



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___PS 48___PO MICHAEL J. BUCZEK SCHOOL___

DBN: ___06M048_____

PRINCIPAL: ___TRACY WALSH_____ **EMAIL:** ___TWALSH@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ___ELSA NUNEZ_____

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
Tracy Walsh	*Principal	
Maleta Radji	*UFT Designee	
Grethel Marin	*PAPresident	
Sharinne Betances	Member/Parent	
Angela Garces	<i>Member/Parent</i>	
Trennis Smith	Member/Parent	
Christopher Cannavo	Member/Teacher	
Quran Francis	Member/Teacher	
Traci Goodwin	Member/Teacher	
Kristin Jefferson	Member/Teacher	
Miriam Rosario	Member/Parent	
Daisy Goins	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

Annual Goal #1 By June 2012 90% of students will make a 20% gain in targeted writing indicators as measured by the grade specific common writing rubric aligned to the Common Core standards for Writing.

Comprehensive needs assessment

After examining class written assignments, DRA written responses and ELA State Exam and the State data determining that we are SINI in ELA we concluded that our students need additional instructional support to improve skills in writing. Analysis of the school based interim writing assessments, DRA responses, data from the NYS ELA exam, SINI status in ELA, indicate that our students struggle in writing, therefore, require additional instructional support to improve writing skills.

Instructional strategies/activities

- **In grades 3,4 and 5 develop a grade specific common writing rubric with six criteria: Opinion, Organization, Voice, Word Choice, Fluency and Conventions.**
- **Three written pieces per year will be scored against this rubric and placed on a spreadsheet to be given to the Assistant Principal. In order to use as the basis for inquiry work and choose appropriate instructional strategies.**
- **As grade teams, along with the Assistant Principal, teachers will examine the strengths and weaknesses of the grade, class and individual students.**
- **Teachers will design lessons to improve weaknesses found to be prevalent in the student writing.**
- **Special attention will be given to SWD, with a support teacher pushing in/pulling out twice each week.**
- **Special attention will be given to ELL students with afterschool instruction twice per week.**

Strategies to increase parental involvement

- Parent meetings and workshops targeted toward prep for standardized testing, improvement in writing and questioning techniques.
- Publishing parties celebrating student writing.
- Written communication between parents and teachers about student progress.
- Network Parent Meetings where parents learn about instructional expectations of the Common Core standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional Development in the area of Common Core Task and Unit development.**

Service and program coordination

- Title 3 afterschool program to focus on expository/informational writing strategies.
- F-status teacher to work with teachers of SWD to target

Budget and resources alignment

- Hire an F-status teacher to support the SWD.
- 1 50 minute block per week for teachers to meet, score papers and design lessons.
- Per-session funding to create a spreadsheet to collect student scores.

- Title 3 funds to support ELL students.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 By June 2012 90% of teachers will make a 1 level gain (i.e., basic to proficient) in Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction based on the Danielson Framework of Teaching.

Comprehensive needs assessment

- Lead Teachers and the Principal studied the Framework for Teaching during the Summer of 2011. Using a research based framework will serve as a vehicle for engaging in professional discussions, as well as giving and receive feedback to improve the quality of teaching.

Instructional strategies/activities

- Lead teachers will lead a grade study group of the book, Frameworks of Teaching.
- Each grade, with input from the Assistant Principal and Principal will select areas to work on for the year based on DOE expectations..
- Supervisors will provide feedback to teachers' 3-5times per year.
- Teachers will design a protocol to observe each other and provide feedback.
- Teachers will conduct at least two observations with feedback to a colleague.
- Parents will be informed of areas that grade levels are working to improve.

Strategies to increase parental involvement

- Communicate with parents through a monthly newsletter.
- Invite parents to visit classrooms.
- Connect the teacher selected strategies to student achievement.
- This will be shared and discussed at PA and SLT meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development in the areas of Questioning, Using Assessment and Engaging Students.

Service and program coordination

- Weekly Grade meetings focused on instructional expectations.
- Weekly Inquiry team meetings to focus on Using Assessment in Instruction.

Budget and resources alignment

- FSF to purchase Books.
- Title 1 Professional development monies to train 6 staff members using Teachscape.
- Coverage and Per-diem monies to cover teachers to observe each other.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, we will improve grade 3 student ELA scores by 5% as measured by the State Exam.

Comprehensive needs assessment

Through meeting with parents and speaking to students we discovered that parents are not using the resources the city has to offer. We decided to set-up a program by which parents of 30 selected students will be offered the opportunity to visit museums throughout the city under the direction of teachers from the school. In this way the parents will be more likely to visit them with their children. This will provide rich conversations for parents to have with their children.

Instructional strategies/activities

- **Two teachers will plan together to visit museums with parents.**
- **Teachers will plan highly structured conversation with parents as a model for how to conduct a visit with their children.**
- **Parents will then conduct their own visit with their children.**

Strategies to increase parental involvement

- Parents will be invited to attend planning meetings with teachers to conduct a visit to the museum.
- Teachers will bring parents to the museum and model a visit.
- Parents will then bring their children to a museum.
- Parent activities to result in rich language activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional development in the exhibits at the city's museums'.**
- **Professional development in Oral Language Development.**

Service and program coordination

- Expanding the Title 3 program to include new immigrants.
- Working with the ESL and Dual Language teachers in the area of Oral Language development
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Budget and resources alignment

- Per-session from Title 3 new immigrant funds.
- Focus on grade 2 and 3 and the Social studies curriculum.
- Parents will share their experiences with other parents.

