



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PUBLIC SCHOOL 48

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X048

**PRINCIPAL:** MRS. ROXANNE CARDONA      **EMAIL:** RCARDON2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MR. TIMOTHY BEHR

### 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
Roxanne Cardona	*Principal or Designee	
Celina Willis	*UFT Chapter Leader or Designee	
Sarah English	*PA/PTA President or Designated Co-President	
Diana Figueroa	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Eva Sanjurjo	CBO Representative, if applicable	
Justin Czarka	Member/UFT	
Elizabeth Colon	Member/UFT	
Jeanette Lawson	Member/UFT	
Carmen Aponte	Member/DC37	
Judith Friedman	Member/CSA	
Darlene Carr	Member/Parent	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- All students will focus on a topic, respond to questions from peers and add details to strengthen writing (CCLS standard) and all students will complete at least one Literacy task embedded in a rigorous curriculum unit aligned to the Common Core.

### **Comprehensive needs assessment**

- Upon examining data from last year's ELA exam, students had trouble sticking to the topic and including details for the short response questions. The CCLS and the Literacy Tasks are part of the new Citywide Expectations.

### **Instructional strategies/activities**

<b>Action Plan</b>	<p><b>Teachers in all grade and subject areas will meet bi-weekly to examine student work.</b></p> <p><b>Teachers will engage all students in a Literacy task embedded in a rigorous curriculum unit aligned to the Common Core.</b></p> <p><b>Teachers will create Common Core-aligned units of study that allow students the opportunity to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers to facilitate with peer questioning and adding details to writing.</b></p> <p><b>Teachers will meet in teams to examine data gleaned from student work and practice exams.</b></p> <p><b>Teachers will develop collaboratively, units of study, lessons, curriculum that highlights supporting details in student writing.</b></p>
	<p><b>Evidence:</b> <b>80% of students will show improvement in identifying relevant details and revision of writing.</b></p> <p><b>Samples of student work collected periodically throughout the school year will demonstrate increasing progress in asking and answering questions about key details in a text.</b></p> <p><b>All students will complete a minimum of one literacy task.</b></p>

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Currently, there is a freeze in hiring common branch teachers. We obtain special education and ELL teachers through referrals, Teaching Fellows and Teach for America programs.

**Service and program coordination**

We are in the process of collecting information from various SES programs, since we have just been identified as a School in the Need of Improvement.

**Budget and resources alignment**

- We fund five staff developers, that are assigned to each grade, using both TL Fair Student Funding and Title SWP allowances. TL NYSTL funds supply books that supplement the writing program.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- **All students will show progress and engagement in math by solving authentic open-ended problems through modeling with mathematics (CCLS math standard) resulting in a minimum of three math tasks embedded in a rigorous curriculum units aligned to the Common Core State Standards.**

**Comprehensive needs assessment**

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

**Instructional strategies/activities**

*Describe your plan for meeting your goal, including staffing, scheduling, and funding.*

**Teachers will collaboratively design open-ended warm-up activities to be used before math lessons and/or morning math warm-up.**

**Teachers will meet in teams to create at least one task to enhance**

**common core learning standard acquisition for all students.**

**Teachers will gather in Inquiry Teams to develop deeper understanding of CCLS through open ended problem solving by explicit teaching of problem solving strategies.**

**Teachers will develop a Common Core aligned unit of study that incorporates open ended questioning.**

*Evidence:*

**80% of students will show an understanding of authentic problem solving as evidenced in class assignments and homework.**

**Informal and formal observations of classrooms to ensure implementation of modeling mathematics and frequent use of open ended problems.**

**All students will show evidence of completing at least three math tasks.**

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Currently, there is a freeze in hiring common branch teachers. We obtain special education and ELL teachers through referrals, Teaching Fellows and Teach for America programs.

**Service and program coordination**

We are in the process of collecting information from various SES programs, since we have just been identified as a School in the Need of Improvement.

**Budget and resources alignment**

- Title 1 SWP, Highly Qualified and TL Fair Student Funding pay for two math staff developers. Two inquiry teams are devoted to math achievement. After-school funds are ARRA RTTT City Supplement. TL Fair Student Funds paid for a supplement math program (Options) that focuses on open ended problems.

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3**

- To improve teacher effectiveness through the use of six identified components from Charlotte Danielson's Frameworks.

**Comprehensive needs assessment**

- Teachers decided which domain they wanted or needed more support with or additional professional development training.

**Instructional strategies/activities**

*Describe your plan for meeting your goal, including staffing, scheduling, and funding.*

**Professional development on the Danielson Frameworks and specifically the six identified components will take place in teacher teams on a weekly basis.**

**Principal and Assistant Principals will meet with teachers to discuss next steps.**

**Teachers and coaches will work in teams to coach one another using the Danielson rubrics.**

*Evidence:*

**Principal and Assistant Principal formal and informal observations.**

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Currently, there is a freeze in hiring common branch teachers. We obtain special education and ELL teachers through referrals, Teaching Fellows and Teach for America programs.

**Service and program coordination**

We are in the process of collecting information from various SES programs, since we have just been identified as a School in the Need of Improvement.

**Budget and resources alignment**

- Other than administrative and teacher salaries no other funds are needed.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

- To improve the progress for all Students With Disabilities.

**Comprehensive needs assessment**

- We did not meet our AYP in the area of special education.

**Action Plan**

- **Students will be evaluated by reading level in the Rigby PM assessment. SWD's will be grouped based on their reading levels.**
- **AUSSIE consultant will be hired to work exclusively with special education teachers to develop strategies.**
- **Wilson training will be provided by Network #607.**
- **AIS teachers will work with targeted groups.**
- **Teachers and classroom Para-professionals will re-enforce reading skills using Great Leaps.**
- **Imagine Learning will be purchased using SINI monies and progress will be tracked and monitored.**
- **Inquiry Team will be formed around assessed SWD needs.**
- **Meetings with special education teachers will take place a minimum of twice a month, to discuss beneficial strategies.**

*Evidence*

**Students With Disabilities will make one year or more progress on their Rigby PM levels of reading.**

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Currently, there is a freeze in hiring common branch teachers. We obtain special education and ELL teachers through referrals, Teaching Fellows and Teach for America programs.

**Service and program coordination**

We are in the process of collecting information from various SES programs, since we have just been identified as a School in the Need of Improvement.

