



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 48 THE MAPLETON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K048

PRINCIPAL: DIANE J. PICUCCI

EMAIL: DPICUCC@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Diane J. Picucci	*Principal or Designee	
Eric Kivnick	*UFT Chapter Leader or Designee	
Jean Antioco	*PA/PTA President or Designated Co-President	
Anna Mae Castellano	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bernadette Sessa	Member/SLT Chairperson	
Grace Ann Lampon	Member/Teacher	
Thomas Pascarella	Member/Teacher	
Josephine Colonna	Member/Parent	
Jessica Ip	Member/Parent	
Elena Laguzzi	Member/Parent	
Sabrina Zicoello	Member/Parent	
Erica Pantano	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the use of student data to develop lessons plans based on individual student needs which will promote student progress.

- a. By June 2012, 100% of pedagogical staff will show how they have used their analysis of data in order to contribute to school-wide inquiry work as measured by entries in data binders and planning notes.
- b. By June 2012, 100% of pedagogical staff will have a system to access students in grades K- 5 progress in ELA, Writing and Math throughout the school year as measured by entries in data binders. Note: this system will take place in October, January and May. This system will be communicated to students and parents during the intervals of October, January and May, in addition to report card periods.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

P.S. 48 was chosen through a lottery to have a Quality Review for the school year 2010-2011. This Quality Review took place in November 2010. P.S. 48 continues to receive well developed in many areas. However there were challenges in some areas that P.S. 48 will continue to focus on during the 2011-2012 school year. The following are suggested areas of improvement:

- Develop a school wide structure to share students' strengths, needs and next steps with parents.
- Develop a school wide structure to share and analyze nonacademic data, such as attendance and behavior issues, to adjust practices to improve student performance.

P.S. 48's 2010 – 2011 Learning Environment Survey indicated a decrease in academic expectations and communication.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Teachers will look at ways to increase individual student progress by analyzing and planning teaching as measured by DRAII, Predictives, ITA, EPAL, Writing Rubrics, Everyday Math Assessments, Running Records, Conference notes and through informal and formal teacher observations. This will be reflected in the Inquiry notes per grade level, subsequent assessments to view findings at specific intervals during the school year.

- School wide goals for 2011 – 2012 will be indentified and communicated to staff, parents and the school community.
- Pedagogical staff will engage in identifying, developing and monitoring Inquiry goals as teams and refine and develop ways in which to incorporate the use of the Common Core Learning Standards in DOK tasks and curriculum.
- Inquiry goals and subsequent outcomes will be communicated widely within the school community.
- Staff and students will extend their development of identifying, monitoring and evaluating student goals in reading, writing and mathematics as aligned to the Common Core Learning Standards.
- Letter to staff and parents prior to school opening articulating the work for the year ahead – goals to be embedded in this communication.

- Faculty conferences will focus on the ways in which school wide goals are identified, monitored and evaluated.
- Grade level groups, cluster teachers, ESL team and support pedagogical staff will meet to identify, develop and monitor their inquiry work. They will use DRA, unit tests in math, periodic assessments data and teacher collected data.
- Core Inquiry team will present overview data on inquiry goals at faculty conferences. One member of the Core Inquiry team will liaise with each of the pedagogical inquiry teams to consider vertical implications as well as horizontal for the work.
- Instructional goal work with students will continue in Reading, Writing, Mathematics, Science and Social Studies – identification, action, monitoring and review of the goals will occur during conferences, small group/guided reading sessions and also as a result of Formative assessments such as DRA and unit tests in Math.
- Predictive assessments will also inform the goal setting processes and assist the planning for small group differentiated instruction.
- Discussion of the goal work will be the subject of reflection by teachers at Grade level meetings and during other group planning times.
- This student assessment timeline will be implemented in September and student progress will be monitored, evaluated and communicated with parents in October, January and May.

Evidence

- Formal and informal observations.
- Recording of all materials disseminated, agenda documents.
- Scheduling time for group planning and development outside of normal common planning times.
- Professional discussions and conferences.
- Goal recording as shown through student notes, teacher anecdotal notes: conference notes, Math observations and guided reading records.
- Regular Instructional walkthroughs

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S.48's- The Mapleton School will take the following actions to involve parents by:

- Providing materials and training to help parents work with their children to improve achievement areas
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

According to the 2010/2011 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff /Training: Administration, Special Education, General Education, ELL Teachers, Educational Consultants, Para Professionals, Staff Developer, CFN 409 ESO 22 Network Support, Renzulli Learning Systems

Budget/Funding: Tax Levy, FSF, CFF and Title I SWP, Title I ARRA, IDEA, Inquiry Team

Schedule: Ongoing September 2011 – June 2012

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase individual student progress in ELA and Mathematics with an increased focus on ELL and Special Education students.