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	10	10	N/A	N/A	1	0	0	0
1	45	25	N/A	N/A	1	3	0	0
2	25	10	N/A	N/A	1	3	0	0
3	25	20	N/A	N/A	2	3	0	0
4	10	20	15	15	2	2	0	0
5	10	20	10	10	2	1	0	0
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>	<p>Foundations- The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding vocabulary fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grade K-2 students one period per day.</p> <p>Wilson Reading System- This is used to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teacher delivers differentiated instruction to small groups of grade 3-5 students one period a day.</p> <p>Estrellita- This is a Spanish language phonological/phonemics awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency and spelling.</p> <p>Guided Reading- Each lesson has a set of objectives to be taught through the course of a session. Teachers will aid students in decoding words, figuring meaning, etc. AIS teachers deliver differentiated instruction to small groups of K-5 students one period per day.</p>
<p>Mathematics</p>	<p>Everyday Math is a standard-based curriculum developed by the University of Chicago. It is research-based; has been field tested and proven by results; it teaches basic skills and conceptual thinking; uses a hands-on approach; set higher expectations. One AIS teacher provides differentiated instruction to small groups of grades 3-5 students one period per day.</p>

Science	During the mandated four periods per week of science instruction teachers will integrate the literary genre of non-fiction informational texts and procedural narratives.
Social Studies	During the mandated four periods per week of social studies instruction teachers will integrate the literary genre of non-fiction informational texts and procedural narratives.
At-risk Services provided by the Guidance Counselor	One full-time guidance counselor provides crisis counseling services to grades K-5 during the school day, one period per week, depending on students' needs. The service is provided in English and Spanish. The students are assisted in learning how to deal with various personal issues including school, friends, family and current events.
At-risk Services provided by the School Psychologist	Clinical services are provided by a psychologist from Columbia-Presbyterian. The services offer agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social , neurological factors that impede the students performance and provides prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker	One part-time school social worker provides counseling services to at risk students during the school day one period per week depending on the students' needs. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services	One school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity and asthma.

P.S. 48 SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2009-2010.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - ***Literacy Instruction:*** Current strategies for improving instruction and student performance in English language arts include the implementation of America's Choice research-based model of balanced literacy instruction which a standards-driven 120 minute balanced literacy block which incorporates independent/paired reading, shared reading, guided reading, literacy centers. Response groups, writer's workshop, word study and reading and writing conferences. New York State Performance Standards serve as the framework for meeting grade benchmarks. Assessment of literacy learning occurs at periodic intervals throughout the years. In addition to informal assessments, the following assessments are utilized: ECLAS, DRA, running records, standardized testing results.
 - ***Mathematics Instruction:*** Mathematics instruction for grades K-5 utilizes "Everyday Mathematics" during a 75 minute math block. New York State Performance Standards serve as the framework for meeting grade benchmarks. "Math Steps", a supplemental program, provides additional skill building activities.
 - ***Science Instruction:*** Science instruction follows a scope and sequence dictated by New York State Standards and correlating with the New York Scope and Sequence whereby students are afforded opportunities to

engage in inquiry while incorporating the scientific method in a hands-on workshop model.

- **Social Studies:** *Social studies instruction follows a scope and sequence dictated by the New York State Core Curriculum for Social Studies. All grades participate in Understanding by Design UbD) planning to provide unit mapping of content material.*
 - **English as a Second Language:** *Certified ESL teachers provide English language learners with specific standard-based instruction to develop English proficiency.*
- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - **November 10, 2009**
 - **March 16, 2010**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Report Cards are issued during parent/teacher conferences. Appointments are made for parents not attending conferences to come in at a mutually convenient time in order to discuss a child's progress.*
 - *Parents are expected to monitor reading progress by signing children's reading logs.*
 - *Dissemination of the school Report Card to all parents*
 - *Distribution to parents of Interim Assessment results*
 - *Teacher notes to parents*
 - *Parent Newsletter*
 - *Meetings with teachers, guidance counselor and Child Study Team*
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Back to school night affords parents the opportunity to meet their child's teacher and understand expected benchmarks in all curriculum areas.*
 - *Coaches will facilitate a series of workshops on standardized testing to both acquaint parents with the format of the various tests and give them strategies for assisting their children in preparing for these tests. These workshops will be held monthly.*
 - *Our parent coordinator works with the Parent Association and community based organizations to coordinate workshops, parenting skills courses, and meetings based on parent needs and provide important information regarding the educational programs at P.S. 48.*
 - *Family Math Night is held in the Fall and Spring.*
 - *Teachers make themselves available during their preps for consultation with concerned parents.*

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

PARENT RESPONSIBILITIES

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

- **supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *providing an environment conducive for study;*
 - *scheduling daily homework time;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *attending parent workshops, parent conferences and open school week*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all the notices and responding as appropriate*
- *reading together with my child everyday;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work, and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*

- *express high expectations and offer praise and encouragement for achievements;*
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RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _06M048_____ **School Name:** _PO Michael J. Buczek_____

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.

We investigated our ELA scores from the 2010-11 school year, in particular those of SWD. We found that our students were not reading and responding to enough texts. They were also not exposed to enough Information Texts through out the year. In addition we did not receive credit for 7 SWD as they did not live in CSD 6, and they received 2 or 3 on the State ELA exam.

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.

The Myon reading program will focus on all students in the school with a special attention given to SWD. We have also outside of the grant funding an F-Status teacher instructing the grade 3-5 SWD in ELA strategies for the state exam.

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.

PS 48 will utilize the 10% Title 1 funds to hire the AUSSIES, an outside Professional development provider, to work with teachers in the area of the Common Core Standards. In addition seven staff members have been trained by Teachscape in the Danielson Framework for Teaching. We will use this training to implement cycles of frequent observations and inter-visitations between teachers.

