



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (08BX048)

ADDRESS: 1290 SPOFFORD AVENUE BRONX 10474

TELEPHONE: 718-589-4312

FAX: 718-842-6993

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 1290 Spofford Avenue Bronx, New York 10474

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Justin Czarka

PRINCIPAL: Mrs. Roxanne Cardona

UFT CHAPTER LEADER: Ms. Celina Willis

PARENTS' ASSOCIATION PRESIDENT: Ms. Sarah English

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Mr. Elmer Myers

SUPERINTENDENT: Mr. Timothy Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

(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.

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

Our school's population is divided between two buildings. Three Pre-Kindergarten, one Kindergarten and three first grade classrooms are housed directly across the street in our Early Childhood building. Our main building instructs the remaining six Kindergarten classes, 4 first grade classes, 6 second grade classes, 5 third grade classes, 6 fourth grade classes, five fifth grade classes, 11 ESL classes, and seven self-contained special education classes.

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

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

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

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

Writing in all grades continues to be a priority at PS 48. The writing process is utilized in grades kindergarten through fifth and samples from each student are collected on a weekly basis by administration. Feedback is given to teachers on next steps. Currently, we are continuing to implement the writing program, "Writing Fundamentals." It uses literature to teach skills and strategies. At year end, several writing celebrations occur: grades 2-5 celebrate their best work at an assembly, grades K and 1 display their work in the gym for the parents and school. Our 5th grade students perform a night of original poetry, "Children's Voices", which is held along with song.

Our school's vision is as follows:

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

Our school's mission is as follows:

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|--|-------------------|---------------|--------|---|
| School Name: | Public School 48x | | | |
| District: | 08 | DBN #: | 08x048 | School BEDS Code #: 320800010048 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2007-2010: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 72 | 58 | 53 | | 88.3 | 90.4 | TBD | | |
| Kindergarten | 123 | 137 | 143 | | | | | | |
| Grade 1 | 163 | 145 | 155 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 167 | 157 | 123 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 141 | 141 | 157 | | 87.0 | 86.0 | TBD | | |
| Grade 4 | 131 | 149 | 139 | | | | | | |
| Grade 5 | 153 | 113 | 136 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 86.3 | 86.3 | 87.9 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 52 | 144 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 9 | 2 | 7 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 959 | 902 | 913 | | 15 | 11 | 16 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 95 | 86 | 92 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 48 | 52 | 47 | Principal Suspensions | 4 | 0 | TBD | | |
| Number all others | 35 | 55 | 49 | Superintendent Suspensions | 2 | 1 | TBD | | |

DEMOGRAPHICS

These students are included in the enrollment information above.

| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
|---|---------|---------|--|--|---|---|---------|
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | 0 | 0 | 0 |
| # in Trans. Bilingual Classes | 67 | 49 | 5 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 94 | 90 | 137 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 29 | 13 | 50 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 89 | 84 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 21 | 23 | TBD |
| | | | | Number of Educational Paraprofessionals | 10 | 9 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | 0 | 0 | TBD | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| American Indian or Alaska Native | 0.5 | 0.4 | 0.0 | Percent more than two years teaching in this school | 70.8 | 76.2 | TBD |
| Black or African American | 25.0 | 25.6 | 28.1 | Percent more than five years teaching anywhere | 52.8 | 58.3 | TBD |
| Hispanic or Latino | 74.0 | 72.9 | 69.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.0 | 0.2 | 0.1 | Percent Masters Degree or higher | 88.0 | 86.0 | TBD |
| White | 0.4 | 0.6 | 0.0 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 99.2 | 98.4 | TBD |
| Male | 50.4 | 52.3 | 53.2 | | | | |
| Female | 49.6 | 47.7 | 46.8 | | | | |
| 2008-09 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | |
| Years the School Received Title I Part A Funding: | | | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | |
|---|----------------------------|--|----------------------------|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | |
| <input checked="" type="checkbox"/> | In Good Standing | <input type="checkbox"/> | Improvement – Year 1 |
| <input type="checkbox"/> | Corrective Action – Year 1 | <input type="checkbox"/> | Corrective Action – Year 2 |
| <input type="checkbox"/> | | <input type="checkbox"/> | Restructured – Year ____ |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

| Individual Subject/Area Ratings | Elementary/Middle Level | | | Secondary Level | | |
|------------------------------------|-------------------------|-----|--|-----------------|--|--|
| | ELA: | IGS | | ELA: | | |
| | Math: | IGS | | Math: | | |
| | Science: | IGS | | Grad. Rate: | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | |
|--|-------------------------|------|---------|-----------------|------|------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate |
| All Students | √ | √ | √ | | | |
| Ethnicity | | | | | | |
| American Indian or Alaska Native | - | - | - | | | |
| Black or African American | √ | √ | | | | |
| Hispanic or Latino | √ | √ | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | |
| White | - | - | - | | | |
| Multiracial | | | | | | |
| Other Groups | | | | | | |
| Students with Disabilities | √ | √ | | | | |
| Limited English Proficient | √ | √ | - | | | |
| Economically Disadvantaged | √ | √ | | | | |
| Student groups making AYP in each subject | 6 | 6 | 1 | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009/2010 | | Quality Review Results – 2008-09 | |
|--|------|--|-----|
| Overall Letter Grade | B | Overall Evaluation: | |
| Overall Score | 56.2 | Quality Statement Scores: | N/A |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 6.2 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 30% of the Overall Score) | 7.8 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 55% of the Overall Score) | 37.7 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 4.5 | Quality Statement 5: Monitor and Revise | |
| <p>Note: Progress Report grades are not yet available for District 75 schools.</p> | | | |

*** The 2009/2010 School Demographics and Accountability Snapshot has yet to be released, numbers and/or grades may change.

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?

The following needs assessment is reflective of the 2008/2009 school information. This will be rewritten upon release of the 2009/2010 Progress Report.

The breakdown of the 2009/2010 ELA exam is as follows: Grade 3: 27% scored a level 1, 40% scored a 2, 29% scored a level 3 and 3% a 4. Grade 4: 9% scored a level 1, 65% scored a 2, 26% scored a level 3, and 1% a 4. Grade 5: 20% scored a level 1, 41% scored a 2, 35% scored a level 3 and 4% a 4. Unfortunately, due to a change in criteria, our overall number of students meeting proficiency standards decreased by 41%. We are still a school in good standing however, our students with disabilities did not make AYP in ELA. We did receive extra credit for our ELL and our lowest third population. Most importantly, we earned an A for progress.

The breakdown of the 2009/2010 Mathematics exam is as follows: Grade 3: 17% scored a level 1, 47% scored a 2, 28% scored a level 3, and 9% a 4. Grade 4: 8% scored a level 1, 43% scored a 2, 42% scored level 3 and 8% a 4. Grade 5: 12% scored a level 1, 37% scored a 2, 37% scored a level 3 and 14% a 4. Our overall proficiency standards decreased by 40%. AYP was met for all subgroups. In mathematics, extra credit was earned for our lowest third and self-contained population. Again, our progress score was an A.

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

66% of our students made at least one year progress and 77% of our lowest functioning children made one year progress. 65% of our special education students made unbelievable proficiency gains and 62% of our English Language Learners made exemplary proficiency gains in ELA. 36% of our special education students and 38% of our ELL students made tremendous gains in Math.

We were exempt from a Quality Review.

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

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

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

Based on recent data, we are also targeting the progress of our ELA students who are performing on either a level 3 or 4. We have ordered and developed test material above grade

levels in order to increase their content knowledge. Our guided reading groups also ensure differentiation.

We hope to dramatically improve our delivery of instruction for our ELL and special education students, as well as continue to improve our attendance rate. It has improved for several reasons. Attendance initiatives will continue to be implemented. An assistant principal has been assigned as an attendance coordinator. She will continue to facilitate weekly attendance meetings with staff members who work with attendance matters and plan ways to improve attendance, track data and target students. We have invested in a recorded telephone service that will leave prerecorded messages for absent or late students. Monthly ceremonies are held to honor children with perfect and excellent attendance. Parents are invited and medals are given out. We serve ice-cream on Fridays to improve an historically poor attendance day.

Last year, we hired a new parent coordinator who already developed and coordinated parent workshops that were well attended.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 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.

| Goal Number 1 | |
|-----------------------------|--|
| Goal: | Describe your goal. Students will increase their reading fluency during the school year 2010-2011. |
| Measurable Objective | Set the measurable target that will define whether you have met your goal. As a result of increasing our reading fluency in grades 1 through 5, 92% of all students in grades 1 through 5, will read 100 books during the school year 2010-2011. |

Goal Number 2

| | |
|-----------------------------|--|
| Goal | Describe your goal. During the school year 2010-2011, students in grades 2, 3, 4, 5 will increase their math automaticity in all four basic math operations. |
| Measurable Objective | Set the measurable target that will define whether you have met your goal. As a result of timed math assessments in all four basic math operations, 90% of all students in grades 2,3,4,5 will increase their accuracy and speed on weekly math assessments. |

Goal Number 3

| | |
|-----------------------------|---|
| Goal | Describe your goal. Students in grades 1,2,3,4,5 will demonstrate progress in standards based writing. |
| Measurable Objective | Set the measurable target that will define whether you have met your goal. During the 2010-2011 school year, 90% of all students in grades 1,2,3,4,5 will demonstrate progress in standards based writing by using three "relevant details" in all Common Core writing standards. |

Goal Number 4**Goal****Describe your goal.**

To increase parent involvement.

Measurable Objective**Set the measurable target that will define whether you have met your goal.**

5% more parents will attend monthly meetings, assemblies, trips and parent celebration workshops.

Goal Number 5**Goal****Describe your goal.**

To improve school wide attendance.

