24	7	0	34
5	0	21	9	0	30
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	3	0	24	0	0	0	27
4	5	0	13	0	20	0	2	0	40
5	4	0	8	0	20	0	3	0	35
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	13	0	13	0	4	0	41

8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	13	0	7	0	10	0	1	0	31
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)	0	17	24	4	0	0	4	10	
Chinese Reading Test	0	0	0	0	0	0	0	0	

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 does 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 as 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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Quintas	Assistant Principal		1/14/10
Arlene Tavarez	Parent Coordinator		1/14/10
Ann Johneris	ESL Teacher		1/14/10
Daisy Goins	Parent		1/14/10
Jonathan Hogan/ESL	Teacher/Subject Area		1/14/10
Tanya Austrie/ESL	Teacher/Subject Area		1/14/10
Maleta Apogo-Radji	Coach		1/14/10
Laura Ayala	Coach		1/14/10
Rose Fung Saldana	Guidance Counselor		1/14/10
Jose Ruiz, CEO	School Achievement Facilitator		
Lawrence Block	Network Leader		
Alice Luna	Other		1/14/10
Norma Davila	Other		1/14/10

Signatures

School Principal

Date 1/14/10

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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