



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 48- THE MAPLETON SCHOOL

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

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SUPERINTENDENT: MS. KARINA COSTANTINO

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

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

- a. By June 2013 general education students will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at a level 3 or higher on the New York State ELA Test (from 60% to 70%) .
- b. By June 2013 students with disabilities will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA Test (from 20% to 30%) .
- c. By June 2013 ELLs students will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA Test (from 40% to 50%).

Comprehensive needs assessment

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

P.S. 48's 2011 – 2012 NYSTP data for students with disabilities indicated the following:

- 45% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS ELA Exam

P.S. 48's 2011 -2012 NYSTP data for English Language Learners indicated the following:

- 31% of the students in grades 3- 5 scored at a level 1 on the NYS ELA Exam

P.S. 48's 2011 – 2012 NYSTP data for General Education students indicated the following:

- 5% of the students in grades 3-5 scored at a level 1 on the NYS ELA Exam
- 65% of the students in grades 3-5 scored at a level 3 and 4 on the NYS ELA Exam

State Quality Review 2011-2012

- The State Quality Review took place in March 2012. Recommendations from the State Quality Review are as follows:
 - *Revisit the current system for data disaggregation and analysis to focus more closely on student by student, class by class, and subgroup by subgroup academic needs in addition to whole school and grade monitoring.
 - *Setting clear expectations for teachers regarding collecting, recording and analyzing soft and hard data along with analyzing student work.
 - *Identify resources on how to effectively use information provided by assessments to inform teachers on how to use the assessment data to inform their teaching practice to meet the specific needs of individual student, small groups and/or whole group.

The 2011 – 2013 City Wide Instructional Expectations:

- Looking at the Common Core State Standards in Literacy for grades Pre-K – 2 with a focus on written response through group activities and prompting support of informational text.
- Looking at the Common Core State Standards in Literacy for grades 3 -5 with a focus on written analysis of informational text or written opinion or argument - based on an analysis of informational text.
- Text Complexity

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) Strategies/activities that encompass the needs of identified student subgroups

- All classroom and out of classroom teachers will meet three times a year to analyze data in ARIS and use that information to differentiate instruction in ELA.
- All ESL teachers will focus on identifying student progress on the 2012 NYSESLAT and how it aligns to the progress on the 2012 ELA State Test. ESL teachers will use this data to modify the ESL curriculum. This will be done during common planning time.
- All grade level teachers will meet monthly to discuss and focus on analyzing data (running records, conference notes, student writing samples) to identify instructional strategies and modify curriculum.
- Students in grades K-5 will experience two Common Core aligned units of study in ELA.
- All grade level teachers will focus on analyzing student performance on the two Common core aligned literacy tasks looking for trends and next steps.
- The entire school community of general education, special education and ELL students will be assessed using uniform conference notes in reading and writing that allows for more flexible grouping and differentiation of instruction to effectively monitor student progress and improve student performance outcomes.
- All students in grades K-5 will be exposed to complex text using the close reading strategy.
- The inquiry (Grade Level) teams will focus on Text Complexity by analyzing grade level text.

b) Staff and other resources used to implement these strategies/activities

- The instructional team comprised of six classroom teachers, ESL teacher, literacy/math coach, AIS teacher and IEP teacher, Assistant Principal and Principal will develop and implement strategies for classroom instruction that support all students.
- CITE and Network level workshops will provide targeted professional development that is focused around best practices with regard to ELA instruction.
- Three licensed ESL teachers will provide professional development and support for classroom teachers in best practices.
- Rigby On Our Way to English is a program that the ESL teachers are using for beginner ELL students.
- All classroom teachers will utilize Imagine Learning and Skills Tutor software to enhance differentiation of individual student instruction.
- All classroom teacher will utilize Renzulli Learning System to support and provide differentiated instruction for students by providing teacher lesson plans, independent study and project activities for students based on learning styles, interest and product preferences.
- SESIS support personnel will provide professional development on UDL and other related special education topics in ELA
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c) Steps taken to include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- The Inquiry Team consisting of classroom teachers of all grades, support staff, coach and administrators, have discussed and implemented a number of different techniques to ensure that all students are engaged in the classroom at all times. The Inquiry team will continue to research best practices that support this focus.
- The Inquiry Team meets bimonthly to choose text according to Lexile levels. The texts are analyzed using the text complexity gradient.
- The schools instructional team has representatives from all pedagogical constituency groups. School wide decisions that are made regarding guidelines for all students are discussed at these meetings. This ensures that all teachers are involved in the decision making process.
- There is an ongoing view of data at P.S. 48. A system called “monitoring student progress” records the reading levels of all students in the school on a monthly basis.
- Teachers of grades K-5 administer the DRAII assessment two times a year. Teachers of grades 3-5 administer two benchmark assessments in ELA. These assessments are discussed with grade level teams, literacy coach and assistant principal to drive whole class and small group instruction.
- Teachers on each grade level at least three common preps each week to discuss, review and plan for individual and grade wide student needs.
- Surveys are given to all teachers following all professional development activities. These surveys inform the administration with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.