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

PS 48 will use the Danielson Framework for Teaching to increase competency in three specific areas this school year. They are: Using questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction.

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. We will schedule a Parent Meeting to notify the Parents as to the Schools SINI designation. We will also backpack letters in English and Spanish. We will have parents meet with the Parent Coordinator if they have any further questions.

**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 Jose Ruiz/Larry Block	District 06	Borough Manhattan	School Number 048
School Name P.O. Michael J. Buczek			

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

Principal Tracy A. Walsh	Assistant Principal Carmen Quintas
Coach	Coach
ESL Teacher Ann Johneris	Guidance Counselor Rose Fung Saldana
Teacher/Subject Area Jonathan Hogan/ESL	Parent Gretel Marin
Teacher/Subject Area Tanya Austria/ESL	Parent Coordinator Arlene Tavarez
Related Service Provider Lidia Liriano	Other Vickie Gonzalez/math
Network Leader Larry Block	Other Cheremie Mondesire/ELA

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	9	Number of certified bilingual teachers	7	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5		

D. School Demographics

Total number of students in school	640	Total Number of ELLs	260	ELLs as share of total student population (%)	40.63%
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Part II: ELL Identification

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. 

Part II – ELL IDENTIFICATION PROCESS

1. At registration parents or guardians are asked to complete the revised 1996 Home Language Identification Survey which is available in many languages to help identify possible ELL students. Licensed and certified pedagogues including ESL teachers conduct the interview and help parents complete the survey correctly. If the home language is other than English or the student's native language is other than English, an informal student interview in the native language where possible and English is administered. If the home language is English or the student's only language is English the process stops and the child is not an ELL. The student enters a general education program. If the student speaks a language other than English and speaks little or no English then they are administered the Lab-R within the first ten days of their school admission by licensed and certified ESL teachers. Students are identified as possible ELLs if in section one of the HLIS a language other than English is identified for one item and if in section two of the HLIS a language other than English is identified for two items. If a student scores at or below the cut score for the grade the student is identified as an ELL. They may score at either the beginning, intermediate or advanced levels. If a student scores above the cut score the student is proficient in English and is not an ELL. If Spanish is the home language the student is administered the Spanish Lab during the same administration period as the Lab-R. The Spanish Lab is administered only once. Each spring ELLs are administered the NYSESLAT to determine proficiency in English. ELLs continue to take the NYSESLAT until they reach the proficiency level and score out. Once they score out they are no longer identified as ELLS.

2. Parents are invited to attend a parent orientation meeting within the first ten days of the child's school admission. Letters in the preferred language are sent home to parents of possible ELL students and phone calls are made to ensure attendance by parents. A poster is placed on the front door of the school with information about the orientation in English and Spanish. At this orientation parents view a Department of Education DVD where the chancellor explains the three program choices which are transitional bilingual, dual language and freestanding ESL. The DVD can be programmed to be presented in languages other than English. Parents are also given a Parent Guide on English Language Learners which is also available in languages other than English. Orientation meetings are ongoing throughout the year as possible ELL students are registered. These meetings are conducted by the assistant principal in charge of bilingual education and the ELL Coordinator. The parent coordinator, ESL and dual language teachers are also present.

3. Parents are asked to complete the Parent Survey and Program Selection form at the orientation meeting after they have viewed the DVD, read the Parent Guide and had it explained to them and had the opportunity to ask questions. If they can not complete the Survey at the orientation they are asked to return the survey as soon as possible to ensure desired placement. Follow up phone calls are made and reminder letters are sent home to encourage parents to return the Survey to ensure desired placement. If a form is not returned, the default program for ELLS is dual language. Entitlement letters with a date are distributed by the ELL Coordinator and copies are made and filed.

4. Identified ELL students are placed in dual language and ESL classes according to parent survey and program selection form preferences. Where a preference has been indicated by the parent, placement is made accordingly. If the Survey is not returned default placement is dual language. Entitlement letters with a date are sent home in the native language of the parents. Copies of the letters are made and filed.

5. After having reviewed the parent surveys and program selection forms for the past few years, the trend towards free standing ESL and dual language programs is clearly indicated. Due to supporting data that dual language programs promote greater student achievement and offer more and better career options, PS 48 now offers a dual language brochure. This school year close to 50 parents indicated a preference for dual language program in the kindergarten on their survey form.

6. Program models are aligned with program requests. The assistant principal in charge of ESL and bilingual education and the ELL coordinator form the new Kindergarten classes by referring to the program surveys completed by parents. When a parent of an already enrolled ELL student wishes to make a program change for their child a new survey form is completed and a new placement is made where appropriate. This school year two side-by-side dual language kindergarten classes were opened to accommodate the growing request for dual language programs.