Measurable Objective**Set the measurable target that will define whether you have met your goal.**

During the school year 2010- 2011, 75% of the children identified by the Mayor's Task Force on Chronic Absenteeism, will improve their attendance.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| Goal Number 1 | |
|-----------------------------|---|
| Goal: | <p>Describe your goal.</p> <p>Students will increase their reading fluency during the school year 2010-2011.</p> |
| Measurable Objective | <p>Set the measurable target that will define whether you have met your goal.</p> <p>As a result of increasing our reading fluency in grades 1 through 5, 92% of all students in grades 1 through 5, will read 100 books during the school year 2010-2011.</p> |
| Action Plan | <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • <i>Use of Data.</i> <p>-Examine student’s independent reading levels based on Fountas and Pinnell using the Rigby PM assessments to establish a baseline. -Literacy Binders will be collected by Assistant Principals on a monthly basis to track student achievement in reading. -Administrators will conduct an audit of Independent Reading conferences during weekly team meetings to check for fluency instruction.</p> |

-Teachers will bring their Independent Reading conference notes to team meetings examine and analyze fluency levels with the Assistant Principals.

-Collect and analyze in weekly team meetings the results of grades 3, 4, and 5 on ACUITY.

-Analyze results of ELA practice tests to inform practices.

-Examine the Fall and Spring results of the Fountas and Pinnell early childhood assessments in grades 1, 2 and 3.

-Results of all data gleaned from assessments will be discussed at weekly team meetings to plan and better inform instruction.

- ***Curriculum and Instruction.***

-Use data from Independent Reading conferences as a spring board to have quarterly meetings with teachers to establish long term and interim goals. Teachers will prepare written professional goals for themselves and goals for their students and class. These goals will be long term as well as interim. Interim being defined as December 2010 and March 2011.

-Assistant principal will work with Special Education and Team Teaching teachers, grades 1 and 2 exclusively during team meetings to support Independent Reading.

-Provide appropriate ELA with focus on fluency instruction by :

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

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

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

-Provide opportunities for children to celebrate literacy success by

allowing them to share their reading and writing at seasonal assemblies.

- ***Development of Staff.***

- ELA coaches will meet on a weekly basis with teachers in grades 1-5 to provide differentiated literacy staff development. Coaches will conduct individual conferences with teachers and provide model lessons, coaching and feedback, where needed.

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

- Staff will receive ongoing literacy training with their grade level counterparts at weekly grade level team meetings during the school year 2010-2011.

- Professional Development team, which includes Principal, three assistant principals and all staff developers, will meet once a week to do a book study and discuss progress in reading and fluency. Book Studies will be led by literacy coaches. This year we will be reading, "A Framework for Understanding Poverty" by Ruby K. Payne. Second book to be determined.

- Monthly Learning Walks will focus on reading in the content area.

- ***Use of Resources.***

- Ongoing Professional Development using in-house literacy coaches from September 2010-2011.

- Rigby PM to measure individual student's reading levels and fluency

- Rigby Balanced Literacy in each classroom

- Room 412, which houses shelves of books from A to Z, as well as Reader's Theater, Rosen Readers, Shared Reading texts, non-fiction in science and social studies, biographies, reading in the content areas, New Heights, Great Leaps and Read Naturally.

- Six literacy coaches to professionally develop on each grade (1-5), staff and to administer AIS for targeted students receiving Level 1 and 2 on ELA or report cards.

- Create a data informed professional development plan by teacher, grade

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| | <p>and school.</p> <ul style="list-style-type: none"> -Literacy staff developers to use staff and student data, including observations to develop differentiated staff development. -Use Read Naturally and Great Leaps to increase reading fluency. -Initiate vocabulary study in all testing grades. -Use SMARTBOARDS to increase student engagement, develop background, reinforce prior knowledge, aid vocabulary acquisition, and provide resources for content area instruction. <ul style="list-style-type: none"> • <i>Personal Leadership</i> <ul style="list-style-type: none"> -Principal meets on a weekly basis with Literacy Professional Development Team to monitor staff and student goals. -Principal meets periodically with each staff member to discuss staff and student progress. -Principal observes teachers on a regular basis both informally and formally to ensure that all of the above is being implemented. -Principal purchases and installs all of the above before spring 2011. |
| <p style="text-align: center;">Evidence</p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Evidence of meeting this goal will be provided via classroom observations both informal and formal by the principal and three assistant principals to ensure implementation. • Reading logs, lesson plans, agendas, sign in sheets, classroom visit documentation, and team meeting. |

Principal's Name: Roxanne Cardona
 School Name: PS 48
 Superintendent: Timothy Behr
 Cluster: 607
 Date: 9-27-10

District: 08

Network Leader: Elmer Myers

| Goal Number 2 | |
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| Goal | <p>Describe your goal.</p> <p>During the school year 2010-2011, students in grades 2, 3,4,5 will increase their math automaticity.</p> |
| Measurable Objective | <p>Set the measurable target that will define whether you have met your goal.</p> <p>As a result of timed math assessments in basic number facts, 90% of all students in grades 2,3,4,5 will increase their accuracy and speed on weekly math assessments.</p> |
| Action Plan | <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • <i>Use of Data.</i> <p>-Examine results of the Everyday Math assessment to discover areas in need of remediation. -Administer pre and post tests to all students in grades 2,3,4, 5 in all four basic operations to determine areas of strengths and weakness. -Create Math binders on all grade levels to record individual student progress in automaticity and other math topics. -Administrators will collect Math binders monthly to track student growth. -Administrators, teachers, coaches will evaluate in grades 3, 4, 5 the outcomes of the periodic and diagnostic assessments such as ACUITY to appropriately place students in groups.</p> |

- Administrators will examine results of NYS mathematics practice examinations to determine efficacy of timed automaticity.
- Weekly team meetings will be scheduled to review the results of the 3rd, 4th and 5th grade 2010 NYS test, and ACUITY assessments.
- Principal and Assistant Principals will examine plan books to inspect planning.

- ***Curriculum and Instruction.***

- Classroom teachers and AIS will use assessment results to inform the learning.
- Classroom teachers will use math games and manipulatives to re-teach the four basic operations.
- Use of manipulatives will be scaffolded by the teacher and differentiated according to student ability.

- ***Development of Staff.***

- Math Coaches will conduct ongoing training during weekly grade team meetings on lesson planning and the use of data to differentiate instruction.
- Math Coaches will provide on-going training conduct and assist with individual conferences and demonstrate model lessons where needed.
- Inter-classroom visitation will be available and arranged for all pedagogues on a needs or interest basis.

- ***Use of Resources.***

- Math library located in room 412, will allow for the integration of math and literacy.
- AIS teachers will take small groups of children to instruct them in areas of remediation modeling the use of manipulatives for basic operations.
- Math coaches will be available for consultation and planning.

- ***Personal Leadership.***

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| | <p>-Principal will meet on a weekly basis with Math coaches to support professional development, to discuss next steps and to provide necessary support.</p> <p>-Principal will block time daily to interact with students and informally observe teaching and learning during the math block.</p> <p>-Principal will analyze quantitative and qualitative data and meet with coaches and AIS on a weekly basis to identify support needed by individual teacher and grade.</p> |
| <p>Evidence</p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Using formal, informal observations and Learning Walks, Principal and administrators will monitor timed assessments. • Plan books will reflect the increased use of timed tests. |

Principal's Name: Roxanne Cardona

School Name: PS 48

Superintendent: Timothy Behr

Cluster: 607

Date: 9-27-10

District: 08

Network Leader: Elmer Myers

| Goal Number 3 | |
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| Goal | Describe your goal. Students in grades 1,2,3,4,5 will demonstrate progress in standards based writing. |
| Measurable Objective | Set the measurable target that will define whether you have met your goal. During the 2010-2011 school year, 90% of all students in grades 1,2,3,4,5 will demonstrate progress in standards based writing by using three "relevant details" in all Common Core writing standards. |
| Action Plan | Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none">• <i>Use of Data</i><ul style="list-style-type: none">-Examine student's independent writing in pre and post teacher made writing assessments to establish a baseline.-Teachers will meet weekly at grade level team meetings to analyze writing assessments and classroom writing assignments to develop appropriate criteria.-Criteria created in teams will serve as benchmarks for assessing student writing.-Results from the 2010 ELA day 2 and 3 for grades 4 and day 2 for grades 3 and 5 will be examined for "relevant details". EPAL grade two will also be analyzed for "relevant details".-Administrators will conduct an audit of Writing Binders and examine on |

a weekly basis student progress in writing "relevant details".

- ***Curriculum and Instruction.***

-Literacy Coaches will work with grade level teachers during team meetings, differentiating professional development, to support standards based writing in all grades.

-Provide appropriate college and career readiness anchor standards for writing:

1. Text types and purposes- write arguments to support point of view, write informative/explanatory text to convey complex ideas, write narratives to develop real or imagined experiences or events.
2. Production and distribution of writing- produce clear and coherent writing appropriate to task, develop and strengthen writing by revising and editing, use technology (internet) to publish writing.
3. Research to build and present knowledge- conduct short research projects, gather relevant information from a variety of credible sources, draw evidence from literary or informational texts to support analysis, research.
4. Range of writing- write for extended time frames and shorter time frames for a range of tasks, purposes and audiences.

-Use Writing Fundamentals as primary teaching tool for all grades.

-Establish debate teams in grade four and five to provide purpose for collecting "relevant details".

- ***Development of Staff.***

-Literacy coaches will meet on a weekly basis with teachers in grades k-5 to provide differentiated writing staff development. Coaches will conduct individual conferences with teachers and provide model lessons, coaching and feedback, where needed.

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

-Administration will meet with teachers on all grade levels to establish long term and interim writing goals. Teachers will prepare goals based on assessed student writing needs.

