



PS 48R WILLIAM G. WILCOX

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R048

ADDRESS: 1055 TARGEE STREET STATEN ISLAND, NY 10304

TELEPHONE: 718-447-8323

FAX: 718-815-3956

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 1055 Targee Street Staten Island, New York

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lori Colacino

PRINCIPAL: Jacqueline Mammolito

UFT CHAPTER LEADER: Susan Lauria

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

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

(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.

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

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

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

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

PS 48 is a school that values Arts Education – our current program includes residency programs with The Solomon Guggenheim Museum and Marquis Studios. The PTA funds our twenty week Learning Through Art (Guggenheim) residency program for third and fourth grade classes.

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 048 William C. Wilcox							
District:		31	DBN:	31R048	School BEDS Code:		353100010048		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		35	37	34			94.6	94.9	TBD
Kindergarten		73	76	89					
Grade 1		72	79	80					
Grade 2		59	68	85					
Grade 3		64	59	73			93.5	92.7	TBD
Grade 4		58	67	64					
Grade 5		54	67	75					
Grade 6		0	0	0					
Grade 7		0	0	0			32.8	36.3	49.3
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	0	0					
Total		415	453	500					
Special Education Enrollment:					Student Stability - % of Enrollment :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	0					
# in Collaborative Team Teaching (CTT) Classes		0	0	0					
Number all others		42	34	44					
<i>These students are included in the enrollment information above.</i>					Poverty Rate - % of Enrollment :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
							32.8	36.3	49.3
English Language Learners (ELL) Enrollment:					Students in Temporary Housing - Total Number:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10			1	4	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		46	38	39					
Suspensions (OSYD Reporting) - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Principal Suspensions		0	0	TBD			3	3	4
Superintendent Suspensions		0	8	TBD					
Special High School Programs - Total Number:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0			24	26	TBD
Early College HS Program Participants		0	0	0					

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	4	Number of Administrators and Other Professionals	7	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.0	65.4	TBD
				% more than 5 years teaching anywhere	62.5	65.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	92.0	TBD
American Indian or Alaska Native	0.5	0.4	0.4		100.0	96.7	TBD
Black or African American	5.8	4.9	4.0				
Hispanic or Latino	13.5	16.1	14.4				
Asian or Native Hawaiian/Other Pacific Isl.	21.9	20.8	20.8				
White	58.3	57.8	59.8				
Male	51.1	50.6	50.6				
Female	48.9	49.4	49.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√		√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	75.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.9			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.8			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	41.2						
(Comprises 60% of the Overall Score)							
Additional Credit:	NR						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

- School Quality Review 2007-2008 Well Developed
- Progress Report 2007-2008 A
- Progress report 2008-2009 A
- Progress Report 2009-2010 B

Performance trends for the 2010 academic school year indicate that ELA scores for all tested students at PS 48 decreased 14% and 10% in mathematics as compared to an overall NYC decrease of 30 - 40%. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.

PS 48 recognizes the disparities for Special Education students and English Language Learners. PS 48 is addressing this achievement gap by providing intense academic intervention services such as extended day (37.5 minute program) as well as after-school academic programs focusing on our ELL and Special Education population. Testing trends at PS 48 indicate a steady increase for African American students scoring at level 3 and level 4 in both ELA and Math.

Over the last four years PS 48 has celebrated a 16% increase in all students scoring at Level 4 (exceeding standards) in ELA. Disadvantaged students scoring at Level 4 indicate a steady gain over the last four years rising from 33% to 82% in Mathematics. For the 2008-2009 school year 96% of all tested students scored at or above Level 3 and Level 4 on the New York State ELA exam. Testing trends at PS 48 indicate a steady increase for African American students scoring at level 3 and level 4 in both ELA and Math. Over the past two years, our third grade special needs population have shown a 22% increase on the New York State Math exam. In addition, PS 48 is extremely proud of our Hispanic or Latino subgroup who have shown a 13% increase moving from zero scoring at Level 4 on

the New York State ELA in 2005-2009 to 13% scoring at level 4 in 2010.

PS 48 is a growing school community. Trends indicate a register growth of 25% for the last five years. As our registers increase and the number of Title 1 eligible students increase, PS 48 continues to raise the bar for all students as evidenced by assessment data, New York State Progress Reports, School Quality Review and New York State test scores.