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*
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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 type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	2	2	1	1	1	1	0	0	0	0	0	0	0	8
Freestanding ESL														
Self-Contained	1	1	1	1	0	1								5
Push-In	0	2	3	1	2	1								9
Total	3	5	5	3	3	3	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	260	Newcomers (ELLs receiving service 0-3 years)	190	Special Education	28
SIFE	9	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	9

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	94	8	0	16	0	0	1	0	0	111
ESL	96	1	15	45	0	5	8	0	5	149
Total	190	9	15	61	0	5	9	0	5	260
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	EL	EP																
Spanish	21	27	28	17	17	5	16	4	14	7	14	12							110	72
Chinese																			0	0
Russian																			0	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 L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	21	27	28	17	17	5	16	4	14	7	14	12	0	0	0	0	0	0	110	72

**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): 68

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 0

Hispanic/Latino: 71

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	33	36	24	21	18								142
Chinese	0	0	1	0	0	0								1
Russian	0	0	1	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	0	1	1	1	1								5
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	0	0	0	0	0	0								0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	1	0	0	0	0								1
Other														0
TOTAL	11	34	39	25	22	19	0	150						

Part IV. ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

PPart IV - PROGRAMMING AND SCHEDULING INFORMATION

1. a – Grade kindergarten offers side-by-side Dual Language classes, a Self-contained ESL class and a Collaborative Team Teaching class. Grade one offers side-by-side Dual Language classes, a General Education class, a Self-contained ESL class and a Collaborative Team Teaching class. Grade two offers a Self-contained ESL class, a Dual Language class and a Collaborative Team Teaching class. Grade three offers a General Education class, a Self-contained ESL class, a Dual Language class and a Collaborative Team Teaching class. Grade four offers a General Education class, a Dual Language class and a Collaborative Team Teaching class. Grade five offers a General Education class, a Self-contained ESL class, a Dual Language class and a Collaborative Team Teaching class. Grades three and five are departmentalized with a certified ESL teacher as the literacy teacher, and a certified general education teacher as the subject area teacher. ELL students in grade four receive ESL services through a push-in and pull-out model by a licensed ESL teacher. Finally we have a 12:1:1 special education second grade class where ESL services are also offered. In addition, we have a 12:1 special education fourth grade class where ESL services are also offered.

b. – Our students are placed heterogeneously across the grades and programs. However, our two ESL teachers see children in small homogeneous groups according to their English proficiency level. In addition, our Title III after school program targets children who either narrowly met their AMAO or who did not meet their AMAO according to the RNMR report on ATS.

A. Programming and Scheduling Information

2. Whether in ESL or Dual Language, all of our ELL students receive their mandated number of minutes as follows:

In kindergarten and first grade our side-by-side Dual Language model offers instruction 50% in English and 50% in the native language Spanish. The language of instruction alternates each day for both classes. A licensed and certified bilingual teacher offers instruction in Spanish to the fifty kindergarten students enrolled in the two Dual Language classes on alternate days. A licensed and certified bilingual teacher offers instruction in English to the fifty kindergarten students enrolled in the two Dual Language classes on alternate days. Grades second through fifth offer instruction 50% in English and 50% in the native language Spanish in all content areas. The language of instruction alternates each day. Students at the beginning, intermediate and advanced levels of English language proficiency receive the mandated number of minutes of instruction in ESL English Language Arts and Native Language Arts.

In the Self-contained ESL class instruction is delivered 100% of the time in English by a licensed and certified ESL teacher. Thus, beginning and intermediate students receive at least three hundred and sixty minutes in ESL and advanced students receive at least one hundred and eighty minutes in ESL. ELL students in general education classes and Collaborative Team Teaching classes receive ESL instruction according to the English proficiency level. Beginning and intermediate students receive three hundred and sixty minutes in ESL and advanced students receive one hundred and eighty minutes in ESL in a push-in or pull-out model. Advanced students also receive the mandated number of minutes of English Language Arts instruction.

2. a – Included are student programs which indicate ESL, ELA and NLA instructional minutes delivered in each program: (see attachment with student programs)

3. In our Dual Language program all content areas are delivered in both languages according to the schedule. All other models provide instruction in English while accessing native language to allow students to construct meaning, either through turn-and-talks or other collaborative structures. Teachers scaffold instruction through use of realia, visuals and explicit frontloading of language structures. Literacy is developed through content area instruction. For example, in social studies visual presentations of geography and history accompany teachers' lessons. These presentations are available to all teachers through our content area Wikispaces. In science, hands-on exploration provides language experiences which are complemented with explicit vocabulary instruction. Vocabulary word walls (with visuals) and sentence walls support language and content area instruction.

4. ELLs are appropriately evaluated in their native language Spanish through administration of the EDL. The results of the EDL assist teachers in grouping students according to level or literacy skills.

5. a –SIFE students in our Dual Language programs are supported by preparing for their specific needs on a daily basis. Emergent reading materials in Spanish have been prepared for SIFE students in our third and fourth grades. During literacy block SIFE students read in Spanish even on English days in order to support their acquisition of basic grapho-phonetic knowledge and beginning sight words. Guided reading is the primary means of delivering instruction to these students. Study buddy structures support children when the teacher is instructing other groups.

b. – Newcomers are seen by our ESL instructors in small groups using a pull-out model. Our newcomers are also served by their classroom teacher with the support of the bilingual resource room teacher. Kaplan materials are used to support test sophistication while our balanced literacy program builds comprehension skills and strategies. The newcomers are being prepared for the new writing portion of the ELA through daily journal writing (with and without prompts), in addition to our balanced literacy writing workshop.

c. Students services between 4 and 6 years: Students receive intervention services in small groups from AIS personnel. Language modalities are targeted through explicit instructional strategies to build vocabulary and syntactical skills. Teachers have been trained in appropriate frontloading of lessons to prepare children for the linguistic demands of text. In addition, in-class interventions include Reader's Theater and daily poetry reading to support prosody and automaticity. They are also seen by ESL teachers as per CR Part 154.

d. Our long-term ELLs are being provided explicit instruction in creating appropriate grade-level writing in different genres including expository, narrative, argument. Teachers also provide students with genre-specific rubrics to assist them in focusing on a particular content area.