-Staff will receive ongoing writing and Common Core Standards training with their grade level counterparts at weekly grade level team meetings

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| | <p>during the school year 2010-2011.</p> <ul style="list-style-type: none"> • Use of Resources. <p>-Ongoing professional development using in-house literacy coaches from September 2010-2011.</p> <p>-Rigby PM to measure individual student's reading levels.</p> <p>-Writer's workshop approach to teach student writing.</p> <p>-Use teacher created assessments and student created rubrics to diagnose writing levels.</p> <p>-Use Writing Fundamentals to explore standards genre writing and grammar.</p> <p>-Engage SMARTBOARDS it increase student engagement, develop background, reinforce prior knowledge, aid vocabulary acquisition, and provide resources for content area instruction.</p> <ul style="list-style-type: none"> • Personal Leadership <p>-Principal meets on a weekly basis with Literacy Professional Development Team to monitor staff and student goals.</p> <p>-Principal meets periodically with each staff member to discuss staff and student progress.</p> <p>-Principal observes teachers on a regular basis both informally and formally to ensure that all of the above is being implemented.</p> <p>-Principal purchases and installs all of the above before spring 2011.</p> |
| Evidence | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Evidence of meeting this goal will be provided via classroom observations both informal and formal by the principal and three assistant principals to ensure implementation. • Writing binders, student writing folders, writing assessments, agendas, sign in sheets, and team meetings. |

Principal's Name: Roxanne Cardona
 School Name: PS 48
 Superintendent: Timothy Behr
 Cluster: 607
 Date: 9-27-10

District: 08

Network Leader: Elmer Myers

| Goal Number 4 | |
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| Goal | <p>Describe your goal.</p> <p>To increase parent involvement.</p> |
| Measurable Objective | <p>Set the measurable target that will define whether you have met your goal.</p> <p>5% more parents will attend monthly meetings, assemblies, trips and parent celebration workshops.</p> |
| Action Plan | <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • <i>Use of Data.</i> <p>-Parent Coordinator will keep record of parent attendance at parent workshops, P.A. meetings, assemblies, SLT, classroom celebrations. -Administrative staff and Parent Coordinator will examine the number of parents who completed the school's Learning Environment Survey. -Administrative staff and Parent Coordinator will analyze the Learning Environment Survey to note areas that need improvement. -Parent Coordinator will review well attended parent events, in order to replicate and increase parent involvement. -Parent Coordinator will distribute a parent survey to uncover areas of interest to the community, in order to engage more parental attendance at weekly functions. -Parent Coordinator will work with P.A. to establish optimum times for events and meetings to maximize attendance.</p> |

- ***Curriculum and Instruction.***

-Parent Coordinator with the aid of the Parents Association will hold informative, high interest workshops in literacy using expert pedagogues on staff to provide relevant assistance in reading and writing to support classroom instruction.

-School will hold hands-on- workshops in Everyday Mathematics utilizing manipulatives to foster creative problem solving to support classroom instruction.

-Teachers will invite parents to attend class trips to make families aware of cultural differences and engage them in accountable talk with their children to support the social studies curriculum.

- ***Development of Staff.***

-Staff and administration will provide parents with information at assemblies and meetings to enable them to share in the schools learning goals.

-Administration will design opportunities for parents to collaborate with school personnel in order to align the school community with instructional focus.

- ***Use of Resources.***

-Teaching staff will lend their expertise at workshops, assemblies, classroom celebrations and trips to develop and engage the parent community.

-Principal will use set aside funds for parent involvement to purchase staff and supplies.

-Parent Coordinator will publish a monthly Parent Newsletter that will inform parents of school issues and events pertinent to their children' s education.

-School will purchase incentives and refreshments to encourage parental attendance at school functions and trips.

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| | <ul style="list-style-type: none"> • <i>Personal Leadership.</i> <p>-Principal will have an open door policy for all parents to discuss pertinent issues relating to their children, curriculum, school safety and testing.</p> <p>-Principal will attend all P.A. meetings to continue an open dialogue.</p> |
| <p>Evidence</p> | <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>-Sign in sheets for assemblies, classroom celebrations, trips, workshops and SLT.</p> <p>-Parent feedback in the form of workshop reflections, Parent Coordinator logs.</p> <p>-Active participation of P.A.</p> |

Principal's Name: Roxanne Cardona

School Name: PS 48

Superintendent: Timothy Behr

Cluster: 607

Date: 9-29-10

District: 08

Network Leader: Elmer Myers

| Goal Number 5 | |
|-----------------------------|---|
| Goal | Describe your goal. To improve school wide attendance. |
| Measurable Objective | Set the measurable target that will define whether you have met your goal. During the school year 2010- 2011, 75% of the children identified by the Mayor's Task Force on Chronic Absenteeism, will improve their attendance. |
| Action Plan | Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none">• Use of Data.<ul style="list-style-type: none">- Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade.-Use attendance school aides to track data .-Analyze student attendance on a weekly basis to come to agreement on strategies to be implemented.-Make data public throughout the school via attendance bulletin board and published attendance by class and grade.-Update blue cards on a bi-annual basis.-Analyze weak attendance days, i.e. Mondays, Fridays and holidays and develop strategies for improvement.• Curriculum and Instruction.<ul style="list-style-type: none">-Parent outreach via phone calls to chronic absentees and workshops.-School Messenger service calls every absent student. |

- Fun incentives on ½ days such as Halloween Replay, where kids get to wear costumes on a half day.
 - Teacher incentives such as “Attendance Tiara” for best attendance of the week.
 - Support of engaging curriculum and well planned instruction.
 - Fifth grade clubs, i.e. debate club, soccer, chess, rap, hip-hop dance, school newspaper, computer, art, etc.
 - Conduct Parent Success Summits to inform and assist parents of chronic absentee children.
 - Engage City Year to target a minimum of two children identified as chronically absent and provide support and follow through.
- ***Development of Staff.***
 - Parent Coordinator, attendance school aides, guidance counselor, classroom teachers receive professional development on school’s attendance policy and procedures.
 - Support classroom teachers by sharing classroom level strategies to increase attendance.
 - ***Use of Resources.***
 - Parent Coordinator, attendance teacher, attendance school aides, guidance counselor, school aides, school wide incentives (popcorn, ice cream sundaes, fun days, assemblies, prizes, trips etc...), letters to parents, phone calls.
 - ***Personal Leadership.***
 - Develop strategies to increase attendance of children and staff.

| Evidence | Identify the objective evidence you will use throughout the year to evaluate |
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| 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) | |
| | <ul style="list-style-type: none"> • Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade. • Improvement in individual student and school wide attendance rate. |

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 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 | 25 | 24 | N/A | N/A | 6 | 8 | 6 | As needed |
| 1 | 40 | 28 | N/A | N/A | 13 | 5 | 6 | As needed |
| 2 | 33 | 24 | N/A | N/A | 9 | 14 | 8 | As needed |
| 3 | 28 | 27 | N/A | N/A | 20 | 18 | 4 | As needed |
| 4 | 22 | 3 | | | 15 | 15 | 5 | As needed |
| 5 | 16 | 9 | | | 21 | 7 | 4 | As needed |
| 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

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| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
| ELA: | ELA AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials, Great Leaps, and New Heights are used. |
| Mathematics: | Mathematics AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials and EDM games are used. |
| Science: | |
| Social Studies: | |
| At-risk Services Provided by the Guidance Counselor: | Provides counseling to at-risk students; counseling to special education students; meets with parents and outside agencies; involved in parent outreach programs and workshops on child abuse; does class presentations on inappropriate behavior |
| At-risk Services Provided by the School Psychologist: | Assesses at-risk students; involved in special education placement; has IEP team meetings; consults with teachers |
| At-risk Services Provided by the Social Worker: | Develops initial social history; writes IEPs; conferences for educational needs; classroom observations; consultations with teachers, parents, and outside agencies; VINELAND adaptive assessment |
| At-risk Health-related Services: | Administers first aid; performs physicals; dispenses parent-approved medication; sees walk-ins; sees students for scheduled appointments; sees asthma patients |

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

** See 08X048 LAP K-12 Submission Form 2010/2011 (was submitted through icep portal separately)

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

Form TIII – A (1)(a)

Grade Level(s) K,1,2,3,4,5 Number of Students to be Served: 165 LEP 0 Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 48 CR Part 154 LEP Program Overview

P.S. 48x has two ESL homeroom in Kindergarten, three ESL homerooms in First Grade and Second Grade, and two ESL homerooms in third, fourth, and fifth grade. The program strives for a proportion of 60% native English speakers and 40% LEPs. LEP student needs, informed by NYSESLAT modality levels (Reading/Writing and Listening/Speaking), Rigby *ELL Assessment*, and ELL Periodic Assessment (on grades 3, 4, and 5) determine which ESL homeroom to place specific students. We seek to ensure strong language models for students learning English. The ESL teacher pushes into the classroom and co-teaches alongside the ESL homeroom classroom teacher, in both whole group and small group settings. Curriculum guidance comes from weekly planning sessions and ongoing professional development in research based best practices in ESL teaching methodologies. During the push in period (based upon CR Part 154 Instructional Unit Requirements for LEPs), a whole class mini-lesson, based on the current unit of study taking place within the classroom, after which the students are broken up into small groups for strategy work based on student needs. Additional pull out periods of instruction occur for beginning LEPs, along with special education students who have IEPs mandating particular classroom settings that prohibit them for entering a general education ESL homeroom. Newcomers receive “survival” English

development, such as classroom commands, classroom objects, body parts, and so forth. Careful attention is paid to the ESL push in teachers' schedules to ensure that students receive their mandated number of instruction units (based on English proficiency level on the previous year's NYSESLAT or LAB-R, for new admits). Every ESL teacher at P.S. 48x is New York State certified to teach ESL. The ESL program commences in September of every school year and continues through June of every school year, maximizing the amount of ESL instructional time LEPs receive.

P.S. 48 Title III Program Overview

P.S. 48 has devised a Title III program that aligns to the P.S. 48 CR Part 154 LEP Program. There are two core elements to this program: a) an after school program; and b) supplemental ESL services during the school day. The goal is to ensure LEP students attain proficiency in English while concurrently reaching or surpassing NYSED academic achievement standards in ESL, ELA, Mathematics, Social Studies and Science.