The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.

- Periodic assessments and other assessment tools created by the school Inquiry Team are used to inform instruction and plan for student achievement.
- Recommendations from the Quality Review to extend a comprehensive school-wide instruction enrichment program for higher achieving students are implemented for the 2008-2009 school year. Qualified students in grades 1-5 are placed in ACE Program (Academic Creative Excellence) Model-based curricula in reading will reflect the following instruction/curricular models: Differentiation of Instruction Model, (Carol Ann Tomlinson) and Schoolwide Enrichment Model (Joseph Renzulli).
- PS 48 is a recipient of a \$15,000 Literacy Grant from the Staten Island Foundation. Funds are used to hire consultants for Professional Development for all teachers in grades 1-5 in the area of reading and writing.
- PS 48 is used as a model for The Schoolwide Enrichment Model – Independent Investigative Model.
- There is a need for additional classroom space. PS 48 has an overall increase of 10% students for the 2010-2011 school year.
- PS 48 qualifies for SWP Title 1 Funds. Funds are used to hire a Literacy Coach, professional development and increase parent involvement.
- Barriers include newly enrolled students who require additional instruction in reading and mathematics to meet standards.
- 2010-2011 State Math and ELA exams indicate a decline of students meeting growth percentile.
- The Language Assessment Battery indicates the number of English Language Learners has increased during the 2010-2011 school year entitling our students to Title III funds. Funds will be used for direct after school services to qualifying students and for professional development.
- Barriers include limited common shared space. All rooms are used for classrooms. Additional funds are necessary for additional staff to support goals to increase student achievement in reading, mathematics and arts instruction for all students.
- School budget does not support after-school or Saturday remedial classes.

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. By June 2011, 100% of classroom teachers will participate in researched based professional development in order to create genre specific rubrics (expository, narrative and informational) aligned with the Common Core Standards as measured by a 10% increase of students at level 3 and 4 on the NYS ELA assessment.

2. By June 2011, 100% of classroom teachers will analyze student performance progress/data to establish goals and plan for future instruction as measured by a 10% increase of students scoring at level 3 and 4 on the NYS ELA assessment. “

3. By June 2011, 100% of classroom teachers will increase their use of assessment data to plan for focused, small group strategy instruction in ELA and Math (with an emphasis on IEP and ELL students) as evidenced by lesson plans, formal and informal observations and walkthroughs. PS 48 is taking part in the Phase 1 Special Education Initiative. Ongoing professional development and support with D0E and CFN409 will assist throughout the Phase 1 process.

Indicators of Interim Progress and/or Accomplishment

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

School prep schedule

Consultant schedule and agendas and attendance sheets

2010-2011 NYC Progress Report and ITT Data

Results of the 2011 NYS ELA exam and gains report

DRA 2 assessments – 60% of students will advance three reading levels Sept-June

Acuity Predictives, Writing genre assessments

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): Inquiry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of classroom teachers will analyze student performance progress/data to establish goals and plan for future instruction as measured by a 10% increase of students scoring at level 3 and 4 on the NYS ELA assessment. “</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2011, 90% of classroom teachers will participate on inquiry teams as documented by the ARIS Inquiry Tool Teams will meet weekly to engage in inquiry work Teams will select student population outside the sphere of success in ELA and Math for Inquiry Team work using student performance data Principal, Literacy Coach and classroom teachers will implement collegial weekly observations, Literacy Coach will meet with classroom teachers to plan for teacher goal setting. Principal will participate in a peer study group using Instructional Rounds as the mentor text with Principals, CFN and DoE employees.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Inquiry Funds, Fair student funding, Title 1 ARRA</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly Inquiry community documentation on ARIS, Lunch Book Club, Teacher goal setting, student goal setting.</p>
--	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of classroom teachers will analyze student performance progress/data to establish goals and plan for future instruction as measured by a 10% increase of students scoring at level 3 and 4 on the NYS ELA assessment. “</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Lesson plans, formal and informal observations, Professional Development provided by Data Specialist, CFN Special education Liaison, ELL Teacher professional development meetings, CFN Math Specialist</p>
<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>	<p>Special Education Phase 1 Reform Funding, Title 1 ARRA SWP, Inquiry Allocation, Data Specialist funding, Title III, Fair Student Funding</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators include periodic assessments DRA 2 assessment data, end of unit assessments, formal and informal observations, curriculum maps</p>
--	---