A. Programming and Scheduling Information

6. Similar strategies are used to instruct ELL student with special needs. Vocabulary words taught should be selected because a student needs to know them in order to reach the objectives of the lesson. These should include big idea words, high frequency academic words and content specific words. Teachers should scaffold their teaching with modeling, activating prior knowledge and building schema.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. In mathematics a bilingual AIS math instructor pushes in and pulls out small groups for math. In addition, ESL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and three English AIS teachers who use ELL approach strategies in guided reading groups.

9. Children needing continued support receive AIS services. In addition, many of our transitional students remain in dual language classes where ELL strategies support their continued development.

10. This school year all x-coded students who will be administered the NYSESLAT will receive ESL instruction according to their proficiency levels through a push-in model. Beginning and intermediate students will receive three hundred and sixty minutes and advanced students will receive one hundred and eighty minutes. In addition, funding received this school year through the Title III Immigrant Program for Immigrant Students will be used in part to develop in students academic language through problem-solving and project-based learning in social studies, science and math. Thirty second and third grade students will be instructed in two groups by a

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.
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11. Due to budget cuts, ELL students who have reached English language proficiency on the NYSESLAT will not be served in the Title III after school program. In addition, the monies previously available to hire F status faculty to meet with our SIFE students have been exhausted.

12. All information regarding programs is provided bilingually to all parents. Title III serves those ELLs who have not previously met their AMAO or who have narrowly met their AMAO. They meet twice a week for one hour and thirty minutes each day.

13. Science and social studies books have been purchased that have high contextual support through visuals, graphic organizers and explicit scaffolding for vocabulary. (e.g. Early Explorers Series, Graphic Biography, Graphic History) In addition, fluency and vocabulary building is supported through Readers Theater in both English and Spanish. ESL teachers use the Scott Foresman Newcomers Book for newly arrived students.

14. In the Dual Language program the native language Spanish is used 50% of the time. Newly arrived and SIFE students receive foundational literacy support in their native language. All classroom libraries include native language selections. ESL classes provide native language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, e.g. letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. We have a small but ever-growing number of children who speak other languages including Arabic, Albanian, Russian and Chinese. Teachers make every attempt to have materials about children's countries of origin in their classroom. When possible, teachers have invited children from upper grades to visit their classrooms to offer the opportunity for their students to interact in their native languages.

15. Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students and have had to create our own.

16. At this time, we do not offer an orientation before the beginning of school in September for newly arrived ELL students.

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. In mathematics a bilingual AIS math instructor pushes in and pulls out small groups for math. In addition, ESL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and three English AIS teachers who use ELL approach strategies in guided reading groups.

9. Children needing continued support receive AIS services. In addition, many of our transitional students remain in dual language classes where ELL strategies support their continued development.

10. This school year all x-coded students who will be administered the NYSESLAT will receive ESL instruction according to their proficiency levels through a push-in model. Beginning and intermediate students will receive three hundred and sixty minutes and advanced students will receive one hundred and eighty minutes. In addition, funding received this school year through the Title III Immigrant Program for Immigrant Students will be used in part to develop in students academic language through problem-solving and project-based learning in social studies, science and math. Thirty second and third grade students will be instructed in two groups by a licensed and certified ESL teacher and a licensed and certified bilingual teacher in a Saturday program for twenty sessions. The third grade students participating in the program have not met their AMAO and several are SIFE.

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12. All information regarding programs is provided bilingually to all parents. Title III serves those ELLs who have not previously met their AMAO or who have narrowly met their AMAO. They meet twice a week for one hour and thirty minutes each day.

13. Science and social studies books have been purchased that have high contextual support through visuals, graphic organizers and explicit scaffolding for vocabulary. (e.g. Early Explorers Series, Graphic Biography, Graphic History) In addition, fluency and vocabulary building is supported through Readers Theater in both English and Spanish. ESL teachers use the Scott Foresman Newcomers Book for newly arrived students.

14. In the Dual Language program the native language Spanish is used 50% of the time. Newly arrived and SIFE students receive foundational literacy support in their native language. All classroom libraries include native language selections. ESL classes provide native language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, e.g. letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. We have a small but ever-growing number of children who speak other languages including Arabic, Albanian, Russian and Chinese. Teachers make every attempt to have materials about children's countries of origin in their classroom. When possible, teachers have invited children from upper grades to visit their classrooms to offer the opportunity for their students to interact in their native languages.

15. Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students and have had to create our own.

16. At this time, we do not offer an orientation before the beginning of school in September for newly arrived ELL students.

17. n/a

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

Beginning

Intermediate

Advanced

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)?

C 1. All of our Dual Language classes use each language 50% of the time, however, SIFE newcomers placed in dual language classes receive literacy in small groups in native language wherever possible.

2. EPs and ELLs are integrated for the entire day. No content area subjects are taught separately.

3. The Dual Language calendar determines the language of instruction on any given day. Therefore, all content areas are taught in both languages. However, in mathematics students are offered the opportunity to select the language for assessments.

4. Second grade through fifth grade are self-contained 50%/50% models, while our kindergarten and first grade are side-by-side.

5. Emergent literacy is taught simultaneously with differentiated expectations according to language dominance.

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

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.