**Budget and resources alignment**

- Title 1 funds pay for AUSSIE consultants and Imagine Learning programs. TL funds support AIS teacher salaries.

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

- To improve the progress of the English Language Learners.

**Comprehensive needs assessment**

- We did not meet our AYP for our ELL students.

**Instructional strategies/activities**

*Describe your plan for meeting your goal, including staffing, scheduling, and funding.*

- **Assistant Principal assigned to Special Education will ensure proper monitoring of student progress.**
- **Rigby PM assessments will be performed and NYSESLAT results will be combined to form student group placement.**
- **Services for ELLs will be provided by classroom teacher and ESL coordinator when appropriate.**
- **ELL Interim assessments will be taken in February and June.**
- **ELLs will be placed in targeted groups based on assessed needs.**
- **Imagine Learning will track students' English acquisition.**
- **ELA practice tests will be given to assess progress in grades 3,4,5.**
- **Inquiry Team will be formed around ELL needs.**
- **ESL Teachers will meet to conduct a book study.**
- **After-school content area instruction will take place in the spring to improve language acquisition.**

*Evidence:*

**ELLs will make one year or more progress in assessed reading levels.**

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Currently, there is a freeze in hiring common branch teachers. We obtain special education and ELL teachers through referrals, Teaching Fellows and Teach for America programs.

**Service and program coordination**

We are in the process of collecting information from various SES programs, since we have just been identified as a School in the Need of Improvement.

**Budget and resources alignment**

- Title 1 funds pay for AUSSIE consultants and Imagine Learning programs. TL funds support AIS teacher salaries.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>		20	N/A	N/A		6	1	
<b>1</b>	41	32	N/A	N/A		10	1	
<b>2</b>	42	34	N/A	N/A		21	1	
<b>3</b>	25	34	N/A	N/A		15	12	
<b>4</b>	48	46				20	1	
<b>5</b>	46	32				4	1	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
ELA	<b>ELA AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials, Great Leaps, and New Heights are used.</b>
Mathematics	<b>Mathematics AIS is delivered in small groups during the school day, and during the extended day. Teacher-made materials and EDM games are used.</b>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	<b>Assesses at risk students; involved in special education; has IEP team meetings; consults with teachers</b>
At-risk Services provided by the Social Worker	<b>Develops initial social history; writes IEPs; conferences for educational needs; classroom observations; consultations with teachers, parents, and outside agencies; VINELAND adaptive assessment</b>
At-risk Health-related Services	<b>Administers first aid; performs physicals; dispenses parent-approved medication; sees walk-ins; sees students for scheduled appointments; sees asthma patients</b>

## **Parent Involvement Policy (PIP)**

Parent Involvement is a significant component within the work our school does. Parent involvement leads to individual student success and allows children to perform at their highest capacity. This policy is being created with the goal to continue to include and engage parents and community members in our school. In meeting the requirements of Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, our school is committed to developing an action plan that allows parent involvement to continue to improve student progress. Parents are involved in the decision making process. They are encouraged to attend monthly meetings with the principal and encouraged to attend the School Leadership Team meetings held monthly as well. Parent Coordinator meetings combined with Parent Association meetings and Title I meetings help support parents and families of Title I students by:

- Providing access to the ARIS parent link which helps parents monitor their child's progress in math, ELA, science, and attendance;
- Distributing materials and information regarding parent trainings, volunteer opportunities within our school, and updates on how parents can support the work their children are doing;
- Assisting parents with understanding City, State and Federal standards and assessments;
- Sharing information in languages that are understood by parents, through outreach and distribution of translated materials;

The PS 48 Parent Involvement Policy was designed based upon a careful assessment of the needs of parents and guardians. This assessment includes parents of English Language Learners and students with disabilities. Annual evaluations of the work being done through this Parent Involvement Policy will allow us to monitor its effectiveness for Title I parents and academic quality within our school. School survey and feedback will also be used as a way to design strategies that help meet parental needs and enhance our Title I program. The information we compile will be maintained by the school. Parents who are members of the Parent Association, along with Title I parents and those who are members of the School Leadership Team have met and were consulted on our proposed Title I Parent Involvement Policy, for input.

As a way to improve parent involvement and the overall school quality, our school will:

- Engage parents in planning and evaluating the effectiveness of the school's Title I program as stated in the Title I Parent Involvement Policy;
- Involve parents in the discussion regarding budget decisions required for Title I students and families, such as parenting skills and literacy;
- Provide support for parents who are members of the school leadership team, parent association and Title I Parent Committee, through leadership skills development and technical support;

- Maintain a parent coordinator to serve as a liaison between the school and families. The parent coordinator will provide workshops based on assessed needs of the parents of all children attending our school and will work with parents in need of additional services within our school and within the community. Our parent coordinator will ensure the school is a welcoming environment for all parents and will maintain an open door policy for every parent who enters the school building;
- Conduct parent workshops based on parenting issues including: attendance requirements for all students, academic requirements for all grades including grade-level curriculum and assessment expectations; accessing community and support services; technology and literacy training to build parents' capacity to help their children at home;
- Provide opportunities for every parent to understand the accountability systems including State accountability system, student proficiency levels, Annual Report Card, Progress report, Quality Review Report, Learning Environment Survey Report;
- Host required annual Title I Parent Meetings on or before December 1<sup>st</sup> of each school year to inform parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule meetings with flexible times to share information with parents regarding school educational programs as well as other initiatives of the Chancellor while giving parents the opportunity to give feedback and suggestions
- Translate all critical documents and provide interpretation during meetings and events as needed;

To further encourage parental involvement within the school level, our school will:

- Host annual Title I Parent Curriculum conferences;
- Have the parent coordinator hold parent and family activities and information sessions during Parent-Teacher Conferences and throughout the school year
- Encourage parent participation within School Leadership Teams, Parent Association, Parent focus group meetings and Title I Parent Committee;

- Establish a parent resource center with information maintained and updated by the parent coordinator, this center also includes laptops for parent accessibility to the ARIS Parent Link website
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Design and distribute a monthly newsletter and a school website to inform parents about school activities, developments and updates in a language that is understandable for all parents;
- Continue to have the parent coordinator schedule appointments for parents and teachers to meet during a time that is feasible for both;

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents, of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- Arranging additional meetings at other flexible times, such as mornings and evenings(if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format that is clear for parents to understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and observe classroom activities;
- Planning activities for parents during the school year, such as Parent-Teacher Conferences;

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents

- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and /or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or serve to the extent possible on advisory groups, such as the Title I Parent Committees, School or District Leadership Teams;

- Share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

**School DBN:** 08x048      **School Name** Jonathan R. Drake

*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.