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	5	5	N/A	N/A			1	
1	*30	*30	N/A	N/A	2			
2	*30	*30	N/A	N/A	1			
3	*30	*30	4	2	2		2	
4	*30	*30	0	0	3		2	
5	30	30						
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	37.5 (extended day program) supports students in grades 1 and 2 additional literacy instruction twice weekly. Foundations is taught to 10 students per class. Students in grades 3-5 are grouped according to State ELA. Students are taught reading strategies, mathematics and grammar.
Mathematics:	37.5 (extended day program) is used to provide students (K-5) additional mathematics instruction focusing on word problems and computations skills twice weekly.
Science:	Science teacher provides two additional periods of weekly instruction to students scoring at level 2 on the NYS Science test.
Social Studies:	1:1 small group instruction
At-risk Services Provided by the Guidance Counselor:	Small group and individual mandated counseling to students. Guidance counselor also supports parents on an individual basis.
At-risk Services Provided by the School Psychologist:	0
At-risk Services Provided by the Social Worker:	Small group at-risk counseling for students.
At-risk Health-related Services:	0

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) K-1 _____ Number of Students to be Served: _____ **24** LEP **141** Non-LEP

Number of Teachers **7** Other Staff (Specify) _____

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.

ELL services are provided during the school day as a push-in/pull out program. The certified ESL teacher utilizes **Text Talk** by Scholastic to develop vocabulary and conversational skills and **Imagine Learning English**, a computer based instructional program to develop and reinforce literacy skills to support curriculum goals. The language of these programs is English. Approximately 45 students schoolwide receive ELL instruction throughout the school day. A comprehensive professional development program has been implemented for all teachers to support ELL students. Teachers received professional development from Literacy Support Systems and Custom Computers with a focus on scaffolding language development for second language learners to improve academic achievement. Our instructional models are composed of an extended block of instruction activities that include targeted mini-lessons, read aloud, shared, guided and independent reading, word study and daily writer's workshop. Math workshop is composed of targeted mini-lessons, independent/group work, etc....the effectiveness of these models have been researched and documented by Holdaway (1979), Ferreiro and Teberosky (1982), Yaden (1988), Bridge, Winograd & Haley, Pikulski & Kellner (1992).

Title III funds will be utilized to implement a Theater Making (Acting) 10 week, 2 days per week Residency Program (Arts Connection) for all kindergarten and first grade students. To develop and increase vocabulary, language and conversation skills, students focus on the essential acting skills of vocal, physical and facial expression and improvisation to develop characters and act with others in short scenes. Working with literature, students undergo a theater-creating project. The process includes: gathering information, categorizing, exploring and presenting what they learn to a community. Students are engaged physically and vocally in a theater ensemble. Planning meetings with teachers are held one period a day during the 12 week program.

Title III funds will also be used to support a ten week after-school program for 20 ELL students. Two teachers providing these services are State Certified in ESL and Common Branches. The teachers will team teach twenty LEP students twice weekly. Twenty students for this program will be selected based upon the results of the Language Assessment Battery (LAB), the New York State English as a Second Language Achievement Test (NYSESLAT) and academic classroom performance levels. Students performing at Intermediate and Beginner levels will be target for this program. ELL students scoring at level 2 on the State ELA exam will also participate in the after-school program. The Principal will supervise and manage the after-school program and maintain required records and reports to document student achievement. Additional Title III funds will be used to charter a bus for an ELL parent field trip to the Brooklyn Museum of Art.

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.

A comprehensive ongoing professional development program has been implemented for all teachers. Teachers receive ongoing professional development from Literacy Support Systems. The ELL Teacher and Parent Coordinator offer workshops and activities for ELL parents. The ELL Teacher meets with classroom teachers to discuss methodologies and instruction to support ELL students.