- a. By June 2012 students with disabilities will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA (from 20% to 30%) and Math (from 45% to 55%) tests.
- b. By June ELLs will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA (from 40% to 50%) and Math (from 80% to 90%) tests.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

P.S. 48's 2010 – 2011 NYSTP data for students with disabilities indicated the following:

- 51% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS ELA Exam
- 35% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2010 -2011 NYSTP data for English Language Learners indicated the following:

- 37% of the students in grades 3- 5 scored at a level 1 on the NYS ELA Exam
- 10% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
 - Utilize the ARIS information as a tool to differentiate instruction in ELA, Mathematics, Social Studies and Science.
 - ELL department discussions will focus on identifying student progress on the NYSESLAT and how it aligns to the progress on the ELA, Mathematics, Social Studies and Science state tests.
 - Grade level discussions will focus on analyzing data and identifying instructional focus.
 - ELL teachers will engage in working on a collaborative model of “push-in” instruction.
 - Service providers and Special Education teachers will work to analyze data to plan for differentiated instruction.
 - Utilization of Imagine Learning and Skills Tutor software to enhance differentiation of individual student instruction.
 - Utilization of the Renzulli Learning System to support and provide differentiated instruction for students by providing teacher lesson plans, independent study and project activities for students based on learning styles, interest and product preferences.
 - Provide professional development for Special Education staff members on Foundations and the Wilson Reading program.
 - Provide Saturday Academy for ELL students to focus on the following strategies: main idea and determining importance to improve comprehension in ELA. The utilization of open-ended questions in Mathematics will be implemented to improve students’ progress towards state standards.

Evidence

Interim progress will be measured using the Predictive and Instructionally Targeted Assessments as part of Acuity. The target will be a 10% increase in the numbers of general education, ELL and Special Education students who achieve at least one year progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S.48's- The Mapleton School will take the following actions to involve parents by:

- Providing materials and training to help parents work with their children to improve achievement areas
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child’s progress.

- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Translate all critical documents and provide interpretation during meetings and events as needed.
- Provide opportunities for parents to help them understand the accountability system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

According to the 2010/2011 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff /Training: Administration, Special Education, General Education, ELL Teachers, Educational Consultants, Para Professionals, Staff Developer, CFN 409 ESO 22 Network Support, Renzulli Learning Systems

Budget/Funding: Tax Levy, FSF, CFI and Title I SWP, Title III, Title I ARRA, IDEA, Inquiry Team

Schedule: Ongoing September 2011 – June 2012

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To strengthen the curriculum in both English Language Arts and Mathematics in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS.
- a. By June 2012, 100% of all classroom teachers in grade K-5 will embed on performance task assessment aligned to DOK and the NYC Core Learning Standards.
- b. By June 2012 100% of the students in grades K-5 will complete a task that asks them to read and analyze informational text and write opinions and arguments in response.
- c. By June 2012 60% of all the students in grades K-5 (352 out of 588) will demonstrate proficiency “Level 3 or higher” on the Spring 2012 Literacy task as measured by a DOK aligned teacher created rubric.
- d. By June 2012 100% of the students in grades K-5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- e. By June 2012 60% of all the students in grades K-5 (352 out of 588) will demonstrate proficiency “Level 3 or higher” on the Spring 2012 Math task as measured by a DOK aligned teacher created rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2011 – 2012 City Wide Instructional Expectations :

- Looking at the Common Core State Standards with a deeper look at the domain of focus for each grade and the mathematical practices especially mathematical practices number 3 and number 4
- Looking at the Common Core State Standards in Literacy for grades Pre-K – 2 with a focus on written response through group activities and prompting support of informational text.
- Looking at the Common Core State Standards in Literacy for grades 3 -5 with a focus on written analysis of informational text or written opinion or argument - based on an analysis of informational text.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
 - The Core Inquiry team and sub-inquiry (Teacher) teams will focus on creating tasks that are aligned to the Common Core Learning Standards and DOK.
 - All staff members will be provided with professional development that focuses on the Common Core Learning Standards and the Depth of Knowledge Levels to analyze the tasks in Literacy and Math.
 - Provide teacher teams with common planning periods along with extended time period on Wednesdays to collaborate and create tasks aligned with the Common Core Learning Standards and DOK.
 - Provide pedagogue time to familiarize themselves with the NYC Department of Education provided tasks so that they can create their own tasks.

- Pedagogue will use specific guidelines from Common Core Learning Standards and DOK levels to create tasks.
- Teacher teams will utilize existing and/or create accompanying rubrics to assess student performance on the task.
- Professional development provided by CFN 409 in Literacy and Math

Evidence

- Revised curriculum maps to reflect DOK aligned tasks
- Teacher created rubrics in Literacy and Math
- Student work samples
- Professional Development agenda and sign in sheets

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child’s progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

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According to the 2010/2011 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff /Training: Administration, Special Education, General Education, ELL Teachers, Educational Consultants, Para Professionals, Staff Developer, CFN 409 ESO 22 Network Support

Budget/Funding: Tax Levy, DSF, CFF and Title I SWP, Title I ARRA, IDEA, Inquiry Team
Schedule: Ongoing September 2011 – June 2012

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To develop further the ways in which the school communicates with parents about student progress and services available.

By June 2012 there will be a 10% increase according to the Learning Environment Survey in reference to the ways in which the school communicates with parents concerning individual student progress, academic services, engagement, safety and respect as measured by parent workshops and evaluations (from 2011 to 2012).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to P.S. 48's 2010 -2011 Learning Environment Survey there was a decrease in the following areas:

- Communication
- Engagement
- Safety and Respect

P.S. 48 was chosen through a lottery to have a Quality Review for the school year 2010-2011. This Quality Review took place in November 2010. P.S. 48 continues to receive well developed in many areas. However there were challenges in some areas that P.S. 48 will focus on during the 2011-2012 school year. The following are suggested areas of improvement:

- Develop a school wide structure to share student's strengths, needs and next steps with parents.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.