This school was identified for not making AYP for Students with disabilities and English Language Learners in ELA.

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.
  - Targeted instruction in ELA by Academic Intervention Service teachers.
  - Imagine Learning to track reading progress.
  - Additional professional development for teachers of special education and ELLs.
  - Purchase of AUSSIE services for assistance in training staff in effective teaching strategies.

### **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.

We have employed five AIS/staff developers to meet with teams of teachers of SWD and ELLs to develop strategies and interventions for those identified populations. These sessions will address ELA and remove our school from the school improvement list.

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

We have one new teacher who is being coached/mentored for three periods a week with a mentor teacher, in addition to a double weekly teacher team meeting.

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.

A letter will be drawn up and mailed to the parents in dual languages, to inform them of the school's identified status.

**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 <b>Jose Ruiz</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>048</b>
School Name <b>The Joseph Rodman Drake</b>			

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

Principal <b>Roxanne Cardona</b>	Assistant Principal <b>Laverne Wyre</b>
Coach <b>Susan Friedwald</b>	Coach <b>Sandra Zadrina</b>
ESL Teacher <b>Justin Czarka, ELL Coordinator</b>	Guidance Counselor
Teacher/Subject Area <b>Karlene Binuya</b>	Parent
Teacher/Subject Area <b>Kim Gahn</b>	Parent Coordinator <b>Maritza Rivera</b>
Related Service Provider <b>Celia Abuin</b>	Other
Network Leader <b>Elmer Myers</b>	Other

### 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	<b>4</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>872</b>	Total Number of ELLs	<b>163</b>	ELLs as share of total student population (%)	<b>18.69%</b>
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## Part II: ELL Identification Process

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

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

#### A. Registration

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

#### B. Identifying English Language Learners

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

#### C. ELL Student Assessment via NYSESLAT

Every student identified as LEP/ELL is administered the New York State English as Second Language Achievement Test (NYSESLAT) annually during the spring of every school year. These students are identified as eligible for the NYSESLAT in one of

two manners: due to either a Beginning, Intermediate, or Advanced final score on the NYSESLAT the previous school year; or students are identified as eligible for the NYSESLAT by scoring at the Beginning, Intermediate, or Advanced level on the LAB-R upon first admission into NYC schools during their first school year. This process occurs for students who have always attended P.S. 48 and for students who are transfer students from other NYS schools.

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

We use the following ATS reports to identify students eligible to take the NYSESLAT: ATS:RLER: NYSESLAT eligible and LAB-R eligible. In order to ensure that each eligible student is administered all four modalities of the NYSESLAT, P.S. 48 uses spreadsheets downloaded from ATS: RLER and creates a master list and check off sheet for each modality on a daily basis throughout the test administration window. This ensures that each child is given each modality of within the NYSESLAT within the allotted time frame. Students who are absent for any modality are listed on a separate make up sheet in order to monitor who is missing a modality and to provide make up test administration dates.

#### D. Parents' ELL Program Choices

P.S. 48x ensures that parents understand their rights and options regarding the three ELL program choices offered for students by the New York City Department of Education: Transitional Bilingual Education (TBE) programs, English as Second Language (ESL) programs and Dual Language programs. Once it has been determined that a child is entitled to ELL services based on the HLIS and LAB-R results, the parent is notified via an entitlement letter that the student is entitled to English language learning services. The ESL coordinator, Parent Coordinator, pupil secretary, and administrators, who are trained in providing parents of ELLs information on their rights and options as such, provide the parent/guardian with an orientation session. During the orientation session, the parent is provided a copy of the NYCDOE ELL Parent brochure, "A Guide for Parents," in the home language. This brochure provides parents with information about instructional programs for the language services of ELLs. P.S. 48x reviews the brochure with the parents, detailing the rights and options afforded to the parents in the home language. The orientation DVD/video is also presented to parents in the home language. Then, after a conversation and question and answer segment, P.S. 48x licensed pedagogues provide parents with the Parent Survey and Program Selection Form in the home language. School-based and New York City Department of Education Translation and Interpretation services are provided to parents to ensure that they comprehensively understand their rights, options, and become informed decision makers for their ELL child. Parents are informed that, should they not complete the form during the orientation session, they should take the Parent Survey and Program Selection Form home, discuss what they have learned, and return the form within three school days. Parents who do not return the form on time receive reminder letters to return the forms. If this does not facilitate the return of the Parent Survey and Program Selection Form, the Parent Coordinator conducts phone calls attempt to have the form returned. Additionally classroom teachers are utilized to make initial contact with parents to inform them of the importance of scheduling a time for receiving a parent orientation. The Parent Survey and Program Selection Form describes for P.S. 48x the parent's decision for the type of English language learning services the child should receive. Lastly, a Placement Letter is sent home informing parents that their child has been placed in the program that they requested. Copies of each of these documents is retained in the ELL office and classroom in order to access as needed. Originals of the HLIS and Parent Survey and Program Selection forms are retained in each student's cumulative file.

This is the timeline followed by P.S. 48 to ensure that parents understand their rights and options as a parent:

#### ELL Parent Outreach Plan and Timeline

School Day 1: Student School Registration and completion of HLIS

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

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

School Day 8-10 (if not earlier): Student's ELL program determined and placed in appropriate program. Placement Letter sent home.

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

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 6  7  8  9  10  11  12

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

1. "Meet the Teacher Night"
2. Thursday mornings on a weekly basis during the fall, depending on ESL teacher schedules
3. Parent-Teacher Conferences every fall and spring
4. Additional orientations are provided as needed in consultation with the parent coordinator for new entrants throughout the school year.
5. Parents unable to attend scheduled parent orientations are provided with the opportunity to schedule a meeting at a time convenient to them.
6. The parent coordinator conducts parent orientations as needed.

In the end, it is essential to communicate with parents in order to ensure that parents understand both their rights as a parent and determine a sound instructional program for their child to learn the English language.