Section III. Title III Budget

School: PS 48R William G. Wilcox BEDS Code: 353100010048

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session -	\$3,019.80	Per session for ELL and General Education teachers to support ELA students – 20 hours each teacher. 40 hours @49.89 with fringe =\$1,995.60 Per Session for Principal to supervise program – 20 hours @51.21 = \$1024.20
Purchased services - High quality staff and curriculum development contracts.	\$9,828.00	Arts Connection Teaching Artist Jojo Gonzalez will work with all kindergarten and first grade students for 12 weeks 2 days a week. Teachers and Teaching Artist meet one period a week over 12 weeks for planning, reflection and professional development.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,852.20	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$300.00	Bus for parent field trip
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$158,696	\$158,696
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,588.00	\$1,588.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. P.S. 48 will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - 50% of the School Leadership Team is comprised of parents.
 - These parents along with the other members of the SLT: review statistics, formulate the Comprehensive Educational Plan, and determine the budget.

2. P.S. 48 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Art Night

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

The sub-committee of the PTA and the administration will develop a needs assessment survey to be distributed three times over the course of the school year. The surveys will be collected and reviewed by the parties mentioned above. The information collected will be disseminated to all parents via a newsletter. The newsletter will list P.S. 48's successes and future steps being taken towards increasing parental involvement.

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

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

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

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Offering workshops
 - Developing a parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Offering workshops given by the Parent Coordinator
 - Disseminating the information the Parent Coordinator receives at regional Meetings.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- Staff members will translate letters into various languages.
- Students will record important meeting dates in their homework.
- Parents will be provided with information in a timely manner.

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.

SCHOOL-PARENT COMPACT

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

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

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 48 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, “How well the teachers are learning determines how well the students are learning.” Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade will follow a curriculum map which was developed by classroom teachers. The teachers relied heavily on the State Standards as a guide.*
 - *Teachers will use assessments to plan instruction according to their students’ needs. Our students will be instructed within their “zone of proximal development.” Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors, and other topics relevant to that particular grade level. All students have individual lap-tops within the classroom.*
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *On November 9, 2010 and March 15, 2011*
- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

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

Parent Responsibilities

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

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

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

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

Other Responsibilities

P.S. 48 will:

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.
(see needs assessment section)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Our educational programs and services are available for all students in the school. Academic Services are provided for any student in need of such intervention. The curriculum is modified, when indicated on an IEP, to help students with special needs meet the standards. PS 48 is part of the Phase 1 Initiative in Special Education.

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. Budget does not support after-school programs. Extended day time is used for remediation.
- Help provide an enriched and accelerated curriculum.

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

- Meet the educational needs of historically underserved populations.

Our curriculum is designed to meet the individual learning needs of all our students. Our ESL is designed to provide a rigorous education for our English Language Learners.

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

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

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

3. Instruction by highly qualified staff.

All staff at P.S. 48 is highly qualified

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

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

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

N/A

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

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

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

On going parent workshops are provided by social worker and Guidance Counselor

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

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

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

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

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.
--------------	--	--	--	---

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.

		(✓)				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			X			
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X			\$136,660	X	
Title III, Part A	Federal	X			\$15,000		
Title IV	Federal			X			
IDEA	Federal	X			\$80,562	X	
Tax Levy	Local	X			\$2,292,459	X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS Not applicable

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: N/A **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.)

We do not have any students in temporary housing.

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

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 William C. Wilcox					
District:	31	DBN:	31R048	School		353100010048

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	37	34	35		94.6	94.9	94.4
Kindergarten	76	89	78				
Grade 1	79	80	86	Student Stability - % of Enrollment:			
Grade 2	68	85	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	73	87		93.5	92.7	94.9
Grade 4	67	64	75				
Grade 5	67	75	60	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		32.8	49.3	43.6
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		1	4	4
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	453	500	505	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	4

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	0	0	0	Principal Suspensions	0	0	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	8	2
Number all others	34	44	62				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	0	0	TBD	Number of Teachers	24	26	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	3
# receiving ESL services only	38	39	TBD				
# ELLs with IEPs	0	4	TBD	Number of Educational Paraprofessionals	4	5	7

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	100.0
				% more than 2 years teaching in this school	75.0	65.4	85.2
				% more than 5 years teaching anywhere	62.5	65.4	92.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	96.3
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers	100.0	96.7	100.0
Black or African American	4.9	4.0	3.8				
Hispanic or Latino	16.1	14.4	15.6				
Asian or Native Hawaiian/Other Pacific	20.8	20.8	19.6				
White	57.8	59.8	60.2				
Male	50.6	50.6	49.9				
Female	49.4	49.4	50.1				