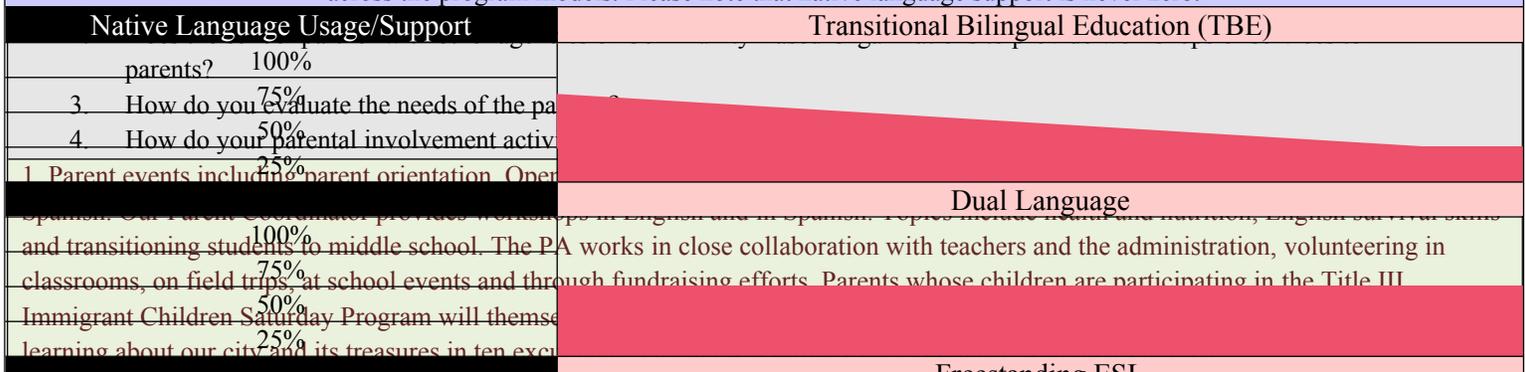
D 1. ELL personnel are members of the ESL/Dual Language Study Group which meets once a month for two hours. Topics this year include: analyzing data, collaborative lesson planning aligned to the Common Core Standards, analyzing student work, strategies for building vocabulary and syntax. ESL and bilingual teachers participate in professional development offered by our network, which has included QTEL. This school year bilingual and ESL teachers attended the November workshop on English Language Learners and the Common Core Standards. In addition, our ELL Coordinator has attended workshops on Understanding Title III AMAOs, Basis training and webcast and the Language Allocation Policy.

2. Upper grade teachers work in concert with the school social worker to plan for their transition to middle school. The school social worker meets with students and their families. Fifth grade teachers visit middle schools and plan instruction that scaffolds students' academic skills. For example, students begin to write five paragraph essays, persuasive essays and simple research papers.

3. All staff is required to receive 7.5 hours of ELL training. Training is provided through monthly faculty conferences, grade conferences, in-school professional development. Topics include preparing for the NYSESLAT, Oral Language Development, Strategies to Support Vocabulary and Syntax, Guided Reading for ELLs, Supporting Language Needs in Mathematics, English Language Learners and the Common Core Standards and others. Teachers are encouraged to maintain a copy of their attendance and certificates of completion.

Native Language Usage and Supports

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



Dual Language

Emerging ESL

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. Parent events including parent orientation, Open School Night, parent conferences and school celebrations are conducted in English and Spanish. Our Parent Coordinator provides workshops in English and in Spanish. Topics include health and nutrition, English survival skills and transitioning students to middle school. The PA works in close collaboration with teachers and the administration, volunteering in classrooms, on field trips, at school events and through fundraising efforts. Parents whose children are participating in the Title III Immigrant Children Saturday Program will themselves be participating in the parent component and building language by touring and learning about our city and its treasures in ten excursions. Parents will turnkey the experience with their children.

2. P.S. 48 Manhattan partners with other agencies and Community Based Organizations to provide workshops and services to all parents including ELL parents. Using the results of the parent survey, the parent coordinator plans workshops related to topics of interest to parents. Workshops about housing and health related issues (asthma) have been planned and local doctors have participated in the health related workshops. The United Federation of Teachers dial-a-Teacher Program has provided a workshop to parents about homework and homework help for their children.

3. The parent coordinator conducts a survey to determine parents' needs and interests. In addition, the social worker attends parent meetings to make her services known to parents and to respond to them.

4. Our workshops support parents in providing methods for their involvement and their child's academic life. School activities build community and open the doors to create a partnership between the families and the school.

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?
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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. In mathematics a bilingual AIS math instructor pushes in and pulls out small groups for math. In addition, ESL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and three English AIS teachers who use ELL approach strategies in guided reading groups.

9. Children needing continued support receive AIS services. In addition, many of our transitional students remain in dual language classes where ELL strategies support their continued development.

10. This school year all x-coded students who will be administered the NYSESLAT will receive ESL instruction according to their proficiency levels through a push-in model. Beginning and intermediate students will receive three hundred and sixty minutes and advanced students will receive one hundred and eighty minutes. In addition, funding received this school year through the Title III Immigrant Program for Immigrant Students will be used in part to develop in students academic language through problem-solving and project-based learning in social studies, science and math. Thirty second and third grade students will be instructed in two groups by a licensed and certified ESL teacher and a licensed and certified bilingual teacher in a Saturday program for twenty sessions. The third grade

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. In mathematics a bilingual AIS math instructor pushes in and pulls out small groups for math. In addition, ESL teachers support content area instruction when they push in. Our school provides support services as follows: bilingual SETSS, Foundations double dose in English, and three English AIS teachers who use ELL approach strategies in guided reading groups.

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11. Due to budget cuts, ELL students who have reached English language proficiency on the NYSESLAT will not be served in the Title III after school program. In addition, the monies previously available to hire F status faculty to meet with our SIFE students have been exhausted.

12. All information regarding programs is provided bilingually to all parents. Title III serves those ELLs who have not previously met their AMAO or who have narrowly met their AMAO. They meet twice a week for one hour and thirty minutes each day.