Parents receive a written notice to attend the Parent Orientation, which is conducted by the ESL teachers, in collaboration with the Parent Coordinator. If records of written communication with parents fails to attract the targeted parents for parent orientations, a phone call is made to the child's home. It is essential that parents understand their rights as parent of ELLs. P.S. 48x ensures that parents make informed decisions regarding the instructional programs their children enter. Again, each of these orientations includes an orientation DVD/video, which is available in thirteen languages.

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

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

This information is recorded at the school level in spreadsheets in order to track both the paperwork and that the parents' rights are being met, individually and as a group. As mentioned above, all written communication with parents is photocopied, documented as sent, and stored in binders in the ELL Office and classroom. This ensures that all ESL teachers spend more time on task meeting CR Part 154 mandates for required units of service for ELLs and less time mismanaged meeting the paperwork demands of both the NYSED and NYCDOE. Additionally this information is logged in ATS through the ELPC screen to ensure that NYS and NYC policies and guidelines are followed at each step.

#### E. ELL Instructional Program Placement

P.S. 48x offers free standing English as a Second Language (ESL) self-contained, push in and push out programs, based on parent selection. The trend has been a request for ESL services for ELLs from parents. During the 2011-2012 school year, P.S. 48 offers an immersion ESL program due to the success of the ESL push in program in prior years. Native language supports are provided through a software program, Imagine Learning, glossaries, and texts in the native language. Parents are advised in the home language that P.S. 48x currently only offers an ESL instruction program until enough students requesting TBE or dual language programs can be attained to open up such a class on a particular grade level (15 students on two contiguous grades- monitored by worksheets tracking parental programmatic choice). Detailed conversations are held with parents to ensure that they understand this requirement. We maintain records of Parent Survey and Selection Forms in a spreadsheet in order to verify when enough parents request an alternate program to

our ESL program. At such time we will open up our TBE and/or Dual Language program, based on planning based on research and best practices in second language acquisition. Although we do not currently offer TBE or dual language programs, parents are advised of their right to place their child in such a program at neighboring schools offering the program. These parents are referred to the Parent Coordinator for consultation and advisement on placing the student entitled to services in the appropriate program desired by the parent/guardian. The ESL Coordinator and Parent Coordinator both maintain records of schools across the district, and citywide that offer TBE and dual language programs, and consult with these schools when parents request such a program.

Over the past year a trend shows that parents tend to choose ESL services, understanding the effectiveness of our push in program. We track the program request of new admit ELLs utilizing spreadsheets. This way we are able to have continued access to student records and monitor when the threshold has been met in order to open a TBE or dual language program. This is based on parent choice. When analyzing parental option data on the Parent Survey and Program Selection Forms for new admits during the 2011-2012 school year to date 76% of parents of students determined to be an English Language Learner during Fall 2011 registration attended an orientation and completed Parent Survey and Program Selection Forms. This is a 26% improvement, year to date, over this time during the 2010-2011 school year where only 50% of eligible parents attended. Yet by the end of the 2010-2011 school year, 96% (45 out of 47 parents) of parents attended an orientation. Our goal for the 2011-2012 school year is to ensure that 100% of parents exercise their parental rights as guardian of a child learning English. 3% (1 parent) of these Parent Survey and Program Selection Forms indicate the TBE option, 0% indicates the Dual Language Option, and 97% selected the ESL option for their child. In the past most parents who prefer their child to enter a TBE or dual language program still enroll their students at P.S. 48x instead of selecting another school that has a TBE or dual language program, as they are more interested in having their child attend P.S. 48x than having the child moved to another school. These parents are notified that P.S. 48x will open up TBE and/or Dual Language programs when the threshold of parent of 15 students on two contiguous grades select these program choices.

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

A photocopy of each student's HLIS, Parent Survey and Program Selection Form, Entitlement letter, and Continued Entitlement letter are stored in a binder in the ELL office for ready access to cite documentation. Originals of the HLIS and Parent Survey and Program Selection Form are always stored in the cumulative file for the individual students. This ensures seamless transition of services for ELL students upon transferring to another school with in the NYCDOE or other NYS schools. We collect the original documents during the registration process and create copies on the spot. For transfer students, the pupil secretary receives a memo to inform the ESL coordinator when the transfer files arrive at the school. Unfortunately, as often happens, we do not receive required ELL documentation such as HLIS and Parent Survey and Program Selection Forms from previous schools for transfer ELLs. In such instances we utilize ATS:HIST reports in order to gather information on the HLIS and/or contact the former school directly requesting required documentation.

Additionally, in order to ensure a deeper level of communication with parent/guardians, P.S. 48 has implemented a school webpage, which enhances our school's ability to communicate with all parents and foster a deeper home-school connection. The webpage is translated into the languages that the families of our students speak. Parents/guardians and other family members, along with the larger community that supports P.S. 48 are able receive information on upcoming events, curriculum, schedules, and other vital information in English and other home languages utilized by the families and community of P.S.48. We strive to ensure that all stakeholders in the education of our students are informed and fully participating in the education process.

## Part III: ELL Demographics

### A. ELL Programs

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

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 6  7  8  9  10  11  12

**This school offers (check all that apply):**

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	122	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	122	0	24	41	0	12	0	0	0	163
<b>Total</b>	<b>122</b>	<b>0</b>	<b>24</b>	<b>41</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>163</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

<b>Dual Language (ELLs/EPs) K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	28	24	24	30	25								151
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1			1								5
Haitian														0
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1		1	1								5
<b>TOTAL</b>	<b>22</b>	<b>31</b>	<b>26</b>	<b>25</b>	<b>32</b>	<b>27</b>	<b>0</b>	<b>163</b>						

## 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?

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 48x has a blended model for instruction of English Language Learners. This flexibility allows the school to program services for ELLs in a targeted manner tailored to student needs. As such beginners, or newcomers, receive some periods of pull out instruction. This is based on current research. P.S.48x has no long term ELLs (more than six years receiving English language services). We strive to ensure that students demonstrate continual progress is reaching English language proficiency within three years of schooling. Still P.S. 48x provides every student entitled to receive ESL services this instruction until they pass the NYSESLAT. Students who become proficient in English, as determined by the spring administration of the NYSESLAT, receive testing modifications for two additional school years as 'former ELLs,' and placed in ESL homerooms, where possible, for another one to two school years in order to provide transitional supports. This additional year or two of transitional ESL supports ensures that the students deemed proficient, based on the NYSESLAT, received continued instruction language supports as they deepen and internalize the structures of English. These students continue to receive NYSED testing modifications that they are eligible to receive while ELLs.