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

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	v	v	-			
White	v	v				
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
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:	49.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	22.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	2					

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-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 31	School Number 048	School Name William Wilcox
Principal Jacqueline Mammolito		Assistant Principal N/A	
Coach Lisa Plaia		Coach N/A	
Teacher/Subject Area Christine Vitale -ESL		Guidance Counselor Kristine Nuzzela	
Teacher/Subject Area Beth Cohen/SETSS		Parent Lori Fine/PTA President	
Teacher/Subject Area - * Theresa Manzo/Science		Parent Coordinator Terry Guthrie	
Related Service Provider Marissa Marrone		Other Michael Goldenberg- SAT member	
Network Leader Neal Opramalla		Other Joshephine Esposito-SAT member	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	505	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	7.92%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here.

As per CR Part 154, at registration an interview is conducted with the parent/ guardian to determine if translation assistance is needed when filling out the HLIS form. * At PS 48 the screening process is collaboration between the ESL teacher who is fully certified, the Parent Coordinator, and the school Guidance Counselor who is also a licensed pedagogue. Whenever feasible the ESL teacher is the primary staff member conducting the screening process and ultimately handles all decisions for Lab-r eligibility. If assistance is required, the parent coordinator secures a translator for the process and HLIS is administered in the home language if available. The ESL teacher than reviews the document with the parents ensuring that they fully understand what is being asked of them. Consequently if the responses indicate a potential ELL; the ESL teacher conducts an informal interview with the child to determine if the Lab-r will be necessary. In September, within the first 10 days of enrollment, the ESL teacher revisits all HLIS forms of new registrants to determine who is eligible for Lab-r testing. Subsequently this process is repeated throughout the course of the year when is needed. In addition, orientation meetings are conducted to appraise ELL parents the different programs available in the New York City school system for their children. Prior to the meeting a report is run in ATS to determine the language needs of the participants in the meeting. All documents and translations are secured by the Parent Coordinator and ESL teacher to be utilized at this meeting. The day of the meeting parents first view the orientation video in English and then in their native language when feasible. Although the video describes the three programs that the city has to offer it behooves the ESL teacher to go further into depth about each of the program choices available to ensure that the parents make an informed choice on the program selection form. Before filling it our both the- Parent Coordinator and the ESL teacher- who are present at the meeting review the entire selection form and entertain any questions or concerns that the parents might have. Parents are informed that at this time PS 48 only offers a Freestanding ESL program at this time but a running record of their choice will be kept on file and if the numbers indicate and a new program opens up we will contact them and revisit their initial choice. PS 48 is cognizant that any family who doesn't fill out a program selection form defaults to a TBE program, this is factored into our running records as well. We recognize how important this survey is and we make every effort to accommodate parents to ensure that they are privy to the orientation process. The ESL teacher keeps a running record of all this information and whenever necessary phone interviews are conducted in order to ascertain this important information. The current trend at PS 48 in terms of parent selection has been Freestanding ESL. Currently we have 40 ELL students of the 40; 34 have chosen Freestanding, 2 have selected Dual Language and 4 didn't respond resulting in a default to TBE. Therefore at this time PS 48's program offering is aligned with selection choice.

Part III: ELL Demographics

A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language	0			0			0			0
ESL	33	0	0	7	0	0	0			40
Total	33	0	0	7	0	0	0	0	0	40

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	4	1										9
Chinese	2	1	1	5										9
Russian	5	2	1											8
Bengali														0
Urdu														0
Arabic	2	2	1	1										6
Haitian														0
French														0
Korean														0
Punjabi	1			1										2
Polish	1	1												2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	1		1											2
Other		1				1								2
TOTAL	13	10	8	8	0	1	0	40						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

*In order for students to receive their mandated hours and to effectively schedule these services, *ELL students are grouped with heterogeneous proficiency levels. In the Free Standing ESL model, differentiated instructions is provided within the groups in order to address the academic needs of all students. Kindergarten and first grade students are grouped together. The advance group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes.

Second and third graders are also grouped together. The advanced group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes.

Finally, fourth and fifth graders are grouped together. The advance group meets five times a week for a total of more than 180 minutes. The intermediate and beginning group meets twice a day, four times a week, for a total of 360 minutes. All students receive their mandates minutes as per CR-Part 154.