A) An after school component, Global Learning and Observations to Benefit the Environment (GLOBE) science program, synthesized with Rigby *On Our Way to English* literacy program, has been instituted. The program will potentially utilize components of Imagine Learning and BrainPop ESL. The rationale for the program began through analyzing students' language needs. This student-based needs research was informed by the individual students' NYSESLAT scores, in order to locate language areas of focus. Using these English language needs, we created a program that prepares students for English language tasks across the content areas through authentic content and language rich units of extended study, as recommended in the New York State ESL Learning Standards in Literacy, Mathematics, Science, and Social Studies. The program is structured similar to an inclusion classroom for the duration of the program. The targeted program focuses on developing, improving, and enhancing the literacy skills of ELLs through an observational, hands on, student-led and student-monitored environmental science program. We are targeting newcomer ELLs for this hands on program to rapidly prepare them for the English language demands of the classroom. By newcomer ELL we are referring to K-5 students who have arrived in the US within the last 6 months, score at the Beginner level on the LAB-R and/or NYSESLAT. Additionally we will select children who struggle with developing the oral language after 1+ yrs of English language instruction. The program is conducted inside the P.S. 48 school building, the P.S. 48 Schoolyard Garden and Outdoor Classroom (and attached weather station), and in neighborhood community gardens, New York City parks: Barretto Park and Riverside Park, and on and around the Bronx River.

We will infuse NYS ELA, Mathematics, Science, Social Studies, and NYSESLAT exam preparations that target each of the four language modalities during the after school program. Two sessions lasting two hours will be conducted each week. Each two-hour session will be broken down into two sections: English language development (embedded listening and speaking activities devised to stimulate and enhance reading comprehension and writing grammar and structure development) based on around environmental science topics aligned to New York State Learning Standards in Science. Though each section will have its own articulated explicit language or content focus, both sections of the session will review components from the other section. This after school program relies heavily on such research-based ESL teaching methodologies as Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP). This program is a cooperative, experiential learning, project based project that utilizes multiple approaches to frontload vocabulary, utilizes passive skills (listening and reading) to foster active language skills (speaking and writing), and helps develop required background knowledge for success in academic settings. ESL certified teachers will plan and teach the program, utilizing, as mentioned above, components of the Rigby *On Their Way to English*, BrainPop, Imagine Learning, GLOBE, and Empire State ESL and literacy preparation materials. The after school program aims to teach up to 20 K-5 newcomer ELLs twice a week. The following budget summary details the allocations as required for this supplemental Title III instructional program.

B) The supplemental program during the school day ensures that new arrival ELLs in grades three, four, and five, develop basic English language skills in order to succeed in the rigorous academic setting of the classroom. This supplemental instruction takes place in addition to the CR Part 154 mandated instructional unit. The CR Part 154 time occurs within this classroom during specific periods of instruction. During additional periods of the day in small group and one on one instruction, these supplemental Basic English language skills are developed. Conferencing notes, along with regularly schedule teacher-created and NYCDOE assessments inform the students' progress in developing English language skills and functions. A New York State ESL certified teacher provides English phonics and reading comprehension instruction based on assessments, including Rigby *ELL Assessment* and NYSESLAT data. The following budget summary details the allocations as required for this supplemental Title III instructional program.

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

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

Form TIII – A (1)(b)

School: P.S. 48x BEDS Code: 320800010048

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

| Allocation Amount: | | |
|---|--|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Teacher Salary | \$5000.00 \$15,504.00 | (100.24 hours of per session for ESL teachers to support LEP students through after school program detailed above: 100.24 hours x \$49.89 (current teacher per session rate with fringe) = \$5,000.97) Partial funds for certified ESL teacher, Paul Deriezno, to provide supplement basic English language instruction above the mandated CR Part 154 Instructional Units. |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | \$0.00 | n/a |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$5,416.00 | Components of Rigby <i>On Their Way in English</i> curriculum. GLOBE science equipment for SIOP-based lessons and school supplies day-to-day writing. Printer cartridges, classroom materials, writing paper, laminates, etc. |
| TOTAL | \$25920.00 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

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

home language. These findings are discussed at the School Leadership Team (SLT) meetings, and the information is posted in a visible location near the parent coordinator's office.

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

3. Parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Each year, P.S. 48 staff regularly research primary home languages used by students and their families, using ATS reports on primary home language, Home Language Identification Surveys (HLIS), and informal interviews. While English is the primary home language for around 82% of the school's students, around 16% list Spanish as the primary home language. Trends over the past

couple of years have been showing an increase, while less than two percent each, in the following primary home languages: Fulani, Twi, and French. However, oftentimes parents request that information be communicated in English. P.S. 48 utilized the HLIS for identifying parent/guardians' preferred language of communication. We send home information regarding the NYC DOE interpretation unit in the primary home language selected by the parents ensuring that they know they have access in the primary home language. These findings are discussed at the School Leadership Team (SLT) meetings, and the information is posted in a visible location near the parent coordinator's office.

Part B: Strategies and Activities

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

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

5. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In order to identify the oral interpretation language needs, P.S. 48 analyzes ATS home language reports, HLIS, and informal conversations with teachers, parents, and students to determine primary home languages of students and their families. Such information is utilized to guide requisite oral interpretation services. Bilingual Spanish/English and French/English school staff, including the parent coordinator, have been identified to provide oral interpretation services for parents requiring such services. The main office maintains at least one full bilingual Spanish/English personnel during the school day to accommodate parents' oral

interpretation needs. For primary home languages other than English or Spanish, the interpretation unit is utilized if requested by the parents. Three way phone calls are utilized in such instances to provide clear oral interpretation assistance. Parents are provided with information regarding the interpretation unit in their primary home language, and the information is posted near both the entrance to the school and the office of the parent coordinator.

6. 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>.

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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: | 1,010,498 | 66,602 | 1,077,100 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 10,105 | 666 | 10,771 |

| | | | |
|---|---------|---|--|
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 50,525 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 101,050 | * | |

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

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

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

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

- Parents will be encouraged to become actively involved in establishing school-based policies by serving as members on the School Leadership Team. Parents will be encouraged to become members of the Team.
- Parents will be encouraged to attend a special Meet the Teacher conference given on Tuesday, September 16, 2008 at 4:30 p.m.
- Parents are encouraged to visit our open access RobinHood library Monday – Friday from 8:00 to 9:00 a.m. and to do volunteer work in the classrooms, the library, hallways and playground and at various school functions throughout the year.
- Parents will establish and Advisory Council composed of at least five members that meet at least three times a year. The council must elect one member to represent the school on the District Advisory Council.

- Parents will be notified of and encouraged to attend our AIS meeting to review the status of programs and to request their involvement on the Parent Advisory Council.
- Parents will be invited to monthly attendance award ceremonies.
- Parents will be notified in a timely fashion of meetings, workshops and opportunities to assist their children at home in their academic studies.
- Parents can expect regular written communications from teachers and administrators in the form of progress reports, report cards, and monthly newsletters from the principal.
- Parents will be provided with an approved Code of Conduct and review the code with their children. Parents and teachers will be expected to sign the document and encourage all to adhere to its principles.
- Parents will work with their children on homework assignments and ensure that they read or are read to 15 to 30 minutes each night. Parents will share in the responsibility for improving their child's performance.
- Parents will be invited to attend various assemblies to celebrate our varied cultural heritage. Students will also share exemplary writing samples during a nightly performance entitled, "Children's Voices" and have work displayed for all to read. Parents will be invited in a timely manner to attend.
- Parents will assume the responsibility for communicating with their children's teachers regarding educational needs, social concerns and students' progress.

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

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

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

P.S. 48 – PARENT COMPACT 2009-2010

P.S. 48 Agrees To:

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

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

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

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

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

Children's progress will be disseminated as follows:

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

4. Provide parents reasonable access to staff

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

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

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

Parent Responsibilities

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

- Monitor attendance at school to achieve the Chancellor's promotional standard of 90% attendance.
 - Make sure that homework and class work is completed.
 - Actively participate in the P.A. and other school activities.
 - Monitor my children's television watching for content and length of time.
 - Communicate with our children's teachers about their educational needs.
 - Ensure that after school curricular activities are positive experiences.
 - Staying informed about my child's education and reading all notices from the school.
 - To share the responsibility for improving student achievement.
 - To reach out to the parent community on what type of training or assistance we would like in order to further enhance the educational program.
-

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

Please sign and return to your child's teacher.

Parent's Signature: _____ Date: _____

Child's Name(s): _____ Class _____

_____ Class _____

_____ Class _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Section 4: Needs Assessment

2. Schoolwide reform strategies that:

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

See Section 4: Needs Assessment

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See Section 4: Needs Assessment**
- o Help provide an enriched and accelerated curriculum. **See Section 4: Needs Assessment and Section 3: School Profile. In addition, to the previously mentioned items, each grade has their own Inquiry Teams that provide enrichment for our level 3 students. Focus areas include, inferential reading skills, improvement in writing with attention to grammar, fluency, sight word and letter and sound recognition.**
- o Meet the educational needs of historically underserved populations. **See Section 4: Needs Assessment and Section 3: School Profile**
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. **See Section 4: Needs Assessment and Section 3: School Profile**
- o Are consistent with and are designed to implement State and local improvement, if any.

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

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

See Section 4: Needs Assessment

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

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

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

Parent newsletters in both English and Spanish are sent home monthly. Workshops, which include topics such as Library Technology, Health Issues and Academics are held regularly. We conduct monthly attendance ceremonies, classroom writing

celebrations and end of year children assemblies. There are informal coffee times. In addition, we change meeting times to accommodate requests. We hand out surveys and make phone calls to seek out parental wants and needs. Essentially, we have an Open Door Policy.

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

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

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

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

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

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Both teacher made and published educational material is used.