Beginner ELLs and Intermediate ELLs receive 360 minutes of ESL instruction per week, in addition to English Language Arts (ELA) instruction alongside their monolingual classmates. Advanced ELLs receive 180 minutes of ESL instruction per week, in addition to 180 minutes of English Language Arts instruction. ELA instruction utilizes reading and writing workshop models that develop comprehension, fluency, and the writing process, all across multiple genres, aligned to the Common Core Learning Standards and NYS ELA standards.

Self-contained ESL classrooms and push in ESL classrooms are put together heterogeneously by looking at LAB-R and/or NYSESLAT levels. Advanced students provide links and language models for newcomer ELLs, as well as assisting in providing native language supports. ELL student needs, informed by NYSESLAT modality levels (Reading/Writing and Listening/Speaking), determine which ESL homeroom to place specific students.

Self-contained ESL Model: Students receive mandated CR Part 154 Instructional Unit Requirements for ELLs: 360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students by the classroom teacher who is certified or in the process of receiving certification in ESL. This model is new to our school this year. However, differentiation, scaffolding and thematic planning are always embedded on our school-wide curriculum which are the key ingredients for a successful ESL classroom. Therefore, students who are learning English are already comfortable and exposed to collaborative group work, thematic instructions through content areas i.e. social studies and science and oral development lessons through songs, partner reading and writing, choral and echo reading and monthly grade assembly performances when they were placed in an ESL self-contained classroom this school year. In a self-contained classroom, all instructions are done in English with scaffold in regards to students' language levels based on their NYSESLAT or LAB-R scores. Newcomers in the class are grouped with someone who speak the same language like them for cognitive and social-emotional support in the classroom.

Push In Model: The ESL teacher pushes into the classroom and co-teaches alongside the ESL homeroom classroom teacher. During the push in period (typically 50 minutes a session, up to the total number of minutes required weekly for each individual child based upon CR

## A. Programming and Scheduling Information

Part 154 Instructional Unit Requirements for ELLs: 360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students), a whole class mini-lesson occurs, after which the students are broken up into small groups for strategy work based on student needs. The whole class mini-lesson is usually co-taught, sometimes led by the classroom teacher and sometimes led by the ESL push in teacher.

ESL Pull Out Model: groups are placed homogeneously where beginners and intermediate students requiring the same language supports are placed in the same groups. While difficult to accommodate student scheduling and other mandated services, we strive to ensure an appropriate education setting conducive to effectively learning the English language. Groups are formed upon CR Part 154 Instructional Unit Requirements for ELLs: 360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students).

In addition to targeted and tailored classroom supports for ELLs, P.S. 48x ensures that all students, including ELLs, have access to all school programs. Some of these programs include: Fall and spring school performances and talent shows, after school programs sponsored by Police Athletic League (PAL), physical education programs, school-based gardening programs in The South Bronx Schoolyard Garden and Outdoor Classroom, music program where students learn different instruments, songs and participate in school-wide concert performances, school nurse and nutrition sessions. ELLs are afforded the opportunity to be included in all activities of the school. There is no differentiation between non-ELL and ELL when determining student participation in school and community programs.

In order to make content learning comprehensible in mathematics, science, and social studies, P.S. 48x teachers make concerted efforts to employ successful research based strategies and methodologies. Specific strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized, alongside technology and Internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study. We utilize the Rigby On Our Way to English and Readers for Writers curriculum, as well as BrainPOP ESL and Imagine Learning. A gardening program has been developed to provide contextual basis for science learning. See the program website at: <http://sci-wiki-tific.wikispaces.com/Gardening>. Additional technologies that will assist ELLs in learning English, concurrently with content knowledge and processes, include laptops, Livescribe smartpens and notebooks, iPods, SmartBoards digital storytelling, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, and audio/visuals. These tools will be utilized by the students themselves in the various units of study.

Curriculum guidance comes from ongoing professional development in research based best practices in ESL teaching methodologies. Additional pull out periods of instruction occur for beginning ELLs, along with special education students who have IEPs mandating particular classroom settings that prohibit them for entering a general education ESL homeroom. Careful attention is paid to the ESL push in teachers' schedules to ensure that students receive their mandated number of instruction units (based on English proficiency level on the previous year's NYSESLAT or LAB-R, for new admits) in accordance with CR Part 154.

The content areas, such as Mathematics, Science, and Social Studies are embedded into the units of study. During regular and ongoing weekly planning sessions, teachers collaborate in planning cross-curricular units, based on the New York State Standards in the various content areas and ESL, as well as the Common Core Learning Standards in ELA and Mathematics, following the scope and sequence developed by the New York City Department of Education. Content area instruction forms the core, or hinge, of instruction, by providing concrete and authentic opportunities for developing English language skills across the listening, speaking, reading, and writing strands by accessing the content knowledge the students already possess and/or are required to possess by New York State. ESL strategies, suP.S. 48x has ESL self-contained, push in and pull out program models during the 2011-2012 school year. P.S. 48 has one self-contained ESL general education classroom in each of grades kindergarten, first, second, third, and fourth. The push in ESL model is conducted in one general education fifth grade classroom. Pull out ESL instruction occurs for ELL-SWDs whose IEP mandates particular classroom settings.

This school ESL instructional model has changed from previous years, primarily for two reasons: budgetary constraints and deepening pedagogical understandings of ESL teachers in the school. In the 2010-2011 school year, the ESL teachers pushed into multiple classrooms with only a small proportion of ELLs, around 30%. This was in contrast to the previous two school years (2008-2009 and 2009-2010) when the ELL population in a particular ESL homeroom was around 50%, allowing the ESL teachers to invest more time with a particular class, teacher, and ELLs. Student NYSESLAT scores did not reflect gains as had been seen in previous school year. Therefore, based on research into ESL methodologies, and due to budgetary constraints, during the 2011-2012 school year, P.S. 48 will be exploring the ESL self-contained model for general education ELLs in grades kindergarten, first, second, third, and fourth. (Fifth grade will remain a push in program due to certification and licensing requirements.) A tightening school budget, reflective of NYCDOE and

## A. Programming and Scheduling Information

NYSED funding targets, also necessitated the exploration of the self-contained model. By dedicating a sole class on a grade for general education ELLs, the number of classroom where ESL students sit was reduced.

Specific strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized, alongside technology and Internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study. We utilize the Rigby On Our Way to English and Readers for Writers curriculum, as well as BrainPOP ESL and Imagine Learning.

These programs enhance the instruction and ensure native language supports for ELLs. Native language evaluation occurs through the use of the Spanish LAB for students whom the home language is Spanish. Students utilize workbooks and texts that are dual language. Teachers and fellow students provide information in the native language. Parents are encouraged to foster the first language at home as a crucial component to effectively learning a second language, which in the case of P.S. 48, is English. A strong foundation in the home language affords enhanced transfer of skills and knowledge that allows easier access to the second language. The ESL program commences in September of every school year and continues through June of every school year, maximizing the amount of ESL instructional time ELLs receive.

SIFE: P.S. 48 infrequently receives SIFE students due to being an elementary school. Students enter either having attended school in the home country, or, in the case of kindergarten and first grade students, have yet to commence the schooling process. Yet we prepare for their arrival in order to provide appropriate instruction immediately upon registration. In order to effectively teach students who are determined to be SIFE, we develop an understanding of their home culture in order to incorporate into units of study. Students begin with intensive receptive language development (listening and reading). We plan for potential ELLs as part of the ESL teachers' continued professional development research into the cognitive, academic, and social demands of SIFE students.

Newcomers: Regarding newcomers, defined as ELLs who have been receiving English language instruction in the United States for less than 3 years, we begin instructional plans by looking at available data: LAB-R, NYSESLAT, Rigby ELL Assessment, ECLAS, Fountas and Pinnel, Periodic Assessments, informal teacher assessment, and NYSED testing program assessments. From this base, students are placed into appropriate classrooms in order to acquire and learn English. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs). Through TPR and sheltered-instruction model, we develop student capacity for understanding the language and grade specific content, and, based on Stephen Krashen's research, transition into productive skills utilizing comprehensible input just above where the student is able to function independently. Additionally we provide additional pull out periods for ESL services for these students utilizing school-based "newcomer" lessons to assist students in adjusting to learning in our school. At the end of each school day these students receive intensive English language supports in the ESL classroom. The above strategies are utilized to improve the learning outcomes for our newest ELLs.

### 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% acquire and learn English through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs). Further, more these students receive specific targeted small group instruction revolving around the area of need, which necessitates the extension of services. We continue to use best practices, such as Through TPR and sheltered-instruction model, we develop student capacity for understanding the language and grade specific content, and, based on Stephen Krashen's research, transition into productive skills utilizing comprehensible input just above where the student is able to function independently. Additionally we provide additional pull out periods for ESL services for these students utilizing school-based "newcomer" lessons to assist students in adjusting to learning in our school. At the end of each school day these students receive intensive English language supports in the ESL classroom. The above strategies are utilized to improve the learning outcomes for our newest ELLs.	75%	50%	25%
100% writing, reading, listening, and speaking needs are pinpointed. we communicate student strengths and weaknesses to these students so that they can target their learning development. These students tend to be in the push in program if they are general education students. They are provided with vocabulary books to assist them in their learning. Additionally, we provide intensive English language supports to target areas of academic need of improved reading and writing skills.	75%	50%	25%
100% Long-Term ELLs: Available assessments, such as LAB-R, NYSESLAT, Rigby ELL Assessment, Rigby PM, DRA, Fountas and Pinnell, Periodic Assessment, informal teacher assessment, and NYSED testing program assessments, provide the foundation for developing targeted instruction of long-term students.	75%	50%	25%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

## A. Programming and Scheduling Information

are not demonstrating progress on the NYSESLAT do we have concerns about their language needs. Many of these long-term ELLs are also ELL-SWD. We employ and utilize IEP-based instructional goals for these students with IEPs. We collaborate with classroom

## 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?

### ELL Interventions and Transitional Supports:

ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, and peer to peer assistance in English Language Arts. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, and peer to peer assistance in Mathematics. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, and peer to peer assistance in Social Studies. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, and peer to peer assistance in Science. Students are provided, as needed, with bilingual dictionaries and access to translation programs. These interventions are in English, with native language supports. Multiple instructional strategies are utilized to facilitate appropriate curriculum and language development. The New York State Learning Standards for ESL form the basis for instructional plans for all ELLs. Using the NYS Learning Standards for ESL, assessment results on the NYSESLAT, ELL Periodic Assessments, and Rigby ELL Assessment, we connect to academic content required in grades K-5 in ELA, Mathematics, Social Studies, and Science. P.S. 48x analyzes student data on available exams in ELA, Mathematics, Social Studies, and Science to better inform the academic language development needs of ELLs. P.S. 48x curriculum maps, aligned the NYS Learning Standards, help guide instruction. P.S. 48 attempts to make students accountable for their own learning. To that end, the school ensures that students understand what language needs they have and consult with students regarding what they believe need additional assistance in learning.

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

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

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

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## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

Not applicable. School does not have dual language program.

Science:

### 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.

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

On any given day each week of school P.S. 48x holds grade level meetings. In these collaborative meetings, teachers, staff developers, and administrators work together to deepen pedagogical practices. During these meetings, the unique needs of the ELL population are discussed, in relationship to the expectations of all students derived from the Common Core Learning Standards. Professional development during these meetings consists of exploring the stages of language acquisition, the various language based tasks relevant to students at any particular stage, understanding the social and emotional context for learning a new language, communicating with parents, state and city regulations regarding services to ELLs, how to assess ELL student work and academic growth.

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

An integral component of the professional development program hinges on the collaboration of classroom teachers and the ESL teachers. The professional development that occurs in these meetings is then turn-keyed to the rest of the school staff (assistant principals, classroom and content teachers, and paraprofessionals) during collaborative common planning meetings that take place every week. During these meetings ESL professional development information is discussed to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Best research based strategies for ESL, ELA, Mathematics, Science, Social Studies, and the Arts. Professional development involves vocabulary development, grammar development, oral language development, test preparation, interacting with parents of ELLs, and using realia. Administration will also ensure that each staff member is aware of the materials and information available regarding ELL instruction in our school. The planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and also use Rigby On Our Way ESL curriculum program to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through "ESL strategy snapshots," which provide classroom teachers with a strong background in ESL teaching best practices. Additionally, ESL teachers and ESL homeroom teachers will attend professional development offerings provided by local colleges and universities, as well as the NYCDOE Office of ELLs trainings, to build school capacity in meeting the needs of ELL students. In this manner, classroom teachers develop a repertoire of skills for teaching ELLs that they can utilize throughout the school year. This targeted capacity building additionally ensures that all school staff understands the unique learning

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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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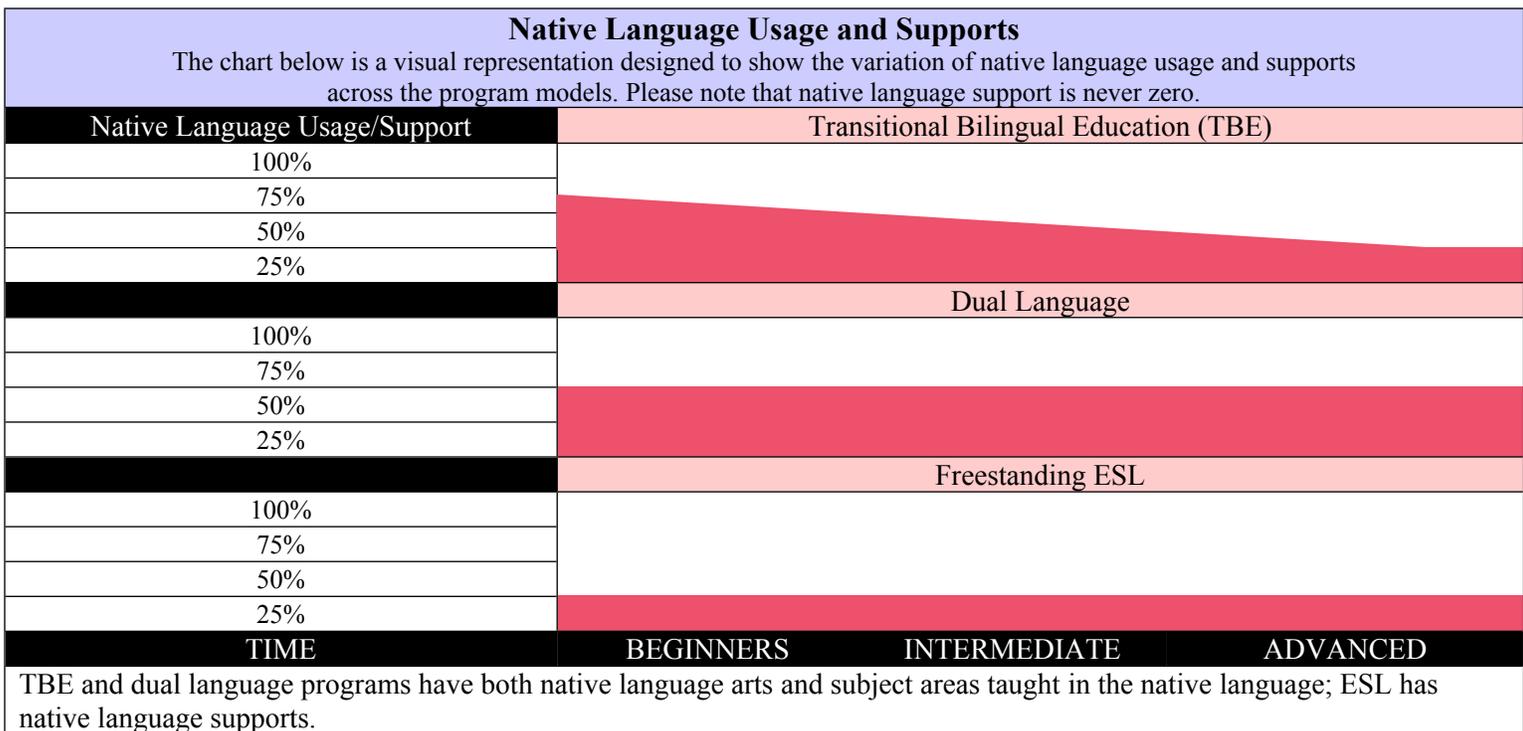
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



**B. Programming and Scheduling Information--Continued**

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

**ELL Interventions and Transitional Supports:**

ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, and peer to peer assistance in English Language Arts, ELA, math, science, and social studies. English Language Learners (ELLs) receive additional support through...

## B. Programming and Scheduling Information--Continued

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

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

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

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## 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)?

Not applicable. School does not have dual language program.

## 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.

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

On any given day each week of school P.S. 48x holds grade level meetings. In these collaborative meetings, teachers, staff developers, and administrators work together to deepen pedagogical practices. During these meetings, the unique needs of the ELL population are discussed, in relationship to the expectations of all students derived from the Common Core Learning Standards. Professional development during these meetings consists of exploring the stages of language acquisition, the various language based tasks relevant to students at any particular stage, understanding the social and emotional context for learning a new language, communicating with parents, state and city regulations regarding services to ELLs, how to assess ELL student work and academic growth.

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

An integral component of the professional development program hinges on the collaboration of classroom teachers and the ESL teachers. The professional development that occurs in these meetings is then turn-keyed to the rest of the school staff (assistant principals, classroom and content teachers, and paraprofessionals) during collaborative common planning meetings that take place every week. During these meetings ESL professional development information is discussed to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Best research based

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## 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)	12	22	8	6	10	6								64
Intermediate(I)	3	6	7	11	10	8								45
Advanced (A)	6	3	9	6	12	11								47
Total	21	31	24	23	32	25	0	0	0	0	0	0	0	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	6	1	1	0	2							
	I	2	9	2	1	5	0							
	A	2	10	11	8	9	7							
	P	0	6	14	11	17	15							
READING/ WRITING	B	3	21	8	3	6	5							
	I	1	6	7	11	10	8							
	A	0	2	9	7	12	11							
	P	0	2	4	0	3	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	11	4	0	24
4	13	10	2	0	25
5	3	11	4	0	18
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	0	19	0	7	0	0	0	30
4	10	0	7	0	11	0	0	0	28
5	4	0	12	0	6	0	0	0	22
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	8	0	8	0	9	0	0	0	25
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

### 1. Assessment Tools

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

This data truly provides multiple perspectives on ELL language development. Through individual analysis and in collaborative settings, ESL and classroom teachers attempt to pinpoint instructional agendas that provide students with instruction as required. We amend lessons and units of study to adapt to the particular skills ELLs need additional supports in. This data analysis provides multiple insights into each individual student's strengths and weaknesses. Classroom teachers and the ESL teachers uses this analysis to provide feedback and instructional next steps. We will focus on units of study and depth of knowledge in order to deepen the understanding of content knowledge and develop literacy skills. We will collaborate to develop rigorous tasks for the ELLs, differentiated for their individual stage of language acquisition.

We tend to see the data informing our need for strengthened written language development (reading and writing) in the content areas. Students develop a phonetic base of knowledge yet struggle to translate this knowledge into a working comprehension of English reading and writing. Therefore targeted instruction focuses on the use of English as a tool for communication for a purpose and audience. Common Core Learning Standards provide a foundation for translating these assessments into usable instruction based on the students need mentioned above. In the end, the instruction is driven by the students' individual areas of need in concert with Common Core Learning Standards objectives.

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

After examining student results on the spring 2011 administration of the NYSESLAT (or LAB-R for new admits who entered P.S. 48 after the spring administration of the NYSESLAT), some patterns become evident.

#### A. Listening/Speaking

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 48

**School DBN:** 08X048

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roxanne Cardona	Principal		10/31/11
Laverne Wyre	Assistant Principal		10/31/11
Maritza Rivera	Parent Coordinator		10/31/11
Justin Czarka	ESL Teacher		10/31/11
	Parent		
Karlene Binuya	Teacher/Subject Area		10/31/11
Kim Gahn	Teacher/Subject Area		10/31/11
Susan Friedwald	Coach		10/31/11
Sandra Zadrina	Coach		10/31/11
	Guidance Counselor		
Elmer Myers	Network Leader		
Celia Abuin	Other <u>Related Services</u>		10/31/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 08X048      **School Name:** P.S. 48

**Cluster:** 6      **Network:** 607

**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**

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

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

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

P.S. 48 determines the primary language spoken by each parent through the following process: 1) informal interview, and then 2) completion of the Home Language Identification Survey. The information is then entered into ATS under the child's records. Additionally, this information is placed on the emergency card. This information is stored in the following locations: primary language is recorded in ATS, emergency cards in binders organized by grade and class stored in the office for emergencies, and Home Language Identification Surveys copies are stored in the ELL Department office, with originals stored in the child's cumulative file.

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

Each year, P.S. 48 staff regularly research primary home languages used by students and their families, using ATS reports on primary home language, Home Language Identification Surveys (HLIS), and informal interviews. While English is the primary home language for around 65% of the school's students, around 33% list Spanish as the primary home language. Trends over the past couple of years have been showing an increase, while less than two percent total, in the following primary home languages: Arabic, Fulani, Twi, Afrikaans, Haitian Creole, Yoruba and French. However, oftentimes parents request that information be communicated in English. P.S. 48 utilized the HLIS for identifying parent/guardians' preferred language of communication. We send home information regarding the NYC DOE interpretation unit in the primary home language selected by the parents ensuring that they know they have access in the primary home language. These findings are discussed at the School Leadership Team (SLT) meetings, and the information is posted in a visible location near the parent coordinator's office and the school's main entrance.

The results of our needs assessment are that parents prefer materials be provided in dual languages. We provide forms and communications from the school to parents in English and Spanish. This information has been shared with the school community in an inductive manner. The staff ensures that the goal of communication, understanding by both parties, takes place. When staff communicate with parents they use the HLIS, ATS, child surveys, emergency cards to ensure that the appropriate language is utilized.

## **Part B: Strategies and Activities**

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

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

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

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

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

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

## 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: <a href="#">P.S. 48</a>	DBN: <a href="#">08X048</a>
Cluster Leader: <a href="#">Jose Ruiz</a>	Network Leader: <a href="#">Elmer Myers</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: <a href="#">During the school day beyond the mandated ESL services required for CR Part 154.</a>
Total # of ELLs to be served: <a href="#">25</a>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <a href="#">1</a> # of certified ESL/Bilingual teachers: <a href="#">1</a> # of content area teachers:

### 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: The title III program consists of supplemental ESL instruction above and beyond the mandated requirements of CR Part 154 in a first grade classroom. The rationale for the supplemental services is ensure that newcomer ELLs receive intensive language supports from the classroom teacher, an ESL-certified pedagogue. Instead of the students being pulled for required services, these students will receive services in the classroom through the entire school day tailored to research based ESL methodologies.

The grade level is first grade. 26 students will be serviced as part of this supplemental program. Beginner to Advanced students will receive targeted instruction in English throughout the school day.

One certified ESL teacher will conduct the supplemental program in the classroom embedded during the school day, using materials such as Rigby On Our Way.

### 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: The professional development for Title III Program teachers consists of weekly grade meetings where best practices in literacy and content areas are discusses, along with enhancing units of study and devising authentic assessment practices to inform the instruction of ELLs and non-ELLs alike. Teachers on grades K-5 attend these meetings once a week for approximately 100 minutes a session. School staff developers and school administration provide these professional development sessions. Where possible, teachers will be sent to professional development programs outside the school building sponsored by local universities and the New York City Department of Education, in order to build capacity across the school building by sharing the information learned at these professional development sessions.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: The school's parent coordinator, Martiza Rivera, will conduct workshops on various topics that provide inclusion and understanding of the NEw York City Department of Education, along with pertinent workshops that assist parents of ELLs in improving the English language acquisition of their children. These programs and invitations to the programs will be translated and interpreted as necessary into the pertinent lagnage of the parents in attendance. These meeting include CookShop for Families, a nutrition and literacy program for K-2, and their parents. Parent will attend these workshops to learn about healthy eating and literacy. The proram consists of mutiple workshops commencing in January and running once a month through the Spring of 2012. Parents will be notified by face to face contact, letters sent home, on the school calendar, and, if necessary, phone calls.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**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.
Other		
<b>TOTAL</b>		