d) Timeline for implementation:

- On-going throughout the entire school year.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligns to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Providing materials and training to help parents work with their children to improve achievement areas
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Translate all critical documents and provide interpretation during meetings and events as needed.
- Provide opportunities for parents to help them understand the accountability system.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

Schedule: Ongoing September 2012 – June 2013

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

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

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

- a. By June 2013 general education students will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at a level 3 or higher on the New York State ELA (from 60% to 70%) and Math (from 80% to 90%)
- b. By June 2013 students with disabilities will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA (from 20% to 30%) and Math (from 32% to 45%) tests.
- c. By June ELLs students will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 2 or higher on the New York State ELA (from 40% to 50%) and Math (from 80% to 90%) tests.

Comprehensive needs assessment

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

P.S. 48's 2011 – 2012 NYSTP data for students with disabilities indicated the following:

- 45% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS ELA Exam
- 40% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2011 -2012 NYSTP data for English Language Learners indicated the following:

- 31% of the students in grades 3- 5 scored at a level 1 on the NYS ELA Exam
- 21% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2011 – 2012 NYSTP data for General Education students indicated the following:

- 5% of the students in grades 3-5 scored at a level 1 on the NYS ELA Exam
- 65% of the students in grades 3-5 scored at a level 3 and 4 on the NYS ELA Exam
- 1.3% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam
- 84% of the students in grades 3-5 scored at a level 3 and 4 on the NYS Math Exam

State Quality Review 2011-2012

- The State Quality Review took place in March 2012. Recommendations from the State Quality Review are as follows:
 - *Revisit the current system for data disaggregation and analysis to focus more closely on student by student, class by class, and subgroup by subgroup academic needs in addition to whole school and grade monitoring.
 - *Setting clear expectations for teachers regarding collecting, recording and analyzing soft and hard data along with analyzing student work.
 - *Identify resources on how to effectively use information provided by assessments to inform teachers on how to use the assessment data to inform their teaching practice to meet the specific needs of individual student, small groups and/or whole group.

The 2011 – 2013 City Wide Instructional Expectations :

- Looking at the Common Core State Standards with a deeper look at the domain of focus for each grade and the mathematical practices especially mathematical practices number 3 and number 4

State Quality Review 2011-2012

The State Quality Review took place in March 2012. Recommendations from the State Quality Review are as follows:

*School leaders and Teachers will work collaboratively to align the school wide ELA curriculum with the common core learning standards for ELA and modify/adapt the curriculum, develop lesson plans and match tasks and activities to meet the needs of all students.

*School leaders will provide professional development opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) Strategies/activities that encompass the needs of identified student subgroups

- All classroom and out of classroom teachers of grades 3-5 will meet three times a year to analyze data in ARIS and use that information to differentiate instruction in Math.
- All classroom and out of classroom teachers of grades K-5 will meet monthly to analyze data from Everyday Math unit assessments and open ended responses (Exemplars) and use that information to modify instruction.
- All students in grades K-5 will continue to use the Exemplars method to solve open ended questions.
- Students in grades K-5 will experience two Common Core aligned math tasks.
- All grade level teachers will focus on analyzing student performance on the two Common Core aligned math tasks to look for trends and next steps.

b) Staff and other resources used to implement these strategies/activities

- The instructional team comprised of six classroom teachers, ESL teacher, literacy/math coach, AIS teacher and IEP teacher, Assistant Principal and Principal will develop and implement strategies for classroom instruction that support all students.
- CITE and Network level workshops will provide targeted professional development that is focused around best practices with regard to math instruction.
- Three licensed ESL teachers will provide professional development and support for classroom teachers in best practices.
- All classroom teachers will utilize Skills Tutor software to enhance differentiation of individual student instruction.
- All classroom teacher will utilize Renzulli Learning System to support and provide differentiated instruction for students by providing teacher lesson plans, independent study and project activities for students based on learning styles, interest and product preferences.
- SESIS support personnel will provide professional development on UDL and other related special education topics in math

c) Steps taken to include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- The Inquiry Team consisting of classroom teachers of all grades, support staff, coach and administrators, have discussed and implemented a number of different techniques to ensure that all students are engaged in the classroom at all times. The Inquiry team will continue to research best practices that support this focus.
- Grade level teams meet bimonthly to choose math exemplars aligned to the Common Core Learning Standards.
- The schools instructional team has representatives from all pedagogical constituency groups. School wide decisions that are made regarding guidelines for all students are discussed at these meetings. This ensures that all teachers are involved in the decision making process.
- There is an ongoing view of data at P.S. 48. All Everyday Math class summary sheets, exemplars and math tasks are collected and analyzed and used to modify the curriculum.
- Teachers of grades K-5 administer Everyday Math unit assessment. Teachers of grades 3-5 administer one baseline assessment in math and two benchmark assessments in math. These assessments are discussed with grade level teams, literacy coach and assistant principal to drive whole class and small group instruction.