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities; **AIS services are provided during the regular school day and during extended hours.**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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

c. Minimize removing children from the regular classroom during regular school hours;

AIS service providers are push-in teachers.

4. Coordinate with and support the regular educational program;

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

5. Provide instruction by highly qualified teachers;

100% of our teachers are highly qualified.

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

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

7. Provide strategies to increase parental involvement; and

Parents of all AIS students receive quarterly progress reports.

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

N/A

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|--------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | (✓) | | | 1,010,498 | (✓) | 11,28 |
| Title I, Part A (ARRA) | Federal | (✓) | | | 66,602 | (✓) | 11,28 |
| Title II, Part A | Federal | (✓) | | | 484,779 | (✓) | 11,28 |
| Title III, Part A | Federal | (✓) | | | 8,823 | (✓) | Appendix 2,3 |
| Title IV | Federal | | | (✓) | | | |
| IDEA | Federal | (✓) | | | 349,297 | (✓) | 11,28 |
| Tax Levy | Local | | | (✓) | | | |

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

9. Use program resources to help participating children meet the State standards.

See Section 4: Needs Assessment

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

See Section 4: Needs Assessment

11. 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; **See Section 4: Needs Assessment**
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and **See Section 4: Needs Assessment**
- c. Minimize removing children from the regular classroom during regular school hours; **See Section 4: Needs Assessment**

12. Coordinate with and support the regular educational program; **See Section 4: Needs Assessment**

13. Provide instruction by highly qualified teachers; **100% qualified teachers**

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

See Section 4: Needs Assessment

15. Provide strategies to increase parental involvement; and

A PPR goal is to increase parental involvement by 5 percent. See Section 6: Action Plan

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

N/A

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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.)

55 students

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

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

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

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

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

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

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 Joseph R. Drake | | | | | |
| District: | 8 | DBN: | 08X048 | School | | 320800010048 |

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 | 58 | 53 | 54 | | 88.3 | 90.4 | 91.1 |
| Kindergarten | 137 | 143 | 140 | | | | |
| Grade 1 | 145 | 155 | 170 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 157 | 123 | 130 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 141 | 157 | 119 | | 87.0 | 86.0 | 87.4 |
| Grade 4 | 149 | 139 | 135 | | | | |
| Grade 5 | 113 | 136 | 127 | 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 | | 86.3 | 87.9 | 87.9 |
| 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 | | 52 | 144 | 113 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 2 | 7 | 6 | Recent Immigrants - Total Number: | | | |
| Total | 902 | 913 | 881 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 15 | 11 | 16 |

| 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 | 86 | 92 | 77 | Principal Suspensions | 4 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 52 | 47 | 51 | Superintendent Suspensions | 2 | 1 | 2 |
| Number all others | 55 | 49 | 45 | | | | |

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 | 49 | 5 | TBD | Number of Teachers | 89 | 84 | 77 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 21 | 23 | 11 |
| # receiving ESL services only | 90 | 137 | TBD | | | | |
| # ELLs with IEPs | 13 | 50 | TBD | | | | |

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

| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 10 | 9 | 23 |

| 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 | 97.2 |
| | | | | % more than 2 years teaching in this school | 70.8 | 76.2 | 83.1 |
| | | | | % more than 5 years teaching anywhere | 52.8 | 58.3 | 66.2 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 86.0 | 81.8 |
| American Indian or Alaska Native | 0.4 | 0.0 | 0.1 | % core classes taught by "highly qualified" teachers | 99.2 | 98.4 | 93.7 |
| Black or African American | 25.6 | 28.1 | 28.9 | | | | |
| Hispanic or Latino | 72.9 | 69.3 | 70.6 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.2 | 0.1 | 0.2 | | | | |
| White | 0.6 | 0.0 | 0.1 | | | | |
| Male | 52.3 | 53.2 | 53.7 | | | | |
| Female | 47.7 | 46.8 | 46.3 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | |
|---|---|---|---|--|--|--|
| American Indian or Alaska Native | - | - | - | | | |
| Black or African American | v | v | | | | |
| Hispanic or Latino | v | v | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | |
| White | - | - | - | | | |
| Multiracial | | | | | | |
| Students with Disabilities | v | v | | | | |
| Limited English Proficient | v | v | - | | | |
| Economically Disadvantaged | v | v | | | | |
| Student groups making | 6 | 6 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 56.2 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 6.2 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 7.8 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 37.7 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 4.5 | | | | | |

| | |
|--|---|
| 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 607 | District 08 | School Number 048 | School Name Joseph Rodman Drake |
| Principal Roxanne Cardona | | Assistant Principal Laverne Wyre | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Justin Czarka | | Guidance Counselor type here | |
| Teacher/Subject Area Paul DeRienzo | | Parent type here | |
| Teacher/Subject Area Karlene Parreno | | Parent Coordinator type here | |
| Related Service Provider type here | | Other type here | |
| Network Leader type here | | Other type here | |

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 | 3 | Number of Certified Bilingual Teachers | 1 | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 887 | Total Number of ELLs | 165 | ELLs as Share of Total Student Population (%) | 18.60% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

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

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

ELL Identification Process

A. Registration

When new entrants to the NYC Public Schools register at P.S. 48, the parent/guardian is required to complete the Home Language Identification Survey (HLIS). The pupil secretary and/or ESL teachers provide assistance to parents in the native language as they complete this survey. In addition to the HLIS, an informal oral interview is conducted. The interview includes the following individuals: the parent/guardian, new entrant student, and ESL coordinator and/or bilingual designee. The interview also takes place in the native language and in English. Once the HLIS is completed the ESL coordinator reviews the responses. If it is determined that the parent/guardian specifies a language other than English as the home language, the new entrant is administered the Language Assessment Battery-Revised (LAB-R). This determination of a home language other than English is derived from the HLIS. If the HLIS indicates a language other than English (by selecting at least one question on Part 1: questions 1-4; and at least two questions on Part 2: questions 5-8 as a language other than English).

B. Identifying English Language Learners

Once students are determined to have a home language other than English through the interview and HLIS process, the child is administered the LAB-R. Students who score at or below the LAB-R cut scores for the age appropriate grade are considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS Education Department regulations and NYC Department of Education guidelines. Assessment Memorandum #2, "Administration of the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for General and Special Education Students," released by the New York City Department of Education in August prior to each school year, informs the school of these cut scores. A student who scores below the proficiency level on the LAB-R is either a Beginning, Intermediate or Advanced level ELL, depending on student grade level and score. The LAB-R is immediately hand scored at P.S. 48 in order to ensure students are efficiently placed in an appropriate program for students learning English (see section D. Parents' ELL Program Choices for more detailed information on this determination). Students administered the LAB-R who score at or below the cut score for their grade level and whose home language has been determined to be Spanish must also be administered the Spanish LAB. We administer the Spanish LAB in order to identify language dominance, and to guide initial instructional practices with the student as he/she begins learning English. This entire initial identification process takes place within 10 days of the new entrant commencing school at P.S. 48x. The entire process is part of ELL student registration.

C. ELL Student Assessment via NYSESLAT

Every student identified as LEP/ELL is administered the New York State English as Second Language Achievement Test (NYSESLAT) annually during the spring of every school year. These students are identified as eligible for the NYSESLAT in one of two manners: due to either a Beginning, Intermediate, or Advanced final score on the NYSESLAT the previous school year; or students are identified as eligible for the NYSESLAT by scoring at the Beginning, Intermediate, or Advanced level on the LAB-R upon first admission into NYC schools during their first school year. This process occurs for students who have always attended P.S. 48 and for students who are transfer students from other NYS schools.

The NYSESLAT assesses students in the following four language modalities: Listening, Speaking, Reading and Writing in order to measure students' progress in developing language proficiency. The NYSESLAT is the only assessment that determines if students are entitled to continue receiving LEP/ELL services and when students should no longer receive LEP/ELL services. Students who become proficient on the NYSESLAT receive transitional services to assist them in mastering academic English in various settings for a minimum of one year after becoming NYSESLAT proficient.

D. Parents' ELL Program Choices

P.S. 48x ensures that parents understand their rights and options regarding the three ELL program choices offered for students by the New York City Department of Education: Transitional Bilingual Education (TBE) programs, English as Second Language (ESL) programs and Dual Language programs. Once it has been determined that a child is entitled to ELL services based on the HLIS and LAB-R results, the parent is notified via an entitlement letter that the student is entitled to English language learning services. The ESL coordinator, Parent Coordinator, pupil secretary, administrators, who are trained in providing parents of ELLs information on their rights and options as such, provide the parent/guardian with an orientation session. During the orientation session, the parent is provided a copy of the NYCDOE ELL Parent brochure, "A Guide for Parents," in the home language. This brochure provides parents with information about instructional programs for the language services of ELLs. P.S. 48x reviews the brochure with the parents, detailing the rights and options afforded to the parents in the home language. The orientation DVD/video is also presented to parents in the home language. Then, after a conversation and question and answer segment, P.S. 48x licensed pedagogues provide parents with the Parent Survey and Program Selection Form in the home language. Translation and interpretation services are provided to parents to ensure that they comprehensively understand their

rights, options, and become informed decision makers for their ELL child. Parents are informed that, should they not complete the form during the orientation session, they should take the Parent Survey and Program Selection Form home, discuss what they have learned, and return the form within three school days. Parents who do not return the form on time receive reminder letters to return the forms. If this does not facilitate the return of the Parent Survey and Program Selection Form, phone calls attempt to have the form returned. The Parent Survey and Program Selection Form describes for P.S. 48x the parent's decision for the type of English language learning services the child should receive. Lastly, a Placement Letter is sent home informing parents that their child has been placed in the program that they requested. This is the timeline followed to ensure that parents understand their rights and options as a parent:

ELL Parent Outreach Plan and Timeline

School Day 1 Registration and completion of HLIS

School Day 2-4 Administer LAB-R and Spanish LAB (if necessary). Parents provided entitlement letter or non-entitlement letter based on student results. Parent informed if child entitled or not entitled to services.