Content area instruction is covered during the ELL students' time in their regular classrooms. Classroom teachers collaborate with the ELL teacher in order to present concepts using scaffolding techniques so as to further facilitate ELL language development.

At this time, we do not have any Students with Interrupted Formal Education (SIFE) at the school. Nevertheless, we recognize that a student who has experienced gaps in formal schooling may lack the critical (social and academic) skills that are necessary to assist them in performing on grade level. The first step would be to determine if the child was a SIFE student. *If the student fits the criteria, an informal assesment would be administered to determine the students level of literacy. If, in fact, a student was deemed to be SIFE, an action plan would be put into effect securing basic needs.

The next step would be to ascertain the amount of schooling the child has actually had and determine the child's true functioning level. All possible support services would be employed (at risk, SETS, Title III supplementary programs, 37.5 minutes of mandated tutoring). In the

classroom, the teacher in conjunction with the ELL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with TPR (Total Physical Response) and Sheltered English methodologies have been successful. The student's progress would be carefully monitored and evaluated on a continuous basis.

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

The language allocation policy considers the students' level of literacy in their native language. Students are encouraged to write and read in their native language. Classroom libraries include books in languages other than English. Parents receive notices in languages other than English. NYSTL monies will be used to purchase additional books and materials. Students who reach proficiency on the NYSESLAT continue to receive ESL once a week. They also receive small group instruction three times a week as a push-in model of instruction for additional ELA and Math instruction.

*ELL students receiving service for 4 or more years are given extension of services for standardized tests. For those students, the program more closely aligns itself with the classroom curriculum. The program uses the classroom curriculum so that these students can be successful in the state mandated content tests, i.e., social studies, math and science. Extensive preparation in the writing workshop is done in the ESL setting. These children are also able to attend the P.S. 48's after school ESL program.*Currently PS 48 does not utilize periodic assessments therefore there is no data to extrapolate at this time. If in fact an ELL is identified as possibly needing Special Education services, a rigorous pre-referral process takes place. The teacher first brings the child to the attention of the P.P.S.T. team. A member of the team will provide intervention services and carefully monitor this information. If the child does not show marked progress a referral will then be made. This is a collaborative effort on the part of teachers, Administration and the School Assessment Team. If the team feels that the child is in fact a candidate for special education, the parent is contacted and a full bilingual evaluation will take place. In the case of P.S. 48, this evaluation will be contracted out. When all the results are obtained, the parent will be invited to discuss with the School Assessment Team members the best plan of action for the child. An interpreter is provided if necessary to facilitate this discussion. Our Parent Coordinator is extremely diligent in obtaining this service whenever necessary. If the parent considers that the recommendation for their child is appropriate, an IEP is then generated for the child listing all modifications that the child might require ensuring that all ELL modifications are noted. In the case of our free standing ESL program, the teacher is also fully certified in Special Education and has more than 13 years of experience working with academically challenged children. Therefore, she is thoroughly familiar with the different strategies utilized when working with special needs students and will continue to work diligently in conjunction with both the classroom teachers and SETTS teacher to employ best teaching practices.

P.S.48 does not have Special Education self-contained classes. For ELL students who receive related services, a collaborative effort takes place between the classroom teacher, ELL teacher and the service providers. Planning includes scheduling so as to not create conflicts making possible for students to receive all their mandated hours of service as well as instruction and intervention methodologies to best meet the academic needs of these particular ELLs.