- Provide opportunities for parents to participate in workshops that assist them to learn about changes and expectations in their child's education. For example- Workshop(s) looking at State Testing expectations and the role of parents, ARIS parent link etc., expectations of the NYSESLAT testing for English Language Learners.
- Increase the ways in which parents are receiving communication from the school and/or the teachers. Include more translation avenues to accommodate the growing diversity of languages and utilization of the new school website.
- Provide for regular communication through formal and informal meetings and conferences for parents.
- Provide forums for parents to develop deeper understandings of the goals and directions of the instructional programs through parent workshops, conferences and informal interactions.
- Utilization of Renzulli Learning systems to provide parents with a comprehensive profile of their child's interests, learning styles and product preferences along with support for independent study and project activities to complete at home, recommended lists of books and activities on student's interest.

Evidence

- The monthly Parent Association meetings, ELL meetings and/or parent workshops will show a 25% increase in attendance and participation.
- The parent teacher conferences and workshops will show a 25% increase in attendance and participation.
- An increased home- school connection through utilization of school website.
- Monitor by recording the amount of times translations are used over the course of the year for written messages and oral communications.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S.48's- The Mapleton School will take the following actions to involve parents by:

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- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Conduct parent workshops with topics such as: understanding educational accountability grade level curriculum and assessment expectations, Internet Safety, Transitioning to Middle School and Understanding the NYSESLAT.
- Provide opportunities for parents to help them understand the accountability system, e.g.,NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

According to the 2010/2011 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff /Training: Administration, Special Education, General Education, ELL Teachers, Educational Consultants, Para Professionals, Staff Developer, Renzulli Learning Systems, Parent Coordinator and School Leadership Team

Budget/Funding: Title I, Title III, CFF, Tax Levy, IDEA

Schedule: Ongoing September 2011 – June 2012

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the educational experiences in arts and technology for students.

By June 2012 there will be a 10% increase in the educational experiences students receive for their academic and social development in the area of arts and technology as measured by programming aligned to the Blueprint for the Arts.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

P.S. 48 was chosen through a lottery to have a Quality Review for the school year 2010-2011. This Quality Review took place in November 2010. P.S. 48 continues to receive well developed in many areas. As a result of the Quality Review Feedback it indicated that P.S. 48 provides a wide range of rigorous experiences including the ARTS to promote student learning. To continue this ongoing experience in the ARTS we are increasing the number of students that will receive instruction in the different disciplines through the ARTS.

P.S. 48's 2010 -2011 Learning Environment Survey indicated that only a percentage of the students are receiving ARTS in different disciplines.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
 - Extend the school wide initiative, which introduced a different artist each month through literature. This will allow students to recognize the societal, cultural and historical significance of art along with hands on exploration of art materials and an emphasis on artist techniques.
 - Provide opportunities for teachers to participate in professional development workshops through the Brooklyn Museum, The Metropolitan Museum of Art and The Rotunda Gallery.
 - BRIC Contemporary Art will provide enriched arts instruction in the area of visual arts. The visual arts instruction will coincide with the school wide artist of the month initiative.
 - BRIC Contemporary Art will provide professional development to classroom teachers during a 45-minute block, 4 times a year in 2011-2012.
 - Provide for regular communication through formal and informal meetings with teachers and BRIC Contemporary Art residency teacher.
 - BRIC Contemporary residency teacher will provide students with standard based skills and techniques in the visual arts strand of the New York City Blueprint for Teaching and Learning of the visual arts as measured through grade appropriate benchmarks and evidence of student work in portfolios and exhibits.
 - Music cluster teachers will provide a comprehensive music program including vocals, reading music and playing a variety of instruments.
 - 3rd Grade students will receive instruction in learning to play the recorder.
 - A band teacher will provide instruction on wind, string and percussion instruments for students in grades 3-5.
 - School chorus for students in grades 4 & 5.
 - Ballet Tech will provide auditions for students in grades 2-4.
 - The use of Smart board technology by teachers will be increased by purchasing additional technology, provision of workshops and collegial planning sessions to share knowledge.
 - Students will be using laptops for research, writing and reading related activities integrating IIM, Renzulli principles and best practices.
 - Use of programs such as Imagine Learning and Tune into Reading will be conducted on computers and the students will increase their skills as they apply their computing skills to participating in these programs.
 - Annabella Gonzalez Dance Theater teaching artist will provide students with standard based skills and techniques in the area of dance through movement exploration, observation, replication, recall and exploration of dance in their own and other cultures as measured through grade appropriate benchmarks from the New York City Blueprint for Teaching and Learning of dance as measured through student performance.
 - Software utilization of Skills Tutor and Imagine Learning will be available in various classrooms to enhance differentiation of individual student instruction.

Evidence

- Increase results on the Arts Survey
- Professional discussions and conferences.
- Informal conversations and observations of student knowledge before and after each unit taught will be measured through portfolios.
- In October 2011 a student dance performance will be lead by Annabella Gonzalez Dance Theater teaching artist. The performance will be held in the school auditorium.
- In June 2012 an Art exhibition will be held at the Rotunda Gallery "Kids Art Exhibition" displaying student visual art work.
- In December 2011 a winter concert will be held in the school auditorium. In May 2012 a spring concert will be held in the school auditorium. The school chorus, band and dance students will perform at both of these concerts.
- Students will demonstrate standards based skills and techniques as aligned with the NYC Blueprints for Teaching and Learning in the Arts.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S.48’s- The Mapleton School will take the following actions to involve parents by:

- Providing materials and training to help parents work with their children to improve achievement areas
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child’s progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

According to the 2010/2011 BEDS Survey 29 staff members are highly qualified and 11 staff members are teaching in their certification area. Based on this data Public School 48 additional strategies to attract highly qualified teachers is not applicable.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff /Training: Administration, Special Education, General Education, ELL Teachers, BRIC Contemporary Artist, Para Professionals, School Leadership Team and Parent Coordinator

Budget/Funding: Title I SWP, Parent Involvement, Title II, IDEA, Tax Levy

Schedule: Ongoing September 2011 – June 2012

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	14	14	N/A	N/A	0	1	2	12
1	18	18	N/A	N/A	1	1	1	1
2	43	43	N/A	N/A	1	2	0	10
3	24	24	N/A	N/A	1	1	1	8
4	55	55	25	25	0	1	0	6
5	40	40	14	14	1	2	1	4
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <ol style="list-style-type: none"> 1. Literacy and Mathematics AIS 2. Literacy Block 3. Parent Workshops 4. Summer School 5. Saturday Academy Grades 3-5 6. AIS Teacher (s) 7. Extended Instructional Day 	<ol style="list-style-type: none"> 1. Title I literacy and mathematics supports are provided for non-mandated students. Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population. Wilsons and Foundations programs are utilized. 2. The block coverage exists weekly throughout the school year. All children utilize the 120 minute reading block. It provides uninterrupted instruction to students in literacy. Small group reading instruction is provided to all students in grades K-5. The workshop model provides flexibility for students reading below, at or above grade level. Teachers maintain individual conference notes to document students' strengths and weaknesses, which help to provide individualized instruction. 3. Parent Workshops are given the first Wednesday of every month to provide parents with the tools necessary to help their children achieve academic success. ESL teachers, educational consultants and support staff are utilized to delivery valuable information to work with parents to improve student achievement. 4. The program runs for 6 weeks during the summer. The program focus on literacy and instruction it runs for 5 hours per day, 4 days per week. 5. The program runs for 14 Saturdays from December-May. The sessions are 4 hours long and focus on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction along with test sophistication strategies and open-ended questionings in Mathematics. 6. Students who are identified as promotion in doubt receive service with the AIS teacher. The teacher provides pull –out intervention in math and reading. 7. Students, who are identified as at-risk receive 37 ½ minutes of instructional time four times a week in reading and math.
<p>Mathematics</p> <ol style="list-style-type: none"> 1. Saturday Academy Grades 3-5 2. 5:1 student direct 	<ol style="list-style-type: none"> 1. This program runs for 14 Saturdays from December - May. The sessions are 4 hours long and focus on literacy and math instruction. The math instruction focuses on test sophistication strategies including analyzing word problem solving strategies. 2. Students identified at-risk in reading and/or math are serviced two times weekly for 2.5 hours per day. The program focuses on intensive direct instruction and test

<p>instruction program</p> <p>3. Summer School</p> <p>4. AIS Teacher</p> <p>5. Extended Instructional Day</p> <p>6. Math Block</p>	<p>preparation in grade 3, 4 & 5. The program utilizes Balanced Literacy and Everyday Math techniques.</p> <p>3. The program runs for 6 weeks during the summer. The program focus on literacy and mathematics instruction it runs for 5 hours per day, 4 days per week.</p> <p>4. Students, who are identified as promotional at-risk, receive service with the AIS teacher. The teacher provides pull-out push-in intervention in math and reading for 45 minutes per day.</p> <p>5. Students, who are identified as at-risk receive 37 ½ minutes of instructional time four times a week in reading and math.</p> <p>6. The block exists daily throughout the school year. All children utilize the 60 minute math block. Small group math instruction is provided to all students in grades K-5. The workshop model provides flexibility for students achieving below, at or above grade level in math. Students are provided with daily additional support. Teachers maintain assessment binders to document students' strengths and weakness, which help to provide individualized instruction.</p>
<p>Science</p> <p>Hands on Science Specialist Science Fair</p>	<p>The Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. The Science teacher provides additional classroom support through the FOSS kits and hands-on learning experiences to enhance the science curriculum.</p>
<p>Social Studies</p> <p>Social Studies Specialist</p>	<p>Social Studies cluster teacher targets all students in grades K- 5. The Social Studies cluster teacher provides additional classroom support and works with building student comprehension through social studies based text through the use of technology as aligned to the curriculum map and State Standards. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>This service is provided three days per week.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>This service is provided two days per week. Mandated and at-risk students receive one period per week.</p>

At-risk Health-related Services

Speech intervention is provided as needed. Mandated and at-risk students receive one or two periods per week. Occupational Therapy, Physical Therapy and the Hearing Teacher work with students as indicated on the students Individual Educational Plans. The DOH Nurse provides sessions for students managing their asthma. The service is given to students whose asthma condition interferes with their educational growth. The classes are offered during the school day in a small group setting.

Public School 48
The Mapleton School
6015 18th Avenue
Brooklyn, New York 11204
(718) 232-3873
Fax (718) 232-3451

Diane J. Picucci
Principal

Teresa M. Zabala
Assistant Principal

Public School 48 Parent Involvement Policy
2011/2012

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

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

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

The Leadership team along with the PTA will analyze and reflect upon the Parent Learning Environment Survey results. The Leadership team will use part of each monthly meeting to review statistical information such as assessment and test results. During each monthly parent workshop time will be provide for parents to voice their individual concerns. The Parent Coordinator will maintain an open-door policy and welcome parents who would like to express concerns or share ideas. The school will provide materials and training to help parents work with their children to improve achievement levels as well as provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

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

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

Association and attend parent workshop. All parents will participate in the Parents as Reading Partners Program across the grade levels.

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

- ***The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and other school involvement functions. They will gather and evaluate the information from the evaluation forms from previous Parent Workshops. They will use the results from the parent learning environment survey.***
- ***Members of the Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.***

5. Public School 48 – The Mapleton School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- ***The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –***
 - i. The State’s academic content standards;***
 - ii. The State’s student academic achievement standards;***
 - iii. The State and local academic assessments including alternate assessments;***
 - iv. The requirements of Title I, Part A;***
 - v. How to monitor their child’s progress; and***
 - vi. How to work with educators.***
- ***P.S. 48 will continue to encourage parents to attend Curriculum Day and Curriculum Night.***

- *P.S. 48 will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Chinese speaking population.*
- *P.S. 48 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology (Acuity) to foster parental involvement.*
- *P.S. 48 will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings and Monthly News Letter.*

6. P.S. 48 will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

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

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

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

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

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

Adoption

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

This policy will be adopted by Public School 48 – The Mapleton School on June 13, 2011 and will be in effect for the period of Sept 2011-June 2012. The school will distribute this policy to all parents of participating Title I Part A children on or before December 10, 2011.

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

Date: September 8, 2011

Public School 48
The Mapleton School
6015 18th Avenue
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(718) 232-3873
Fax (718) 232-3451

Diane J. Picucci
Zabala
Principal
Principal

Teresa M.
Assistant

Public School 48 School Parent Compact
2011/2012

School Responsibilities

Public School 48 – The Mapleton School will:

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

Through the implementation of the Common Core State Learning Standards in grades Pre-Kindergarten – grade 5, offering highly quality instruction in all content areas, using academic learning time efficiently, respecting cultural, racial and ethnic differences, providing instruction by highly qualified teachers and the implementation of a school-wide initiative: Have a Heart Campaign which promotes students to engage in random acts of kindness.

- ⇒ Support home-school relationships and improve communication by holding parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

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

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

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

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

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

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

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

Parent Responsibilities

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

⇒ supporting my child's learning by making education a priority in our home by:

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

⇒ volunteering to accompany my child on class excursions;

⇒ participating, as appropriate, in decisions relating to my children's education;

⇒ participating in school activities on a regular basis;

⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

⇒ reading together with my child every day;

⇒ providing my child with a library card;

⇒ communicating positive values and character traits, such as respect, hard work and responsibility;

⇒ respecting the cultural differences of others;

⇒ helping my child accept consequences for negative behavior;

⇒ being aware of and following the rules and regulations of the school and district;

⇒ supporting the school's discipline policy;

⇒ express high expectation and offer praise and encouragement for achievement.

Student Responsibilities

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

Name	Signature	Date
School Staff-Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)OK

School DBN: 20K048 **School Name:** The Mapleton School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After review of our New York State ELA data, we noticed that 51% of all students with disabilities in grades 3-5 scored at Performance Level 1 on the New York State ELA exam. The performance summary results showed that all grade levels had substantial low performance in the following areas: Information/Understanding, Response and Expression, Critical Analysis and Evaluation. The results ranged between 78 – 87 percent of students scoring below target.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

P.S. 48 plans to implement the Wilson Reading Program for students with disabilities in grades 4 and 5 for the school year 2011 – 2012. In grades 3-5, teachers will be utilizing the Non-Fiction Comprehension Tool Kit to develop students' informational text reading and writing capabilities. The teachers will meet regularly with consultants to monitor, reflect upon and take action for their students. These consultants will work alongside the teachers in their classrooms to offer further teaching and learning support. Regular analysis of formative and summative data will take place with action plans for student learning as a result.

After extensive review of outside tutoring services, P.S. 48 will be selecting a company that will provide necessary additional services for students. These services will provide powerful strategies for learning and enrichment.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Consultant Services, teacher coverage for planning, data analysis, workshops and debriefing.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The administration is working to ensure that the teaching staff is supported in obtaining high quality professional development by utilizing the expertise and services of the Literacy Coach and Literacy Consultant. Regular grade level meetings, 1 to 1 teacher meetings for planning discussion of data, modeling and demonstrations of teaching strategies and participation in workshops are all part of the ways in which teacher mentoring is incorporated.

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.

P.S. 48 has planned a parent meeting for December 20, 2011 to notify parents about the schools identification for school improvement. At that meeting, CFN 409 Network Leaders will be in attendance. As is our usual practice, translators will be available in Chinese, Spanish, Arabic and Russian which represent our main languages other than English. The meeting will present the information via a power point presentation with discussion and time for questions and answers.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll	District 20	Borough Brooklyn	School Number 048
School Name P.S. 48 K The Mapleton School			

B. Language Allocation Policy Team Composition [?](#)

Principal Diane Picucci	Assistant Principal Teresa Zabala
Coach Bernadette Sessa	Coach type here
ESL Teacher Tara Bueti	Guidance Counselor Nicole McConnell
Teacher/Subject Area Mary Grace Altilio/AIS	Parent Jessica Ip
Teacher/Subject Area type here	Parent Coordinator Judy Magenta
Related Service Provider Francine Sequeira	Other type here
Network Leader Neil Opramalla	Other type here

C. 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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	623	Total Number of ELLs	118	ELLs as share of total student population (%)	18.94%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

At the time of registration, the parent receives from the pupil accounting secretary a HLIS to complete (HLIS is provided in English or in nine other native languages). The Assistant Principal or one of the three certified ESL teachers, Mrs. Miller, Mrs. Chin or Ms. Bueti, administer the HLIS to determine LAB eligibility. At this time, there is also an informal oral interview (by the pedagogue) of the parent in English or in the native language with the help of a translator. If the home language is deemed to be other than English or the student's native language is other than English there is an informal student interview. When it is determined that the child is an ELL, the ESL Teachers administer the LAB-R which is the formal assessment. (If a child is Hispanic, the Spanish LAB is also administered.) If the

LAB-R shows that a child is not English proficient, the parents are invited to a meeting to discuss the program options. If the student is English proficient, the parents receive a Non-Entitlement Letter

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

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

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

4. Once parents selection is made, the ELL students are placed in the instruction program chosen by parents. In P.S. 48 parents have

consistently chosen ESL. Many parents have had older children in the program and are pleased with their children's academic progress and insist on their children learning English in ESL program. During the 2011/2012 school year thirteen out of 18 Chinese language parents selected ESL; 3 out of 3 Spanish language parents chose ESL. In total, 25 out of 30 parents selected ESL.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	24	31	17	20	15	11								118
Total	24	31	17	20	15	11	0	0	0	0	0	0	0	118

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	16	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	102	1	7	16	0	7	0	0	0	118
Total	102	1	7	16	0	7	0	0	0	118

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	11	3	2	5	3								28
Chinese	15	14	10	11	8	4								62
Russian	0	2	0	0	1	1								4
Bengali	0	0	0	0	0	0								0
Urdu	2	2	3	1	0	1								9
Arabic	2	2	1	3	1	1								10
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	0	0	0	0								1
Albanian	0	0	0	3	0	1								4
Other	0	0	0	0	0	0								0
TOTAL	24	31	17	20	15	11	0	0	0	0	0	0	0	118

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1/2. PS 48 provides instruction to 118 ELL students using an ESL program in grades K-5. A majority of the parents of children who are eligible for language service continue to demand ESL as the model of instruction for their children. This is reflected on the Parent Survey Selection Form. Eighty-three percent of the parents of first-time admissions to the New York City school system and eligible for language service selected ESL as the preferred model program. Many of these parents have other children in the school and are aware of the success of the ESL program.

As stated above, approximately 18% of the student population is identified as ELL. Progress is measured by the yearly state standardized test, NYSESLAT. At present, there are three full-time state certified ESL instructors using both pull-out and push-in models.

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

The school has acquired programs from Imagine Learning, Rigby Publishers and Hampton-Brown Publishers. These are comprehensive programs which focus on language, literacy and content areas. Imagine Learning is a program using language and literacy software, and scaffolded literacy instruction. It provides one-on-one instruction using activities designed to meet individual student needs. Other materials used are poetry and song charts, realia, flannel boards, LEA charts, interactive journals, wordless books, pattern books, and puppets.

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

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

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

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

4. By mandate all Spanish speaking children first admitted to the NYC system are tested in English by the LAB-R and, if not proficient in English, they are tested also in Spanish by the Spanish LAB as required by mandate. The parent on the home language survey indicates

A. Programming and Scheduling Information

how much prior education, if any, the student has received. ESL teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language.

5. At P.S. 48 the performance data and assessment data are used to plan instruction for the diverse groups. Currently, the total number of ESL students at Public School 48 is 118. There is one SIFE students at Public School 48. Of the 118 students, 101 General Education students are newcomers (0-3 years) and 7 Special Education students are in the newcomer (0-3 years) category; 16 General Education students are long term (4-6 years), and 7 Special Education student is in the long term (4-6 years) category. There are no students who have completed six years or more of service. Since parents (through the Parent Survey Selection Form) have selected ESL, there are no native language arts taught; however, native language books are available in the school library and in ESL classroom libraries for those students who may wish to enjoy them. Effective instructional approaches vary and depend on such factors as student's age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ESL materials and strategies used by certified ESL teachers. The programs also use analysis of the individual student's NYSESLAT scores so that teachers may focus on the children's needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students. . All these are offered for the diverse ELL sub-groups.

SIFE students are also given the same intervention services to help them catch-up in the academic areas. SIFE students are pulled-out for small group instruction to maximize literacy development and learning time for the student. Although the student may lack literacy skills, they bring prior knowledge and experience that should be acknowledged and built upon. Our plan includes an interdisciplinary thematic approach to curriculum development structure and a supportive learning environment. Native language books are available for both students and parents.

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

Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a "buddy" system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers' challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. In the beginning stages of language acquisition, teachers make language comprehensible by using strategies which convey meaning. Teachers rely on other than language cues to clarify meanings that might not be apparent to the student. Children are also invited to attend after-school programs such as One -World which provides academic support and extracurricular activities which help develop the child's communication, language, social skills. PS 48 has established a welcoming committee and a "New comers Club" with ESL teachers and the guidance counselor acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. We plan to extend both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying reading.

6. ELL-SWDs receive the mandated ESL services. ESL teachers review IEP requirements for students in special needs programs.

7. Being aware of SWDs IEPs requirements, ESL push-in teachers collaborate with classroom teachers in setting up curricular and instructional lesson plans targeting the diverse needs of each of these students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

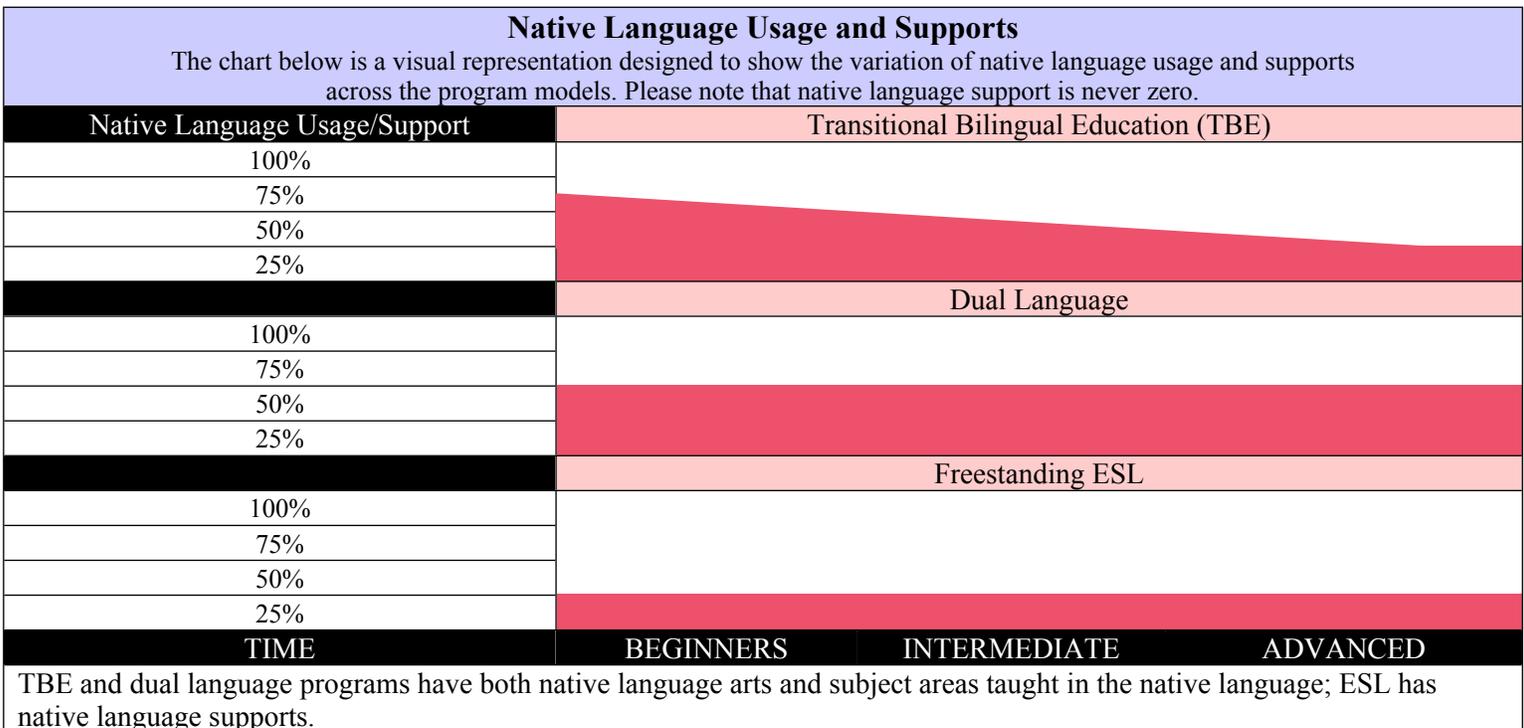
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

9. ELLs who have reached proficiency are supported through AIS, Extended Day and Push-In ESL teacher support. Transitional students who have achieved proficiency are given special test accommodations for assessments and formal tests for two years after attaining proficiency. These accommodations include time extensions, separate locations, bilingual dictionaries, English and native language editions of tests, written responses in native language and on the ELA a third reading of the listening selection.

10. For this coming school year Imagine Learning English program will be integrated into the ESL program.

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

12. ELLs have equal access to all school programs. These programs include Band, Chorus, participation in the BRIC Art Project and a third grade Annabella Gonzalez Dance Theater. A Saturday Literacy and Math Academy will be instituted this school year.

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

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

14. P.S. 48 has an extensive library of Native Language Books and translations are easily given to parents and children when asked. Parents are asked which language they prefer for communication with the school and all efforts are made to accommodate the different needs.

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

16. Orientations are held for newly registered kindergarten children before the first day of school. Parents are invited and receive welcome packets with useful information as to support staff, routines and expectations. Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture.

Teachers also use a "buddy" system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers' challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. PS 48 has established a welcoming committee and a "New comers Club" with ESL teachers and the guidance counselor acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. We plan to extend both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying

B. Programming and Scheduling Information--Continued

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9. ELLs who have reached proficiency are supported through AIS, Extended Day and Push-In ESL teacher support. Transitional students who have achieved proficiency are given special test accommodations for assessments and formal tests for two years after attaining proficiency. These accommodations include time extensions, separate locations, bilingual dictionaries, English and native language editions of tests, written responses in native language and on the ELA a third reading of the listening selection.

10. For this coming school year Imagine Learning English program will be integrated into the ESL program.

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

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17. N/A

parents:

2. How do you communicate with the parents of students at P.S. 48?

E. Parental Involvement

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

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

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

Public School 48 offers an orientation meeting where language service programs are discussed and explained so that parents may make an informed choice for the preferred program to deliver language service to their children. Workshops are offered throughout the school year and information is distributed to parents and translated in many languages. This information includes how the ESL program is delivered, expectations, strategies for parents to use at home, questions and concerns which should be addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test. Workshops are also offered helping parents access the new school website and ELL page, and ARIS reports. Use of the school library computers for access to these sites is also offered. Community based organizations, such as the Federation of Italian-American Organizations, and agencies are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents.

Information is distributed to parents and translated in many languages.

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

Professional staff developers from CITE (the Center for Integrated Teacher Education) and Jakaila Consultants have been invited to provide training sessions for mainstream classroom teachers. These consultants are former ESL teachers and administrators and trained in ESL methodology and techniques. They have provided training in the past to school staff and administrators on how to effectively deal with ELL students in the classroom.

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

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

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

Weekly department meetings are also held with the ESL teachers, coaches, Assistant Principal and educational consultant. 1-3. PS 48 supports on-going staff development for classroom teachers and new teachers in understanding and dealing with ELL children in the mainstream class. Strategies, materials and information are made available to all staff members who interact with ELL children. Staff development is provided during block group preparation periods.

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E. Parental Involvement

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

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

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

Public School 48 offers an orientation meeting where language service programs are discussed and explained so that parents may make an informed choice for the preferred program to deliver language service to their children. Workshops are offered throughout the school year and information is distributed to parents and translated in many languages. This information includes how the ESL program is delivered, expectations, strategies for parents to use at home, questions and concerns which should be addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test. Workshops are also offered helping parents access the new school website and ELL page, and ARIS reports. Use of the school library computers for access to these sites is also offered. Community based organizations, such as the Federation of Italian-American Organizations, and agencies are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents.

Information is distributed to parents and translated in many languages.

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Information is distributed to parents and translated in many languages.

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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.

1-6. As children advance in grade level, achievement in Listening and Speaking improves. Oral language development progresses as ELLs increase vocabulary. Reading and Writing skills emerge in later stages of language acquisition. As ELLs acquire Listening and Reading skills, they start to achieve goals in Reading and Writing. For children at the pre-production stage, teachers provide opportunities for active listening using media and visuals. Students are surrounded with language such as objects, songs and simple games. The use of physical

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	0	2	1	2							
	I	10	2	0	1	0	0							
	A	5	11	7	5	3	4							
	P	9	19	18	12	18	9							
READING/ WRITING	B	15	5	2	3	1	1							
	I	7	7	10	5	3	3							
	A	2	8	10	5	6	5							
	P	2	14	3	7	12	7							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	7	3	0	17
4	6	11	5	0	22
5	7	6	2	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	3		7		8		1		19
4	2		6		10		5		23
5	1		6		4		5		16
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		6		9		5		21
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: P.S. 48 The Mapleton School		School DBN: 20K048	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Picucci	Principal		10/31/11
Teresa Zabala	Assistant Principal		10/31/11
Judy Magenta	Parent Coordinator		10/31/11
Tara Bueti	ESL Teacher		10/31/11
Jessica Ip	Parent		10/31/11
Mary Grace Altilio	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
Bernadette Sessa	Coach		10/31/11
	Coach		
Nicole McConnell	Guidance Counselor		10/31/11
Neil Opramalla	Network Leader		10/31/11
Francine Sequeira	Other <u>Related Service</u> <u>Prov</u>		10/31/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K048 **School Name:** P.S. 48

Cluster: 4 **Network:** CFN 409

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

Public School 48 will communicate with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 48	DBN: 20K048
Cluster Leader: Christopher Groll	Network Leader: Neil Opramalla
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 48 will provide additional ELL instruction in a Saturday Academy Program. The targeted population is our long term English Language Learners (students in Grades 3-5) and Pre-long term English Language Learners (students in grade 3). We are working to advance the ELL students proficiency levels. After careful review of the data it was identified that in Grades 3-5 currently 15 ELL students have remained advanced for 2 consecutive administrations of the NYSESLAT. The Saturday Academy will be utilized to improve student achievement as evident through the NYSESLAT administration.

GRADE	BEGINNER/INTERMEDIATE	ADVANCED
3	10	9
4	6	9
5	4	7

The program will service 45 students in 5 classes. During the Saturday Academy we will utilize small group self-contained ELL classes. The Saturday Academy program will begin on Saturday, November 5, 2011 and run through Saturday March 31, 2011. The curriculum will focus on increasing student background knowledge and the use of academic language to improve reading comprehension, content writing and mathematics through the use of ESL techniques and strategies to promote language development. In addition teachers will focus on language literacy and math content areas through the use of visuals, TPR and repetition to increase student performance on NYSESLAT. This program will run for 15 sessions, 4 hours per session on Saturdays. The Saturday Academy Program will utilize Rigby On Our Way to English, Empire State NYSESLAT ESL/ELL, Imagine Learning, National Geographic Determining Importance Springboard Expanded Set, National Geographic Making Inferences Springboard Expanded Set and Read, Write, Edit, and Listen. For Mathematics the program uses Options- Open Ended Questions.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: We will utilize an Educational Consultant and ESL coordinator to provide ongoing direct curriculum and strategy development for the Saturday Academy Program. After School

Part C: Professional Development

Professional Development sessions will be held to introduce the staff to the curriculum materials for the Saturday Academy and support staff in the implementation of materials.

Professional Development provided by ESL coordinator and Educational Consultant:

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Throughout our school year we will host several ELL Parent workshops. "Preparing for the NYSESLAT" is a workshop for parents that reviews the modalities, format and question types of the NYSESLAT exam this workshop consist of 2 hours. The "ELL Parent Workshop" is a workshop for ELL parents that explains the year ahead, overview of the New York State tests including the NYSESLAT, and helpful hints for parents to prepare their child at home for the NYSESLAT. This workshop consist of 2 hours. Parents are notified of these activities through letters that are sent home in different languages, through our monthly ESL News Letters and also on our school website. We also have a section of our school library that we will continue to update with books in different languages. Our Parent Coordinator arranges visitation for parents to have access to these resources.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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 • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		