13. Science and social studies books have been purchased that have high contextual support through visuals, graphic organizers and explicit scaffolding for vocabulary. (e.g. Early Explorers Series, Graphic Biography, Graphic History) In addition, fluency and vocabulary building is supported through Readers Theater in both English and Spanish. ESL teachers use the Scott Foresman Newcomers Book for newly arrived students.

14. In the Dual Language program the native language Spanish is used 50% of the time. Newly arrived and SIFE students receive foundational literacy support in their native language. All classroom libraries include native language selections. ESL classes provide native language support through turn and talks, songs, poems, and attention to problem areas for Spanish speaking ELLs, e.g. letter sounds j, h, ch, etc. Many of our teachers speak Spanish and refer to cognates to help children build vocabulary. We have a small but ever-growing number of children who speak other languages including Arabic, Albanian, Russian and Chinese. Teachers make every attempt to have materials about children's countries of origin in their classroom. When possible, teachers have invited children from upper grades to visit their classrooms to offer the opportunity for their students to interact in their native languages.

15. Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students and have had to create our own.

16. At this time, we do not offer an orientation before the beginning of school in September for newly arrived ELL students.

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.
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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?

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12. All information regarding programs is provided bilingually to all parents. Title III serves those ELLs who have not previously met their AMAO or who have narrowly met their AMAO. They meet twice a week for one hour and thirty minutes each day.

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15. Students are appropriately placed and served according to their age and grade level. We have found it difficult to provide age appropriate materials to SIFE students and have had to create our own.

16. At this time, we do not offer an orientation before the beginning of school in September for newly arrived ELL students.

17. n/a

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

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)?

C 1. All of our Dual Language classes use each language 50% of the time, however, SIFE newcomers placed in dual language classes receive literacy in small groups in native language wherever possible.

2. EPs and ELLs are integrated for the entire day. No content area subjects are taught separately.

3. The Dual Language calendar determines the language of instruction on any given day. Therefore, all content areas are taught in both languages. However, in mathematics students are offered the opportunity to select the language for assessments.

4. Second grade through fifth grade are self-contained 50%/50% models, while our kindergarten and first grade are side-by-side.

5. Emergent literacy is taught simultaneously with differentiated expectations according to language dominance.

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.

D 1. ELL personnel are members of the ESL/Dual Language Study Group which meets once a month for two hours. Topics this year include: analyzing data, collaborative lesson planning aligned to the Common Core Standards, analyzing student work, strategies for building vocabulary and syntax. ESL and bilingual teachers participate in professional development offered by our network, which has included QTEL. This school year bilingual and ESL teachers attended the November workshop on English Language Learners and the Common Core Standards. In addition, our ELL Coordinator has attended workshops on Understanding Title III AMAOs, Basis training and webcast and the Language Allocation Policy.

2. Upper grade teachers work in concert with the school social worker to plan for their transition to middle school. The school social worker meets with students and their families. Fifth grade teachers visit middle schools and plan instruction that scaffolds students' academic skills. For example, students begin to write five paragraph essays, persuasive essays and simple research papers.

3. All staff is required to receive 7.5 hours of ELL training. Training is provided through monthly faculty conferences, grade conferences, in-school professional development. Topics include preparing for the NYSESLAT, Oral Language Development, Strategies to Support Vocabulary and Syntax, Guided Reading for ELLs, Supporting Language Needs in Mathematics, English Language Learners and the Common Core Standards and others. Teachers are encouraged to maintain a copy of their attendance and certificates of completion.

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. Parent events including parent orientation, Open School Night, parent conferences and school celebrations are conducted in English and Spanish. Our Parent Coordinator provides workshops in English and in Spanish. Topics include health and nutrition, English survival skills and transitioning students to middle school. The PA works in close collaboration with teachers and the administration, volunteering in classrooms, on field trips, at school events and through fundraising efforts. Parents whose children are participating in the Title III Immigrant Children Saturday Program will themselves be participating in the parent component and building language by touring and learning about our city and its treasures in ten excursions. Parents will turnkey the experience with their children.

2. P.S. 48 Manhattan partners with other agencies and Community Based Organizations to provide workshops and services to all parents including ELL parents. Using the results of the parent survey, the parent coordinator plans workshops related to topics of interest to parents. Workshops about housing and health related issues (asthma) have been planned and local doctors have participated in the health related workshops. The United Federation of Teachers dial-a-Teacher Program has provided a workshop to parents about homework and homework help for their children.

3. The parent coordinator conducts a survey to determine parents' needs and interests. In addition, the social worker attends parent meetings to make her services known to parents and to respond to them.

4. Our workshops support parents in providing methods for their involvement and their child's academic life. School activities build community and open the doors to create a partnership between the families and the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	34	13	4	5	4								76
Intermediate(I)	0	15	13	23	14	4								69
Advanced (A)	14	10	28	12	17	22								103
Total	30	59	54	39	36	30	0	0	0	0	0	0	0	248

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	5	3	1	1							
	I	0	6	4	4	2	0							
	A	0	32	36	16	9	4							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	16	13	20	22	22							
READING/ WRITING	B	0	29	12	2	2	1							
	I	0	15	11	23	16	4							
	A	0	7	19	18	17	22							
	P	0	2	9	2	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	17	3	0	29
4	4	16	4	0	24
5	7	13	2	0	22
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	4	2	16	1	9	0	0	0	32
4	0	0	12	2	11	1	1	0	27
5	2	0	10	0	11	0	0	0	23
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	0	0	6	0	15	1	4	0	26
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	9	13	8	0	2	14	7
Chinese Reading Test	0	0	0	0	0	0	0	0

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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