School Day 2-8 Orientation Session: "Parent Guide" brochure, DVD/video, and "Parent Survey and Program Selection Form" provided to parents of entitled students.

School Day 8-10 Student's ELL program determined and placed in appropriate program. Placement Letter sent home.

In addition, throughout the school year, general Orientation Meetings are held. Some of the planned dates are as follows:

2. "Meet the Teacher Night"
3. Thursday mornings on a weekly basis during the Fall, depending on ESL teacher schedules
4. Parent-Teacher Conferences every fall and spring
5. Additional orientations are provided as needed in consultation with the parent coordinator for new entrants throughout the school year.

Parents receive a notice to attend the Parent Orientation, which is conducted by the ESL teachers, in collaboration with the Parent Coordinator. Again, each of these orientations includes an orientation DVD/video, which is available in thirteen languages.

Parents who attend the Parent Orientation sessions are informed again about the services that the student is entitled to, and for parents of students continuing in an ELL program who choose to attend (typically on Parent Teacher Conferences), their NYSESLAT results are provided along with a Continued Entitlement Letter. Parents of students who scored at or above the proficiency level on the LAB-R or NYSESLAT are given a Non Entitlement Letter, which explains that the student has reached language proficiency. These students are provided with transitional language services for at least one year after becoming proficient on the NYSESLAT.

P.S. 48x staff also informs parents on the New York State Learning Standards for ESL, the P.S. 48x school curriculum and pacing charts, assessment schedule, particularly the NYSESLAT, and strategies for supporting the academic and language development of the student at home. Parent Survey and Program Selection Forms are provided for parents who have not filled it out and collected at this orientation meeting. The P.S. 48x ESL Department reviews these forms to verify that every child is in the appropriate program, based on parent choice. If not, follow up meetings occur in order to facilitate the appropriate program for every child. Bilingual interpreters and translators are on hand to provide assistance if needed.

E. ELL Instructional Program Placement

P.S. 48x offers free standing English as a Second Language (ESL) push in and push out program, based on parent selection. The trend has been a request for ESL services for ELLs from parents. During the 2010-2011 school year P.S. 48 offers an immersion ESL program due to the success of the ESL push in program. Parents are advised in the home language that P.S. 48x currently only offers an ESL instruction program until enough students requesting TBE or dual language programs can be attained to open up such a class on a particular grade level. Although we do not currently offer TBE or dual language programs, parents are advised of their right to place their child in such a program at neighboring schools offering the program. These parents are referred to the Parent Coordinator for consultation and advisement on placing the student entitled to services in the appropriate program desired by the parent/guardian. The ESL Coordinator and Parent Coordinator both maintain records of schools across the district, and citywide that offer both TBE and dual language programs, and consult with these school when parents request such a program.

Over the past year a trend shows that parents tend to choose ESL services, understanding the effectiveness of our push in program. We track the program request of new admit ELLs utilizing Excel spreadsheets. This way we are able to have continued access to student records and monitor when the threshold has been met in order to open a TBE or dual language program. This is based on parent choice. When analyzing parental option data on the Parent Survey and Program Selection Forms for new admits during the 2010-2011 school year to date 50% of parents of English Language Learners attended an orientation and completed Parent Survey and Program Selection Forms. 0% of these Parent Survey and Program Selection Forms indicate the TBE option, 0% indicates the Dual Language Option, and 100% selected the ESL option for their child. In the past most parents who prefer their child to enter a TBE or dual language program still enroll their students at P.S. 48x instead of selecting another school that has a TBE or dual language program, as they are more interested in having their child attend P.S. 48x than having the child moved to another school.

P.S. 48x continues to collect and look at parent selection when determining the ELL instruction programs offered. We look at parent selection determination data to ensure that our program offerings meet their needs. We also evaluate parents' ability to place their child in neighboring schools that have the program options they seek. Currently, we are meeting the needs of our parents, based on a continuous open dialogue with parents, through orientation meetings and continued entitlement letters, and commencing this school year, a deeper level of tracking parent selection.

Additionally, in order to ensure a deeper level of communication with parent/guardians, P.S. 48 has implement a school webpage, which enhances our school's ability to communicate with all parents and foster a deeper home-school connection. The webpage is translated into

the languages that the families of our students speak. Parents/guardians and other family members, along with the larger community that supports P.S. 48 are able receive information on upcoming events, curriculum, schedules, and other vital information in English and other languages. We strive to ensure that all stakeholders in the education of our students are informed and fully participating in the education process.

Part III: ELL Demographics

A. ELL Programs

| | |
|--|---|
| This school serves the following grades (includes ELLs and EPs) | 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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| Check all that apply | |

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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | 0 | | | | 7 | | | | | | | | 7 |
| Push-In | 26 | 37 | 30 | 28 | 16 | 21 | | | | | | | | 158 |
| Total | 26 | 37 | 30 | 28 | 16 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 165 | Newcomers (ELLs receiving service 0-3 years) | 134 | Special Education | 31 |
| SIFE | 2 | ELLs receiving service 4-6 years | 31 | 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 | | | | | | | | | | |
|----------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 134 | 2 | 22 | 31 | 0 | 9 | | | | 165 |
| Total | 134 | 2 | 22 | 31 | 0 | 9 | 0 | 0 | 0 | 165 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| 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 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 |

| 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 | |
| Other | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 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 | 24 | 35 | 28 | 26 | 22 | 20 | | | | | | | | 155 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | 1 | | | | | | | | 1 |
| Haitian | 1 | | | | | | | | | | | | | 1 |
| French | | 1 | 1 | 1 | | | | | | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 2 | 2 | 1 | | 1 | | | | | | | | 6 |
| TOTAL | 25 | 38 | 31 | 28 | 22 | 22 | 0 | 166 |

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.

Programming and Scheduling Information (Questions 1-4)

P.S. 48x has ESL push in program during the 2010-2011 school year in kindergarten, first, second, third grade, fourth and fifth. It is a blended model in that beginners receive some periods of pull out instruction for newcomers. This is based on current research. P.S.48x has no long term ELLs. We strive to ensure that students demonstrate continual progress is reaching English language proficiency within three years of schooling. Still P.S. 48x provides every student entitled to receive ESL services this instruction until they pass the NYSESLAT. Students who become proficient in English, as determined by the spring administration of the NYSESLAT, receive testing modifications for two additional school years as 'former ELLs,' and placed in ESL homerooms for another one to two school years in order to provide transitional supports. This additional year or two of transitional ESL supports ensures that the students deemed proficient, based on the NYSESLAT, received continued instruction language supports as they deepen and internalize the structures of English.

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

In addition to classroom supports for ELLs, P.S. 48x ensures that all students, including ELLs, have access to all school programs. Some of these programs include: Fall and spring school performances and talent shows, after school programs sponsored by Police Athletic League (PAL), physical education programs, and school nurse and nutrition sessions. ELLs are afforded the opportunity to be included in all activities of the school. There is no differentiation between non-ELL and ELL when determining student participation.

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

The content areas, such as Mathematics, Science, and Social Studies are embedded into the units of study. During planning sessions, teachers collaborate in planning cross-curricular units, based on the New York State Standards in the various content areas, as well as the standards in ELA and ESL, following the scope and sequence developed by the New York City Department of Education. Content area instruction forms the core, or hinge, of instruction, by providing concrete and authentic opportunities for developing English language skills across the listening, speaking, reading, and writing strands by accessing the content knowledge the students already possess and/or are required to possess by New York State. ESL strategies, such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized, alongside technology and Internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study. We utilize the Rigby On Our Way to English, as well as BrainPOP ESL and Imagine Learning

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

P.S. 48 infrequently receives SIFE students due to being an elementary school. Students enter either having attended school in the home country, or, in the case of kindergarten and first grade students, have yet to commence the schooling process. Yet we prepare for their arrival in order to provide appropriate instruction immediately upon registration. In order to effectively teach students who are determined to be SIFE, we develop an understanding of their home culture in order to incorporate into units of study. Students begin with intensive receptive language development (listening and reading). Through TPR and sheltered-instruction model, we develop student capacity for understanding the language and grade specific content, and, based on Stephen Krashen's research, transition into productive skills utilizing comprehensible input just above where the student is able to function independently. Additionally we provide additional pull out periods for ESL services for these students utilizing school-based "newcomer" lessons to assist students in adjusting to learning in our school.

Regarding newcomers, defined as ELLs who have been receiving English language instruction in the United States for less than 3 years, we begin instructional plans by looking at available data: LAB-R, NYSESLAT, Rigby ELL Assessment, ECLAS, Fountas and Pinnel, Periodic Assessments, informal teacher assessment, and NYSED testing program assessments. From this base, students are placed into appropriate classrooms in order to acquire and learn English. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs).

As with newcomers, for ELLs receiving an extension of services for years 4 to 6, and Long-Term ELLs, we begin looking at pertinent student data: LAB-R, NYSESLAT, Rigby ELL Assessment, ECLAS, Fountas and Pinnel, Periodic Assessments, informal teacher assessment, and NYSED testing program assessments. This data is used to appropriately place ELLs into classroom, where units of study are structured in order to enhance students' ability to acquire and learn English. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs). Furthermore these students receive specific targeted small group instruction revolving around the area of need, which necessitates the extension of services.

ELLs identified as having special needs receive instruction based on their individual IEP. These students tend to be spread out amongst various classes on varying grades, making it difficult for ESL teachers to push into their classrooms. Instead, with articulation between the ESL teacher and the classroom teacher, English language development is connected to classroom content. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs).

P.S. 48x continues to refine and improve its' ELL programming to ensure the most effective means to delivering English language instruction. At the end of the school year, the ESL Department compiled anonymous comments and feedback from ESL Homeroom teachers in order to determine the effectiveness of the program, as well as informing the school for the 2010-2011 school year. Based on the suggestion and ongoing dialogue with ESL Homeroom teachers, along with ESL teacher discussion periods, goals have been developed for the 2010-2011 school year.