- Teachers on each grade level at least three common preps each week to discuss, review and plan for individual and grade wide student needs.
- Surveys are given to all teachers following all professional development activities. These surveys inform the administration with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.

d) Timeline for implementation:

On-going throughout the entire school year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

Budget/Funding: Tax Levy, DSF, CFF and Title I SWP, Inquiry Tea, IDEA

Schedule: Ongoing September 2012 – June 2013

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013 there will be a 10% increase according to the Learning Environment Survey in reference to the ways in which the school communicates with parents (from 2012 to 2013).

Comprehensive needs assessment

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

According to P.S. 48's 2011-2012 Learning Environment Survey there was an increase in the following areas:

- Academic Expectations (2010-2011) 7.4 (2011-2012) 7.6
- Communication (2010- 2011) 6.8 (2011-2012) 7.4
- Engagement (2010-2011) 7.1 (2011 – 2012) 7.5
- Safety & Respect (2010 – 2011) 8.2 (2011 – 2012) 8.3

The 2011- 2012 Learning Environment Survey showed an increase in all areas. P.S. 48 will continue to focus on the following areas for the 2012-2013 school year.

- Develop a school wide structure to share student's strengths, needs and next steps with parents. (Academic Expectations)
- The Have-A-Heart Program will continue monthly. P.S. 48 was chosen to apply for the Respect for All Award. (Safety and Respect)

Instructional strategies/activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) Strategies/activities that encompass the needs of identified student subgroups

- All classroom and out of classroom teachers of grades k-5 will meet monthly to create a monthly newsletter that informs the parents about the academic curriculum and activities that the students are engaging in for that month,
- The PTA sends out a monthly newsletter that communicates to the parents about all school related activities.
- Parents are invited to participate in workshops that assist them to learn about changes and expectations in their child's education. A few of the workshops that will be offered this year are State Testing Expectations and the Role of the Parent, ARIS Parent Link, Expectations of the NYSESLAT, Transitioning to Middle School, Internet Safety, School Progress Report and Learning Environment Survey.
- School Wide Progress Reports will be sent home to communicate to parents about their child's academic performance.
- School Wide Messenger System will be used to communicate to parents about student absences, upcoming school wide events through the use of telephone and text messaging.
- The school website will continue to provide a home school connection.
- The monthly Parent Association meetings will provide an opportunity for all parents to come together and discuss their needs and concerns.

b) Staff and other resources used to implement these strategies/activities

- The Parent Coordinator will serve as a liaison between the school and the parents.
- The instructional team comprised of six classroom teachers, ESL teacher, literacy/math coach, AIS teacher and IEP teacher, Assistant Principal and

Principal will develop a plan for enhancing communication with parents.

- Provide professional development for all school staff with the assistance of the PTA to improve outreach, communication skills and cultural competency in order to build strong ties between parents and other members of our school community.
- The School Leadership team will develop a plan for enhancing communication with parents.
- The Parent Coordinator will provide on-going professional development based on parents interest (Renzulli, Skills Tutor, Imagine Learning, Ebooks).
- Staff members are used to translate school documents and provide interpretation during meetings and events as needed.
- Professional development will be provided for staff members and parent coordinator on the School Messenger system.

c) Steps taken to include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- The School Leadership Team meets monthly to work on the CEP, discuss school wide programs, DOE initiatives, school budget and school wide activities.
- The administration meets with the PTA prior to each PTA meeting to discuss the agenda
- Surveys are given to all parents following all workshops. These surveys informed the administration and PTA with information that is used to plan for future workshops.
- Teachers along with Literacy/Math coach provide materials for parents to work with their children at home to improve student progress.

d) Timeline for implementation:

On-going throughout the entire school year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

Schedule: Ongoing September 2012 – June 2013

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013 there will be a 10% increase in the educational experiences students receive for their academic and social development in the area of arts and technology as measured by programming aligned to the Blueprint for the Arts.

Comprehensive needs assessment

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

P.S. 48's 2011 -2012 Learning Environment Survey indicated that only a percentage of the students are receiving ARTS in different disciplines.

*To continue this ongoing experience in the ARTS we are increasing the number of students that will receive instruction in the different disciplines through the ARTS.

P.S. 48's 2011 – 2012 Learning Environment Survey indicated that only a percentage of students are receiving computer skills/technology.

*To continue this ongoing experience in technology we are purchasing new lap tops, desk tops and SMART Boards. We continue to provide various computer programs to increase student academic progress

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) Strategies/activities that encompass the needs of identified student subgroups

- All classroom and out of classroom teachers will continue with the school wide initiative, which introduces a different artist each month. This will allow students to recognize the society, cultural and historical significance of art along with hands on exploration of art materials and an emphasis on artist techniques.
- Provide opportunities for teachers to participate in professional development workshops through BRIC.
- BRIC Contemporary Art will provide professional development to classroom teachers during a 2 hour block.
- BRIC Contemporary Art will provide enriched arts instruction in the area of visual arts. The visual arts instruction will coincide with the school wide artist of the month initiative.
- BRIC Contemporary residency teacher will provide students with standard based skills and techniques in the visual arts strand of the New York City Blueprint for Teaching and Learning of the visual arts as measured through grade appropriate benchmarks and evidence of student work in portfolios and exhibits.
- "Kids Art Exhibition" displaying students' visual art work will be held at the Rotunda Gallery in June 2013.
- Music cluster teachers will provide a comprehensive music program including vocals, reading music and playing a variety of instruments through the use of technology.
- 3rd Grade students will receive instruction in learning to play the recorder.
- Students in grade 5 will participate in watching a dress rehearsal at the Metropolitan Opera Guild.
- A band teacher will provide instruction on wind, string and percussion instruments for students in grades 4-5.
- Students in grades 4 will participate in St. Luke's music program
- School chorus for students in grades 4 & 5.
- A December 2012 winter concert and a May 2013 spring concert will be held in the school auditorium. The school chorus, band and dance students will

perform at both of these concerts.

- Ballet Tech will provide auditions for students in grade 3.
- Students will be using laptops for research, writing and reading related activities integrating IIM, Renzulli principles and best practices.
- All classroom teachers and out of classroom teachers will work on integrating technology through all areas of the curriculum.

b) Staff and other resources used to implement these strategies/activities

- The instructional team comprised of six classroom teachers, ESL teacher, literacy/math coach, AIS teacher and IEP teacher, Assistant Principal and Principal will develop and implement strategies for classroom instruction that support technology and the Blueprints for The Arts.
- BRIC Contemporary Art will provide professional development to classroom teachers during a 2 hour block.
- Provide opportunities for teachers to participate in professional development workshops through BRIC.
- Software utilization of Renzulli, Skills Tutor and Imagine Learning will be available in various classrooms to enhance differentiation of individual student instruction.
- The music teacher will attend DOE workshops and will implement strategies in the music program.

c) Steps taken to include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Provide for regular communication through formal and informal meetings with teachers and BRIC Contemporary Art residency teacher to discuss and modify visual art curriculum.
- The schools instructional team has representatives from all pedagogical constituency groups. School wide decisions that are made regarding guidelines for all students are discussed at these meetings. This ensures that all teachers are involved in the decision making process.
- Surveys are given to all teachers following all professional development activities. These surveys inform the administration and BRIC Rotunda Gallery with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.
- The School Leadership Team meets monthly to work on the CEP, discuss school wide programs, DOE initiatives, school budget and school wide activities.

d) Timeline for implementation:

On-going throughout the entire school year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

Schedule: Ongoing September 2012 – June 2013

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

<p>4. Summer School</p>	<p>4. The Summer School program focuses on intense direct instruction in literacy and test preparation in grade 3, 4 & 5. The program utilizes Balanced Literacy</p>	<p>consultants and support staff are utilized to delivery valuable information to work with parents to improve student achievement.</p> <p>4. Small group instruction</p>	<p>throughout the year to provide parents with the tools necessary to help their children achieve academic success</p> <p>4. The program runs for 6 weeks during the summer. The program is 5 hours a day, 4 days per week.</p>
<p>5. Saturday Academy Grades 3-5</p>	<p>5. Saturday Academy focuses on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction along with test sophistication strategies and open-ended questionings in Mathematics.</p>	<p>5. Small group instruction</p>	<p>5. The program runs for 13 Saturdays from November-April. The sessions are 4 hours long starting at 8:00am-12:00pm.</p>
<p>6. Extended Instructional Day</p>	<p>6. Extended Day Program consists of ELA and Math instruction.</p>	<p>6. Small group instruction</p>	<p>6. Extended Day Afterschool Monday and Tuesday from 2:40-3:30.</p>
<p>Mathematics</p> <p>1. Saturday Academy Grades 3-5</p>	<p>1. Saturday Academy focuses on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction</p>	<p>1. Small group instruction</p>	<p>1. The program runs for 13 Saturdays from November-April. The sessions are 4 hours long starting at 8:00am-12:00pm.</p>

2. Summer School	<p>along with test sophistication strategies and open-ended questionings in Mathematics.</p> <p>2. The Summer School program focuses on intensive direct instruction and test preparation in grade 3, 4 & 5. The program utilizes Balanced Literacy and Everyday Math techniques.</p>	2. Small group instruction	2. The program runs for 6 weeks during the summer. The program is 5 hours a day, 4 days per week. 2.5 hours of day is used for math instruction.
3. Literacy and Mathematics AIS	3. Title I literacy and mathematics supports are provided for non-mandated students. Wilsons and Foundations programs are utilized.	3. Small group pull-out instruction and small group push-in instruction.	3. Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population.
4. Extended Instructional Day	4. Extended Day Program consists of ELA and Math instruction.	4. Small group instruction	4. Extended Day Afterschool Monday and Tuesday from 2:40-3:30.
5. Math Block	5. During the Workshop Model all children utilize the	5. Whole class and small group instruction.	5. The block coverage exists weekly throughout the school

	<p>60 minute math block. Small group math instruction is provided to all students in grades K-5. The workshop model provides flexibility for students achieving below, at or above grade level in math. Students are provided with daily additional support. Teachers maintain assessment binders to document students' strengths and weakness, which help to provide individualized instruction.</p>		<p>year. The block consists of 60 minutes each day for math.</p>
<p>Science Hands on Science Specialist Science Fair</p>	<p>The AIS Teacher will target Science concepts through non-fiction that is aligned to the Common Core Standards.</p> <p>The Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. The Science teacher provides additional classroom support through the FOSS kits and hands-on learning experiences to enhance the science curriculum.</p>	<p>Small group pull-out and small group push-in model</p> <p>Whole group and small group instruction.</p>	<p>Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population.</p> <p>During the school day 45 minute periods.</p>
<p>Social Studies Social Studies Specialist</p>	<p>The AIS Teacher will target Social Studies concepts through non-fiction that is</p>	<p>Small group instruction</p>	<p>Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the</p>

	<p>aligned to the Common Core Standards</p> <p>Social Studies cluster teacher targets all students in grades K- 5. The Social Studies cluster teacher provides additional classroom support and works with building student comprehension through social studies based text through the use of technology as aligned to the curriculum map and State Standards. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support.</p>	<p>Whole group and small group instruction</p>	<p>student population.</p> <p>During the school day 45 minute periods.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p> <p>School Psychologist This service is provided three days per week.</p> <p>Social Worker This service is provided three days per week. Mandated and at-risk students receive one period per week.</p>	<p>Small group and 1 to 1 counseling</p> <p>1 to 1 counseling</p> <p>1 to 1 counseling</p>	<p>This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p> <p>This service is provided three days per week.</p> <p>This service is provided three days per week. Mandated and at-risk students receive one period per week.</p>

	<p>At-risk Health-related Services Speech intervention is provided as needed. Mandated and at-risk students receive one or two periods per week.</p>	1 to 1 or groups of 3 students	Speech intervention is provided as needed. Mandated and at-risk students receive one or two periods per week.
	Occupational Therapy, Physical Therapy and the Hearing Teacher work with students as indicated on the students Individual Educational Plans.	1 to 1 or groups of 3 students	Occupational Therapy, Physical Therapy and the Hearing Teacher work with students as indicated on the students Individual Educational Plans.
	The DOH Nurse provides sessions for students managing their asthma. The service is given to students whose asthma condition interferes with their educational growth. The classes are offered during the school day in a small group setting.	3 to 4 students in a group	Monthly

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

According to the 2011/2012 BEDS Survey 31 staff members are highly qualified and 8 staff members are teaching in their certification area. All Teachers are highly qualified and only highly qualified staff is hired. The professional development opportunities for all staff members are extensive and numerous which insures that every teacher is continuously highly qualified. Administration, Teachers and Literacy/Math Coach attend all CFN 409 workshops. Teachers receive 2 curriculum mapping days each school year (January and June). These mapping days are full day sessions by grade with the Coach, Literacy Support Consultant and Assistant Principal. The school also works with outside vendors (CITE, BRIC Contemporary Art and Literacy Support Services). Each teacher receives a minimum of two full day professional development days during the year with these vendors. Classroom teachers are encouraged to attend professional development activities based on needs of the students and interest. Out of classroom teachers are encouraged to attend professional development activities based on their specialty areas. Para Professionals are also invited to all school wide professional development.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

Diane J. Picucci
Principal

Teresa M. Zabala
Assistant Principal

Public School 48 Parent Involvement Policy
2012/2013

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

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

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

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

with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

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

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

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

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

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

- ***The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –***
 - The State's academic content standards;***
 - The State's student academic achievement standards;***
 - The State and local academic assessments including alternate assessments;***
 - The requirements of Title I, Part A;***
 - How to monitor their child's progress; and***

vi. How to work with educators.

- ***P.S. 48 will continue to encourage parents to attend Curriculum Day and Curriculum Night.***
 - ***P.S. 48 will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Chinese speaking population.***
 - ***P.S. 48 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology(Acuity) to foster parental involvement.***
 - ***P.S. 48 will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance on trips. We will continue to provide parents with information at monthly PTA meetings and Monthly News Letters.***
6. P.S. 48 will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

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

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

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

- b. P.S. 48 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative

formats upon request, and, to the extent practicable, in a language the parents can understand:

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

Adoption

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

This policy will be adopted by Public School 48 – The Mapleton School on June 13, 2011 and will be in effect for the period of Sept 2012-June 2013. The school will distribute this policy to all parents of participating Title I Part A children on or before December 10, 2012.

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

Date: September 6, 2012

Public School 48
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Fax (718) 232-3451

Diane J. Picucci
Principal

Teresa M. Zabala
Assistant Principal

Public School 48 School Parent Compact 2012/2013

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.

School Responsibilities

Public School 48 – The Mapleton School will:

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

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

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

- *Parent Teacher Conferences will be held in November and in March.*
- *Additional conferences will be scheduled as needed throughout the school year.*
- *Convening an Annual Title I Parent Meeting prior to December 1st 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.*
- *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 parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.*

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

In Grades 1 – 5 Reports To Parents will be distributed during November, January, March and June.

Kindergarten parents will receive formal reports in November, January, March and June. Formal scheduled parent teacher conferences in Kindergarten through Grade 5 will be held in November and in March.

Grade 3- 5 parents will have quarterly access to student assessments through the ARIS parent link.

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

Parents may meet with teachers before school from 8:00a.m -8:20a.m., during the lunch period from 11:00a.m.-11:50a.m. in grades K-2, 12:00p.m. – 12:50p.m. in grades 3-5 and during one prep period per week designated by each grade. Parents must inform teachers

of the need for a conference in writing or by leaving a message with the secretary in the main office. The teacher will then schedule the conference. Translators are available for all parent meetings.

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

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

Parents will be encouraged to participate during class excursions.

⇒ 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 how to monitor their child's progress by providing professional development opportunities*
- *sharing and communicating best practices for effective communication, collaboration and partnering will 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*

Parent Responsibilities

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

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

- *making sure my child is on time and prepared everyday for school*
- *monitoring attendance*
- *talking with my child about his/her activities every day*
- *scheduling daily homework time;*
- *providing an environment conducive for study*
- *making sure that homework is completed*
- *monitoring the amount of television my children watch*
- *volunteering to accompany my child on class excursions*
- *participating, as appropriate, in decisions relating to my children's education*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate*
- *reading together with my child every day*
- *providing my child with a library card*
- *communicating positive values and character traits, such as respect, hard work and responsibility*

- *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 Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams*
- *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*
- *promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time*
- *participate, as appropriate, in the decisions relating to my child's education*
- *respond to surveys, feedback forms and notices when requested*
- *become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and the Compact*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectation and offer praise and encouragement for achievement.*

Student Responsibilities:

- *attend school regularly and arrive on time;*
- *complete my homework and submit all assignments on time;*
- *follow the school rules and be responsible for my actions;*
- *show respect for myself, other people and property;*
- *try to resolve disagreements or conflicts peacefully;*
- *always try my best to learn*

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

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

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Diane J. Picucci	*Principal or Designee	
Doreen Cringian	*UFT Chapter Leader or Designee	
Erica Pantano	*PA/PTA President or Designated Co-President	
Anna Mae Castellano	DC 37 Representative, if applicable	
Bernadette Sessa	Member/ UFT	
Grace Ann Lampon	Member/ UFT	
Thomas Pascarella	Member/ UFT	
Elena Laguzzi	Member/ PTA	
Christine Yip	Member/ PTA	
Sabrina Zicoello	Member/ PTA	
Josephine Colonna	Member/ PTA	
Jessica Ip	Member/PTA	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	24	31	17	20	15	11								118
Total	24	31	17	20	15	11	0	0	0	0	0	0	0	118

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	14
SIFE	2	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	102	1	7	16	0	7	0	0	0	118
Total	102	1	7	16	0	7	0	0	0	118

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

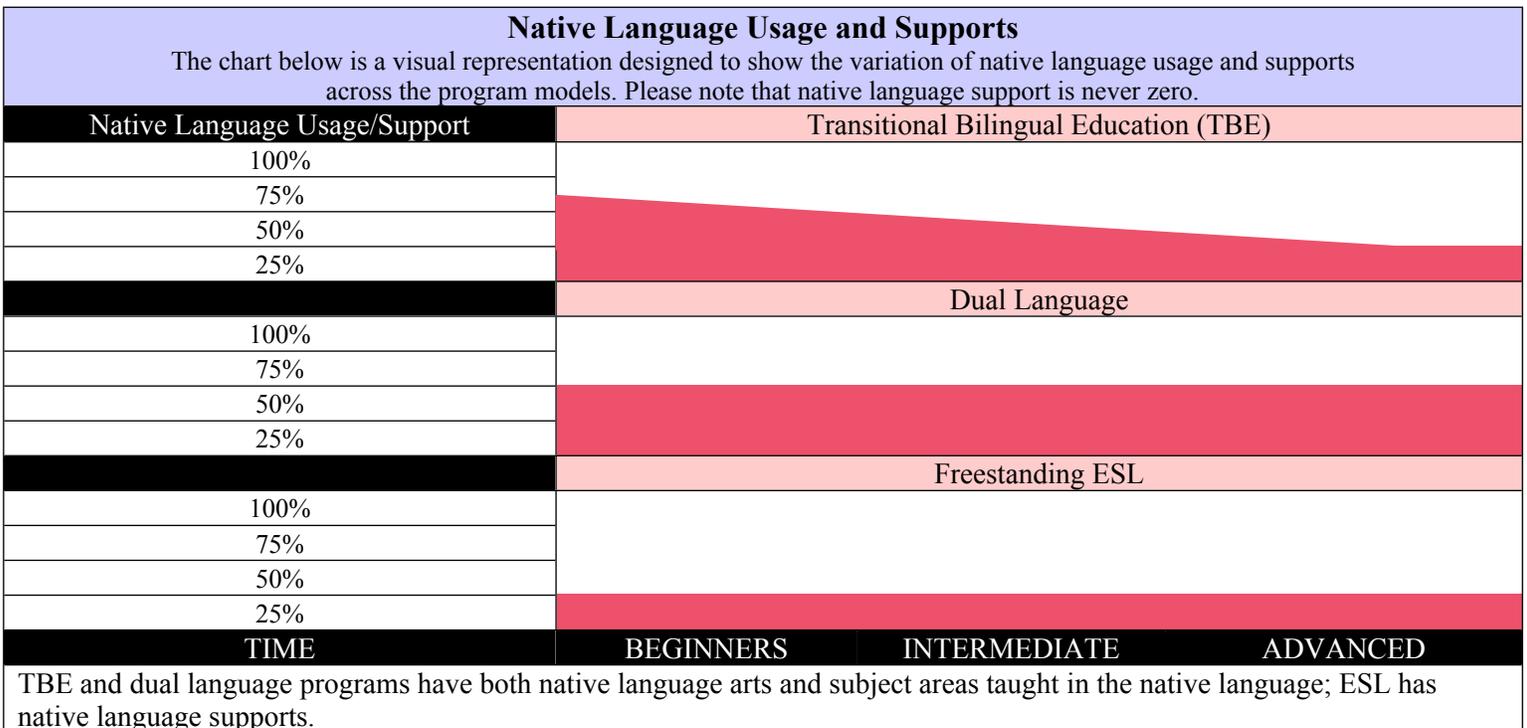
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

16. Orientations are held for newly registered kindergarten children before the first day of school. Parents are invited and receive welcome packets with useful information as to support staff, routines and expectations. Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a "buddy" system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers' challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. PS 48 has established a welcoming committee and a "New comers Club" with ESL teachers and the guidance counselor acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. We plan to extend both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying

reading.
17. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

Weekly department meetings are also held with the ESL teachers, coaches, Assistant Principal and educational consultant.

E. Parental Involvement

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

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

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

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

Information is distributed to parents and translated in many languages.

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

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

Community based organizations, such as the Federation of Italian-American Organizations, Reaching Out Community Services and NEA are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents. Information is distributed to parents and translated in many languages. This year we have also instituted a monthly grade newsletter.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	22	4	2	2	2								50
Intermediate(I)	0	7	9	8	6	2								32
Advanced (A)	6	2	4	10	7	7								36
Total	24	31	17	20	15	11	0	0	0	0	0	0	0	118

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	7	3	0	17
4	6	11	5	0	22
5	7	6	2	0	15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		7		8		1		19
4	2		6		10		5		23
5	1		6		4		5		16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		9		5		21
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

1-6. As children advance in grade level, achievement in Listening and Speaking improves. Oral language development progresses as ELLs increase vocabulary. Reading and Writing skills emerge in later stages of language acquisition. As ELLs acquire Listening and Reading skills, they start to achieve goals in Reading and Writing. For children at the pre-production stage, teachers provide opportunities for active listening, using realia and visuals. Students are surrounded with language such as chants, songs and simple poems. The use of physical movement in language activities (TPR) and the encouragement of art, mime and music are used throughout the curriculum and are excellent forms of creative expression.

Children at the speech emergent stage of language acquisition benefit from our teachers focusing on communication in meaningful contexts and the use of asking open-ended questions. Teachers model, expand and enrich student language. The use of puppets, flannel boards and role-playing aid in the retelling of stories. At this stage, shared reading, guided reading and storytelling are very beneficial to language acquisition.

At the intermediate and advanced stages, teachers facilitate more advanced literature studies and provide opportunities for children to create oral and written narratives. Realistic writing experiences, such as writing letters, are also used at this stage. Teachers also continue on-going language development through integrated language arts, scaffolding of instruction and content-area activities. The ESL teacher makes instruction comprehensible to ELLs through a variety of means, which may include but not be limited to the use of gestures, visuals, realia or concrete examples, and through the routines of the school day. Materials and activities are meaningful and natural for learning to occur in a meaningful communicative context. Language skills are assessed and assessment used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation. Students are provided with the opportunities to participate in communicative use of language in a wide range of activities.

Teachers use periodic assessments, portfolios, observations and checklists to assess the progress of ELLs who are not ready to complete traditional reading and writing evaluations which require reading on grade level. According to research in this field, we know that ELL students require more time to be fully proficient in the language skills needed to achieve in the content areas. Although tests may be provided in their native languages, some children may not have been taught materials in these content areas in their previous schooling. For these children, the school provides programs to improve their achievement. The school provides mentoring during the extended day, and before and after school programs which support these children by using ESL methods to make content area material more comprehensible to ELLs.

During push-in periods with an ESL teacher, the focus is to work with and support the children who need the additional help in reading, speaking and the content areas.

Early literacy skills of ELLs are assessed through use of the DRA, E-Class, and teacher- made assessments. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** CFN 409

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 48 will provide additional ELL and non-ELL instruction for immigrant students in a Saturday Academy Program. The targeted population is our English Language Learners and Non- English Language Learners Immigrant Students (students in Grades 3-5) We are working to advance the ELL students proficiency levels and Immigrant students NYS ELA/Math levels. After careful review of the data it was identified that in Grades 3-5 currently 11 ELL students have remained Advanced for 2 consecutive administrations of the NYSESLAT, 7 ELL students have remained Intermediate for 2 consecutive administrations, and 3 ELL students have gone from an Advanced to an Intermediate for 2 consecutive administrations of the NYSESLAT. The Saturday Academy will also be utilized to improve student achievement as evident through the NYSESLAT administration.

GRADE	BEGINNER/INTERMEDIATE	ADVANCED
3	14	7
4	8	9
5	4	10

The program will service 52 students in 5 classes. The Saturday Academy program will begin on Saturday, November 17, 2012 and run through Saturday April 13, 2013. The curriculum will focus on CCLS by increasing student background knowledge and the use of academic language to improve reading comprehension, content writing and mathematics through the use of ESL techniques and strategies to promote language development. In addition teachers will focus on language literacy and math content areas through the use of visuals, TPR and repetition to increase student performance on NYSESLAT. This program will run for 13 sessions, 4 hours per session on Saturdays. The Saturday Academy Program will utilize Rigby On Our Way to English, Empire State NYSESLAT ESL/ELL, Imagine Learning, National Geographic Determining Importance Springboard Expanded Set, National Geographic Making Inferences Springboard Expanded Set and Read, Write, Edit, and Listen. For Mathematics the program uses Options- Open Ended Questions.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: We will utilize an Educational Consultant and ESL coordinator to provide ongoing direct curriculum and strategy development for the Saturday Academy Program. After School Professional Development sessions will be held to introduce the staff to the curriculum materials for the Saturday Academy and support staff in the implementation of materials. Professional Development will be held for 20 Common Branch teaching staff on an ongoing basis throughout the school year. 5 Common Branch Teachers will be at each session. All 20 Common Branch teachers will receive all sessions. This will build the capacity to better meet the AYP for the sub group of ELL students.

Professional Development provided by ESL coordinator and Educational Consultant:

Topic	Timeline	Target Audience
Introduction to Saturday Academy Curriculum Materials	Two 60 minute sessions	5 Common Branch Teachers
ELL Strategy Development (Part 1)	Two 60 minute sessions	5 Common Branch Teachers
ELL Strategy Development (Part 2)	Two 60 minute sessions	5 Common Branch Teachers
ELL Strategy Development (Part 3)	Two 60 minute sessions	5 Common Branch Teachers
NYSESLAT Strategy Development	Two 60 minute sessions	5 Common Branch Teachers

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Throughout our school year we will host several Parent workshops for ELL parents and non-ELL parents. "Preparing for the NYSESLAT" is a workshop for parents that reviews the modalities, format and question types of the NYSESLAT exam this workshop consist of 2 hours. The "ELL Parent Workshop" is a workshop for ELL parents that explains the year ahead, overview of the New York State tests including the NYSESLAT, and helpful hints for parents to prepare their child at home for the NYSESLAT. This workshop consists of 2 hours. "Understanding the New York State Testing Program" is another workshop which introduces the NYS ELA & Math tests to parents, what it will look like, how to prepare their children, and understanding the data reports. Parents are notified of these activities through letters that are sent home in different languages, through our monthly ESL News Letters, PTA newsletters and also on our school website.

We also have a section of our school library that we will continue to update with books in different languages. Our Parent Coordinator arranges visitation for parents to have access to these resources.

Part E: Budget

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

Allocation Amount: \$

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

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		