B 1. P.S. 48 Manhattan administers the DRA and the EDL to all students. Kindergarteners are assessed twice a year beginning in January and again in June. All other students are administered these assessments three times a year beginning in September. The DRA and the EDL provide information that assists teachers in grouping their students by level or by literacy skills. For example, we have noted that expression and writing was a problem to many students. We have responded by implementing school-wide Read of The Week and during 50

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. LAD Assurances

School Name: <u>P.O. Michael J. Buczek</u>		School DBN: <u>06M048</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tracy A. Walsh	Principal		12/13/11
Carmen Quintas	Assistant Principal		12/13/11
Arlene Tavarez	Parent Coordinator		12/13/11
Ann Johneris	ESL Teacher		12/13/11
Gretel Marin	Parent		12/13/11
Jonathan Hogan/ESL	Teacher/Subject Area		12/13/11
Tanya Austrie/ESL	Teacher/Subject Area		12/13/11
	Coach		1/1/01
	Coach		1/1/01
Rose Fung Saldana	Guidance Counselor		12/13/11
Larry Block	Network Leader		12/13/11
Lidia Liriano	Other <u>Related Services</u>		12/13/11
Vickie Gonzalez	Other <u>Math teacher</u>		12/13/11
Cheremie Mondesire	Other <u>ELA teacher</u>		12/13/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M048 **School Name:** PO Michael J. Buczek/ PS 48

Cluster: 6 **Network:** 601

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.

Using the data collected by the Parents Preferred Language Survey at registration we use this information to provide translation in to the appropriate language. The majority of our parents prefer either English or Spanish.

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.

95% of our Parents prefer English or Spanish. All messages or note are translated into Spanish.

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.

The School has many fluent speakers of Spanish. They can also translate notoces sent home into Spanish.

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.

We have many fluent speakers of Spanish in our school. The parents know they can ask someone to translate for them if they are meeting with a staff member who is a speaker of English. We also use the Translation servies offered by the DOE to translate for someone who speaks a language other then English or Spanish.

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>.

Each Parent is provided with the Bill of Rights and it is discussed at a Parent Association Meeting. The signs are posted at the Security Desk, in the Main Office, the Parent Coordinators Office and the Guidance office.

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: 048	DBN: 06M048
Cluster Leader: Jose Ruiz	Network Leader: Larry Block
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

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 Man. is a neighborhood pre-K through grade 5 school comprised of 640 students and has approximately 264 ELL students. The school population is 93% Hispanic. In addition to Spanish the other languages represented include Arabic, Albanian, Chinese and Russian. The number of ELL students is based upon the results of the Fall 2011 Lab-R and the Spring 2011 NYSESLAT. These ELL students are in self-contained classes, dual language classes and in free-standing ESL classes across the grades from Kindergarten through fifth. Each grade (except for fourth grade) includes an ESL self-contained class and a Spanish dual language class. There are two dual language Kindergarten and first grade classes. The ESL classes are all taught by licensed ESL teachers. The Spanish dual language classes are taught by licensed bilingual Spanish teachers. English and Spanish are taught on alternate days in the dual language classes.

After an analysis of the Spring 2011 NYSESLAT scores including the combined raw scores of listening/speaking, reading/writing, as per the RNMR report Title III teachers will emphasize instruction for the modalities where students need assistance to achieve English proficiency. The designed Title III Program will enhance the ESL and dual language classroom instruction by offering additional instructional time, and small group instruction in order to meet the language needs of the students. The assistant principal in charge of bilingual education and ESL instruction will supervise the program.

Title III funds will be used for six instructional after school groups that will service a total of 58 ELL students:

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

After school groups 1 and 2 will consist of twenty third grade students who have not met their AMAO according to the RNMR report. These two groups will also include students who will be administered the ELA for the first time. Guided reading books according to their DRA levels will be used for reading instruction. Writing skills will also be emphasized as the reading and writing raw score on the RNMR report indicates that these students are also in need of writing instruction and support.

After school groups 3 and 4 will consist of eighteen fourth grade students, five of whom have not met their AMAO according to the RNMR report, and thirteen students who have narrowly met their AMAO. These thirteen students were also strongly recommended by their classroom teachers for participation in the program as per their DRA scores. Guided reading books according to their DRA levels will be used for reading instruction. Writing skills will also be emphasized as the reading and writing raw score on the RNMR report indicates that these students are also in need of writing instruction and support.

After school groups 5 and 6 will consist of a total of twenty fifth grade students, ten of whom have not met their AMAO according to the RNMR report, and ten students who have narrowly met their AMAO. These ten students were also strongly recommended by their classroom teachers for participation in the

Part B: Direct Instruction Supplemental Program Information

program as per their DRA scores. Guided reading books according to their DRA levels will be used for reading instruction. Writing skills will also be emphasized, as the RNMR report indicates that these students also need additional writing instruction and support.

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: There will be a Title III curriculum development ESL/DL Study Group. Eight teachers, one literacy coach paid for by the UFT Teacher Center and the assistant principal in charge of bilingual education and ESL will participate in the group. The Study Group will examine the ELA Common Core Standards as they specifically pertain to ELL students. The group will develop reading and writing lessons that are aligned to the ELA Common Core Standards. These lessons will cover the four language modalities, and target specific language structures as per the ELA Common Core Standards. There will be an emphasis on persuasive and informational writing. These plans will be implemented with the Title III students in addition to the third through fifth grade ESL/Dual Language self-contained classrooms.

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: Parents of the ELL students will be kept informed of their child's progress through ongoing parent meetings. In addition, these meetings will also address standardized testing and how the parents can best support their child's academic progress.

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)		

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