Administrative and Student Placement

- 1 Ensure that pupil secretary knows the procedure for verifying if transfer students are ELLs, in order to place in appropriate classroom setting.
- 1 During registration, ESL teachers should be on hand to assist parents with filling out forms and assessing students with the LAB-R immediately. This will help determine student placement recommendations while the parent is still in the building.
- 1 Provide an introduction letter for parents to understand what is an ELL and how the school provides supports.
- 1 All ELL students must go to an ESL Homeroom, unless the student has an IEP.

Curriculum and Planning

- 1 Define what "team teaching" or "collaborative teaching" will look like. Provide PD with ESL Homeroom teachers to define roles and expectations for students, Homeroom Teacher, and ESL teacher.
- 1 If ESL teachers will be doing coverages, ensure that coverages are for the ESL push in teachers' classes.
- 1 Connect ESL curriculum to Rigby On Their Way and school-wide writing curriculum.
- 1 Provide beginners with pull out ESL strategy help.

Assessment

- 1 Spanish LAB given immediately to student. Locate a list of Spanish speakers willing to proctor.

Organization

- 1 Create a yearlong calendar with assessment dates, state testing, LAB-R returns, PDs, etc. Provide to ESL Homeroom teachers.
- 1 Organize ELL student work for assessing student progress.
- 1 Develop a Compliance Binder to maintain all paperwork and records pertinent to effective administration of programs for ELLs.

There is no plan to discontinue any program or services for ELLs, though after school programming hours may be cut back due to unilateral, across the board NYCDOE school operations budget cuts.

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?

Programming and Scheduling Information- Continued (Questions 5-14)

Multiple instructional strategies are utilized to facilitate appropriate curriculum and language development. The New York State Learning Standards for ESL form the basis for instructional plans for all ELLs. Using the NYS Learning Standards for ESL, assessment results on the NYSESLAT, ELL Periodic Assessments, and Rigby ELL Assessment, we connect to academic content required in grades K-5 in ELA, Mathematics, Social Studies, and Science. P.S. 48x analyzes student data on available exams in ELA, Mathematics, Social Studies, and Science to better inform the academic language development needs of ELLs. P.S. 48x curriculum maps, aligned the NYS Learning Standards, help guide instruction. P.S. 48 attempts to make students accountable for their own learning. To that end, the school ensures that students understand what language needs they have and consult with students regarding what they believe need additional assistance in learning.

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

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

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

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

based groupings within the classroom challenge ELLs to develop their writing mechanics, academic vocabulary (CALP), paragraph structure, and grammar. Genre studies, author studies, and character studies provide deep levels of understanding.

We will be utilizing the Food Bank of New York City's Cookshop Classroom program in order to deepen ELLs understanding of academic language. This cooking-based program centers on literacy units of study tackling science and social studies topics aligned to NYSED learning standards and the NYCDOE core curriculum. Through hands on exploration and vocabulary development, students will deepen all four modalities of learning English.

Technology implementation through the use of Smart Boards, iPods, voice recorders, and digital storytelling provide high interest avenues for developing all four language modalities. ESL teachers attend specific professional development sessions in maximizing the Smart Board for lessons, re-teaching, and independent language activities. We have begun implanting the use of BrainPOP ESL and later this year we will roll out Imagine Learning for our ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

P.S. 48x understands that the more informed the entire school staff is regarding the instructional need of ELLs, the more successful our ELL population will be. To that end, all staff receives professional development in both formal and informal ways on a continued basis throughout each school year. We aim for in order to ensuring staff members working with ELLs receive at least 7.5 hours of ELL training. It is a complex scheduling dilemma ensuring that staff is able to plan and attend trainings. Professional development for instruction of ELLs includes the following personnel: principal, assistant principals, ESL coordinator and ESL teachers, common branch, special education, and content coverage (prep) teachers, paraprofessionals, counselors, secretaries, SETTS teachers, and the parent coordinator. It is essential that all staff understand the unique learning needs of ELLs, along with the attached social-emotional supports required to nurture their social and academic development.

The general staff receives information about our school's program offerings, the basic concept and theory behind best practices in ELL instruction and the NYS Learning Standards in ESL. Additionally the school-based staff receives professional development in the New York State Education Department LEP identification process. School staff becomes familiar with the identification and the NYS testing program as it pertains to ELLs. The pupil secretary, in particular, receives ongoing professional development in ATS screens pertinent for the proper placement of new admit and transfer ELLs. Classroom teachers with ELLs receive articles and lessons pertinent to meeting the literacy development needs of the ELLs.

An integral component of the professional development program hinges on the collaboration of classroom teachers of ELLs (called ESL Homerooms) and the ESL teachers who push into their classrooms to fulfill CR-Part 154. The professional development that occurs in these meetings is then turn-keyed to the rest of the school staff (assistant principals, classroom and content teachers, and paraprofessionals) during collaborative common planning meetings that take place every week. In these meetings conducted by the ESL Homeroom and ESL teachers turnkey such professional development information as ways to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Best research based strategies for ESL, ELA, Mathematics, Science, Social Studies, and the Arts. Professional development involves vocabulary development, grammar development, oral language development, test preparation, interacting with parents of ELLs, and using realia. Administration will also ensure that each staff member is aware of the materials and information available regarding ELL instruction in our school. ESL homeroom teachers in the ESL push-in framework will meet on a weekly basis with the ESL-certified teachers for ongoing professional development, ELL student data and progress

analysis, and unit of study planning. The planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and also use Rigby On Our Way ESL curriculum program to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through “ESL strategy snapshots,” which provide classroom teachers with a strong background in ESL teaching best practices. Additionally, ESL teachers and ESL homeroom teachers will attend professional development offerings provided by outside agencies, including BETAC, as well as NYCDOE Office of ELLs trainings, on an ongoing basis to build school capacity in meeting the needs of ELL students. In this manner, classroom teachers develop a repertoire of skills for teaching ELLs that they can utilize throughout the school year. This targeted capacity building additionally ensures that all school staff understands the unique learning challenges facing ELLs and all staff becomes equipped to providing a productive learning environment for all students developing listening, speaking, reading, and writing skills in English.

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?

Parental Involvement

Parental involvement is strongly encouraged and fostered at P.S. 48x. Staff developers and the Parent Coordinator throughout the school year offer multiple workshops. Bilingual translation and interpretation services are provided should they be required. Written communication, face-to-face meetings, and phone calls ensure that parents are informed of their child’s academic and social progress. However, P.S. 48x seeks to develop more parental involvement, both in the number of parents involved, and the level of commitment parents provide. It is difficult to recruit parents on a continued basis for workshops, based on parental needs. Additionally, we are exploring more efficient means of communication with parents, including eChalk, to ensure a more effective parental involvement base for organizing the P.S. 48x school community.

P.S. 48x has partnerships with the Police Athletic League (PAL) and Hunts Point Alliance for Children (HPAC). The organizations assist parents of ELLs, as well as ELLs themselves. Homework assistance, test preparation, and advocacy meetings ensure that ELL parents are informed of their rights, and are directed towards services that will assist them.

The P.A. and Parent Coordinator assess parent needs with annual surveys sent home to parents requesting information on potential workshops and other needs. This information is collected, along with information collected from classroom teachers on an ongoing basis through written and oral communication with parents. Then the information is brought to the attention of the P.S. 48x administration, staff developers, and parent coordinator, to formulate workshops, information, and any other pertinent requests of parents.

Staff developers in English Language Arts and Mathematics conduct workshops alongside the Parent Coordinator for parents, ranging from “helping my child read” to “Math games.” The aim is provide parents with the tools in order to help their children succeed. The deeper the level of commitment that parents have in their children’s education, the better informed stakeholders P.S. 48x has. Parents who do not speak English are encouraged to use the native language with their children. Workshops discuss the essential role of native language development for developing the English language. The research is emphasized. All workshops are conducted in English and Spanish, as well as other languages requested.

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) | 18 | 26 | 7 | 8 | 5 | 4 | | | | | | | | 68 |
| Intermediate(I) | 3 | 9 | 15 | 10 | 9 | 6 | | | | | | | | 52 |
| Advanced (A) | 5 | 1 | 8 | 9 | 9 | 9 | | | | | | | | 32 |

| | | | | | | | | | | | | | | |
|-------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|
| Total | 26 | 36 | 30 | 27 | 14 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 152 |
|-------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/SPEAKING | B | 0 | 2 | 1 | 1 | 2 | 1 | | | | | | | |
| | I | 2 | 9 | 2 | 2 | 0 | 2 | | | | | | | |
| | A | 1 | 11 | 15 | 7 | 8 | 5 | | | | | | | |
| | P | 0 | 8 | 15 | 16 | 21 | 14 | | | | | | | |
| READING/WRITING | B | 3 | 20 | 4 | 4 | 2 | 3 | | | | | | | |
| | I | 0 | 9 | 15 | 10 | 11 | 6 | | | | | | | |
| | A | 0 | 1 | 6 | 9 | 9 | 9 | | | | | | | |
| | P | 0 | 0 | 8 | 3 | 9 | 4 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 9 | 9 | 7 | 2 | 27 |
| 4 | 5 | 14 | 1 | 0 | 20 |
| 5 | 7 | 4 | 4 | 0 | 15 |
| 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 | 5 | | 14 | | 7 | | 4 | | 30 |
| 4 | 6 | | 11 | | 6 | | 1 | | 24 |
| 5 | 3 | | 12 | | 3 | | 0 | | 18 |
| 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 | | 7 | | 12 | | 0 | | 20 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 | 6 | | 0 | | 8 | | 0 | | 14 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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.