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

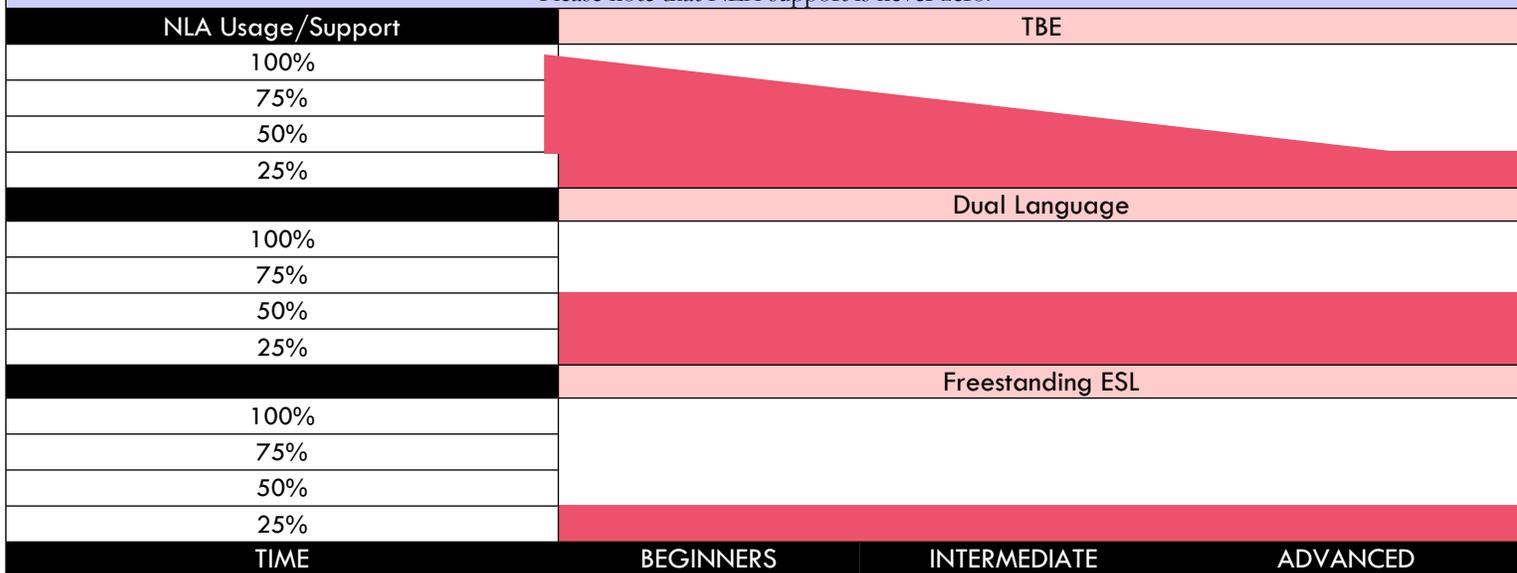
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 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.



B. Programming and Scheduling Information--Continued

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

Paste response to question 5-14 here

*The language allocation policy considers the students' level of literacy in their native language. Students are encouraged to write and read in their native language. Classroom libraries include books in languages other than English. Parents receive notices in languages other than English. NYSTL monies are used to purchase additional books and materials. Students who reach proficiency on the NYSESLAT continue to receive ESL once a week. They also receive small group instruction three times a week as a push-in model of instruction for additional ELA and Math. *PS 48 recognizes that ELLs who reach proficiency are entitled to support for up to two years but if the school feels they would benefit beyond that support is provided for a longer period. Scaffolding methods are utilized by all pedagogues in order to present content area materials to both former and current ELLs.

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

To ensure that fourth and fifth grade ELLs are successful in the state mandated tests in Science and Social Studies, our students are given the opportunity to explore these areas via the internet using research skills and specific software to support those strategies. Our ELL students

*Both those receiving extension of services as well as Long Term ELLs would take part in our after-school test prep strategy sessions. All the above skills and strategies overlap within each grade.

In light of the new "core" curriculum, the ESL teacher together with school administration is considering purchasing "grammar workshop" for the ESL curriculum. We are cognizant that this is an area of great difficulty for an ELL students and this is why this curriculum is under consideration. No programs are being discontinued at this time.* In so far as incoming or transitioning ELLs our schools guidance counselor who is also a licensed pedagogue is available to provide support in any way that she can to help these student meet their particular challenges.

*At P.S. 48, every child is afforded the same opportunity to participate in all the activities school has to offer. Students are invited to participate in not only academic intervention programs but a rich arts program as well (Guggenheim Museum, Circus Arts, Ballroom dancing). This current school year, P.S. 48 has purchased a technology program known as "Imagine Learning." This program provides individualized instruction to the ELL student. Not only is instruction tailored to the student but periodic assessments are given to the students which yields progress reports to keep the ESL teacher appraised on their academic needs and gains.

*Planning for the NYSESLAT is a collaborative effort between administration, the testing Coordinator and the ESL teacher. The first steps in the process begin in January when all the stake holders sit down to target students for after school intervention for NYSESLAT preparation. The next step is for the ESL teacher and the testing Coordinator to order the test itself. They are cognizant that X coded students must also sit for the NYSESLAT as well. One very vital aspect of planning for NYSESLAT administration is conflict. Due to the fact that testing windows overlap between the NYSESLAT and other state exams the school makes every effort to ensure that the all tests are isolated to different days allowing time for make up windows as well. In addition, PS48 has an additional challenge in terms of space availability constraints

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

In order to provide all staff with their 7.5 hours of ELL training, P.S. 48 offers professional development opportunities. The purpose of these opportunities is to enhance and support ELL instruction. Professional development is offered to all staff during extended day (100 minutes), grade meetings and faculty meetings. Professional development is driven by the needs of the students and teachers. Workshops are on a continuum basis.*There is no method of recording in place at this time but it will be implemented. Some of the workshops include the following:

- a. How are ELLs identified?
 - b. What is expected of an EEL student the first year of school?
 - c. How to help an ELL with phonics?
 - d. How can you gtell if an ELL student is succeeding?
 - e. How to reach your ELL student?
 - f. ELL methodologies and the x-coded students.
 - g. ELLs who have reached proficiency.
- Ms. Vitale also models lessons for teachers in order to share best practices in ESL methodology. She is also available to offer her expertise in aiding any teachers with specific questions regarding ELLs at any time.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	2	1	0		1								11
Intermediate(I)	3	6	3	1										13
Advanced (A)	3	2	4	7										16
Total	13	10	8	8	0	1	0	0	0	0	0	0	0	40

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

READING/WRI TING	B	7	2	0	0	0	1							
	I	3	6	3	1	0	0							
	A	3	1	4	7	0	0							
	P	0	1	0	0	0	0							

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1	2		2		0		5
8									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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.

Paste response to questions 1-6 here

Currently P.S. 48 utilizes the DRA as the tool for assessing early literacy skills. This assessment is administered to every student in the school. Data extrapolated from this tool provides insight on ELL performance in the areas of fluency, accuracy, and comprehension. For the Kindergarten and First Grade levels, this assessment also reveals ELL performance for word attack skills as well. The classroom teacher utilizes this information to differentiate her instruction for the ELLs in his/her classroom. This information is also shared with the ESL teacher so that she might focus on key areas of weakness during her small group instruction (i.e., 37 and half minute morning program, after school program). In conjunction with DRA scores, the ESL teacher carefully examines Lab-R and NYSESLAT scores when planning her instruction as well. *Data patterns extrapolated from the DRA reveal that the deficits in phonemic awareness of beginning ELLs leaves them with far less word attack strategies than their English speaking peers. With this in mind both the ESL and the classroom teacher incorporate strategies to better equip these students to increase performance.

Data patterns of Lab-R and NYSESLAT indicate that student progress correlates to years of service in ESL. Therefore, of the 35 students tested, all but one showed progress.

After careful analysis of the RSMR, NYSESLAT modalities report results indicate that in the area of listening and speaking our students show the greatest strength. In the modalities of reading and writing, our student's weakest area is writing. These findings will be taken into consideration not only to drive small group instruction but for NYSESLAT preparation as well.

Based on NYSESLAT modality findings, new NYSESLAT materials were purchased (Empire State NYSESLAT – Continental Press) and utilized. Findings reveal that, although writing still remains the weakest modality for our ELL population, there was a marked improvement in the modality of writing. Currently we do not utilize ELL periodic Assesements therefore we have no findings to report at this time.

*As we believe that a holistic approach of evaluating our program in order; At P.S.48, we are committed to excellence and we understand that we must grow and change every year to meet the ever changing needs and challenges of our students. With this tenet in mind, all venues are explored (report cards, formal and informal assessment, teacher and parent interviews, needs based surveys, and feedback given to us from our parnet coordinator who conducts outreach.) to determine the success of our ELL programs.

Additional Information

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

Ms. Christine Vitale is a fully New York State certified teacher. She holds master's degrees in T.E.S.O.L., Special Education, and Administration and Supervision as well as a bilingual Spanish extension. She is committed to academic rigor for her ELL students.

All students received rich academic language instruction to increase Listening and Speaking Standards as well as Reading and Writing Standards. To increase support for ELL students, additional instruction is provided in small group instruction both during and after school. P.S. 48 follow a Comprehensive Literacy Model that supports English Language Learners.

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

Part VI: LAP Assurances

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

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