1. Assessment Tools

P.S. 48 utilizes various assessment tools in order to assess the early literacy skills of ELLs, including Spanish LAB, Fountas and Pinnell, Rigby ELL Assessment, ELL Periodic Assessments, NYSESLAT, and informal conversations and writing analysis. Utilizing various means of investigating students' literacy foundation, along with continual monitoring of progress allows P.S. 48 to delve into individual students strengths and weaknesses. We are able to provide small group and individual students instruction to students requiring similar instruction. We have created school-based tracking tables to monitor English literacy acquisition, based on Rigby ELL Assessment data three times a year. We utilize listening, speaking, reading, and writing NYSESLAT activities in order to develop preparation for the official NYSES NYSESLAT. We track progress with tables.

This data truly provides multiple perspectives on ELL language development. Through individual analysis and in collaborative settings, ESL and classroom teachers attempt to pinpoint instructional agendas that provide students with instruction as required. We amend lessons and units of study to adapt to the particular skills ELLs need additional supports in.

2. Analysis of students' strengths and weaknesses in the four modalities

After examining student results on the Spring 2010 administration of the NYSESLAT (or LAB-R for new admits after the administration of the NYSESLAT), some patterns become evident.

A. Listening/Speaking

Newcomers to our school tend to score at the Beginner level on the LAB-R. These newcomer ELLs receive intensive focus on developing oral language skills throughout the school year and tend to move into the intermediate stage and above on the NYSESLAT. 74 ELLs (51%) of ELLs were proficient on the listening/speaking across the grades. 32% (47 students) scored at the advanced level. Only 5% of P.S. 48's ELLs scored at the beginning level. Viewing the data across the grades we see that students demonstrate quick progress in listening and speaking. Building a strong oral language base in English assist students in learning to read and write in English. Transferring of oral language prepares students for the graphic demands of reading and writing. We are making concerted attempts at embedding listening/speaking activities across the curriculum, in centers, writing, science, mathematics, and social studies units. Developing accountable talk and modeling conversation techniques ensures that the students develop appropriate registers for academic conversations.

B. Reading/Writing

On the reading/writing modality, students tend to score one level behind their individual score on the listening/speaking modality. The school focuses a majority of its instruction for ELLs receiving services for 4-6 years on this modality. They tend to score at the proficient level on the listening/speaking modality, yet need additional supports in order to develop proficiency on the reading and writing components. While 51% of ELLs attained proficiency on the listening/speaking modality, only 17% (24 students) attained proficiency on the reading/writing

focus on improving reading and writing through targeted instruction to ELLs. ESL teachers will be utilizing push in time during the literacy block, along with intensive pull out instruction in these two modalities.

Instructional Decisions Based on the Four Modalities

Based on the data, we are making various instruction decisions. Teachers are collaborating to create lessons and centers that explicitly focus on authentic opportunities for listening and speaking skill improvement. Additionally we will be monitoring progress this year on all grades by providing 'mini-test' assessments at the end of each month on the particular skills and strategies taught that month. We have put in place a pacing chart for NYSESLAT preparation, where the skills emphasized each month determines the language focus for the unit of study. We will utilize a pre-test and post-test to monitor progress, and adapt the curriculum in ways that ensure that students are meeting the New York State ESL Learning Standards.

Patterns Across Proficiencies and Grades

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

20 students passed the NYSESLAT by receiving a "proficient" score. Each year these students tend to be either first grade or fourth grade. This is because these grades are at the top of the grade band administered (K-1, 2-4, and 5-6). However this year, 8 were third grade students and 3 were second grade students. Last year in Spring 2009, only 3 third graders scored at the proficient level, and no second graders were proficient. We continue to struggle with fifth grade students reaching proficiency on the NYSESLAT.

Using the ELL Periodic Assessment

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

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

New York State English Language Arts Exam

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

Prior to the release of student scores, NYSED changed the NYS ELA cut scores for attaining proficiency on the test.

During the Spring 2010 administration of the NYS ELA, 62 ELLs took the exam in grades 3-5. 23% (14 students) reached or exceeded proficiency by attaining a level 3 or 4. 44% (27 students) approached proficiency by scoring a level 2. 21 students (34%) scored a level 1. 41 students (66%) either were proficient or approaching proficiency on the Spring 2010 administration of the NYS ELA test. Changing the cut score had negative ramifications for student scores. It makes it difficult to determine whether student progress occurred or not. There is no benchmark when the cut score determining levels changes. We will continue to analyze data, and compare this year's scores with the NYS ELA scores from the Spring 2011 administration in order to determine strengths and weaknesses.

Students are strengthening the literacy skills in our ESL push in classrooms. While new arrivals (less than 1 year in English speaking schools) were not administered the NYS ELA, the 62 students who took the exam demonstrate that the students are learning academic English for various purposes, audiences, and across genres. We target having newcomers deepening their content knowledge, vocabulary, and literacy skills whereas the ELLs who have been here 4-6 years receive more test prep genre instruction. This is due to the fact that these students have a stronger ability to navigate academic English in speaking, listening, reading, and writing.

New York State Mathematics Exam

The NYS Mathematics Test was administered in Spring 2010 for students in grades 3-5. Grades 3 and 5 are administered the test in two parts (Books 1 and 2) in sequence on two consecutive school days, while the Grade 4 test is administered in three parts (Books 1, 2, and 3) in sequence on three consecutive school days. This test is offered in various languages so students may decide their language of preference for taking the exam.

72 ELLs at P.S. 48x took the exam in grades 3-5. 29% (21 students) met or exceeded grade standards by scoring at level 3 or 4. Additionally 51% (37 students) were approaching the grade level standards by scoring at level 2. 14 students (19%) scored at level 1. 81% of the ELLs either were proficient or approaching proficiency on the Spring 2010 administration of the NYS Mathematics Test. Students are able to take the exam in English, their native language, or receive a translator as needed. One student needed a French translator for the 5th grade NYS Mathematics test.

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

New York State Science Exam

The NYS Grade 4 Elementary-Level Science Test is administered in the spring of each school year. This test covers two parts: the performance tasks located at three different stations and the written part. The fourth grade written part includes two parts: Part I has 30 multiple-choice selections and Part II consists in answering 14 questions. The skills test materials at all 3 stations which students must use in order to complete the tasks that demonstrate scientific understanding. This test is offered in various languages so students may decide their language of preference for taking the exam.

While the NYSED officially scores the multiple-choice test, the science performance task was hand scored in P.S. 48x. There were 20 fourth grade ELLs who took the Science test. Of these 20 students, only one (5%) scored at level one. 7 students (35%) scored at level 2. While no students attained a level 4, 12 students (60%) scored at level 3. 60% of P.S. 48X ELL students were proficient on NYS Grade 4 Elementary-Level Science Test in the spring of 2010. Students are able to take the exam in English or their native language.

New York State Social Studies Exam

The Elementary NYS Social Studies exam was administered Fall 2009 to grade 5 students. 14 ELL students took the exam, which has two main sections. On Day 1, the first section contains multiple choice questions followed by a second section, which has document-based questions that require short-answer responses pertaining to documents relevant to the NYS Learning Standards for Social Studies. On Day 2, students write a document-based essay that tests students' ability to interpret and draw conclusions from historical documents, such as maps, graphs, political cartoons, and timelines. Students use various documents to gather information in order to response, in essay format, to the provided question. This test is offered in various languages so students may decide their language of preference for taking the exam. Two students took the exam in Spanish. One received a level 3 and one received a level 1. Teachers hand scored short answer and extended response essays in P.S. 48, while the multiple choice questions were sent out to be scored.

Of the 14 ELLs who took the exam, 8 ELLs (57%) met or exceeded standards by scoring at level 3, while 6 students (43%) scored at level 1. Newcomer ELL students have minimal exposure to themes introduced in the NYS Learning Standards for Social Studies, particularly regarding knowledge of American history. While intensive exposure and use of social studies units of study for teaching related to the NYS Learning Standards and the NYS resource guide for beginning ELLs helped prepare these students, they still with the essay and short-answer responses. An additional 6 students were X-coded on their IEP from receiving ESL supports.

This test provided the most difficulties for our ELLs because of the nature of the test. New York State and United States themes, including historical eras, are culturally specific. Though intense preparation helps prepare these students, they are lacking in many concepts requisite to performing at level 3 or 4, on both the multiple choice, short answer, and essay responses.

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

During the Spring 2008 NYSESLAT, 15 students passed the NYSESLAT, the same as in Spring 2009. However, during the spring 2010 NYSESLAT 22 students became English proficient. This is the largest number of students since P.S. 48 began implementing an ESL push in program. This year we continue to push into ESL homerooms to ensure that academic English acquisition and learning continues to be connected to the classroom content. Whole group and small group periods of instruction, along with targeted NYSESLAT preparation, will take place over the 2010-2011 school year. As for the NYSESLAT proficient students, they will remain in ESL homerooms in order to receive transitional supports.

ESL teachers, due to budget cuts started two years ago that have continued into the 2009-2010 school year, continue to provide coverages. However this school year, these coverages are for ESL Homeroom classrooms. While small group instruction for ELLs has been cut due to these coverages, the ESL teachers are providing whole group instruction to ELLs. P.S. 48x has made significant gains in reaching the ELL population. Students are showing progress on they NYSESLAT. P.S. 48x will continue to make do with the resources and time allotted. We continue to be innovative in seeking on effective approaches to addressing the learning needs of our ELLs. We are fostering a deeper level of conversation with all stakeholders in order to be better informed at ensuring the continued progress of all ELL students.

Teacher and parent feedback helps us change and mold the program to be continually successful. ESL Homeroom teachers fill our surveys, as well has hold discussions to let us know techniques and ideas that are successful, need amending, or may need to be abandoned. Additionally they provide innovative suggestions for implementation. Additionally the ESL office maintains a bulletin board that provides space for various stakeholders in ELL success the opportunity for adding ideas for change for future years.

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.

Paste additional information here

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |

| | | | |
|--|----------------------|--|--|
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |