



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PO MICHAEL J. BUCZEK

DBN : 06M048

PRINCIPAL: TRACY A. WALSH

EMAIL: TWALSH@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tracy Walsh	*Principal	
Ann Johnneris	*UFT Chapter Leader	
Sharinne Betances	*PA/PTA President	
Michelle Darby	Member/ Teacher	
Quran Francis	<i>Member/Teacher</i>	
Kayla McCormack	Member/Teacher	
Lindsay Tuttle	Member/ Teacher	
Miriam Rosario	Member/ Parent	
Trennis Smith	Member/ Parent	
Angela Garces	Member/ Parent	
Braulia Hidalgo	Member/Parent	
Solangee Zuluaga	Member/Parent	
	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.

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

- By June 2013 90% of students in grades 3-5 will make a one level gain in targeted writing indicators as measured by the grade specific 6 + 1 writing rubric aligned to the Common Core standards for Writing.

Comprehensive needs assessment

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

Instructional strategies/activities.

- In grades 3, 4, and 5 develop a grade specific common writing rubric with six criteria: Opinion, Organization, Voice, Word Choice, Fluency and Conventions.
- Three written pieces per year will be scored against this rubric and placed on a spreadsheet to be given to the Assistant Principal. In order to use as the basis for inquiry work and choose appropriate instructional strategies.
- Grade teams, including the Assistant Principal, will examine the strengths and weaknesses of the grade, class and individual students.
- Teachers will design lessons to improve weaknesses found to be prevalent in the student writing.
- Special attention will be given to SWD's, with a support teacher pushing in/pulling out twice each week.
- Special attention will be given to ELL students with afterschool instruction twice per week.
- A 50 minute block each week for teachers to meet, score papers and design lessons.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: x 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

- Title III afterschool program to focus on expository/informational writing strategies.
- F-status teacher to work with teachers of SWD.
- Per session Funding to create a spreadsheet to collect student scores.

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

- By June 2013 90% of classroom teachers will make a 1 level gain (i.e., basic to proficient) in Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction based on the Danielson Framework of Teaching.

Comprehensive needs assessment

- Lead Teachers and the Principal studied the Framework for Teaching during the Summer of 2012. Using the research based framework will serve as a vehicle for engaging in professional discussions, create a common language, and receive feedback to improve the quality of teaching.

Instructional strategies/activities

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

Strategies to increase parental involvement

- Communicate with parents through a monthly newsletter.
- Invite parents to visit classrooms.
- This will be shared and discussed at PA and SLT meetings.

Budget and resources alignment

- Indicate your school's Title I status: x 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 x _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Weekly Grade meetings focused on instructional expectations.
- Weekly Inquiry team meetings to focus on Using Assessment in Instruction.
- FSF to purchase books
- Coverage and Per-diem monies to cover teachers to observe each other.

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

- By June 2013, grade 3 ELA scores by 5% as measured by the State Exam.

Comprehensive needs assessment

- On our 2012 ELA state assessment we had the same percentage of students scoring level 3 or 4 as 2011. In order to meet demands of the new assessment, we will work on close reading of grade level texts.

Instructional strategies/activities

- Teachers will plan together to select grade level texts.
- Teachers will plan highly structured conversation with parents as a model for how to talk about the books with their children.
- Teachers will model how to read texts and answer questions with details from the story.
- Focus on grade 2 and 3 Social Studies curriculum.
- Parents will share their experiences with other parents.
- Curriculum Maps aligned to the CCLS.

Strategies to increase parental involvement

- Parent activities to result in rich language activities.
- Parent Workshops.

Budget and resources alignment

- Indicate your school's Title I status: x 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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Weekly Grade meetings to focus on instruction
- Focused feedback to students..

ANNUAL GOAL #4 AND ACTION PLAN
ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Foundations- The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding vocabulary fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grade K-2 students one period per day.</p> <p>Wilson Reading System- This is used to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teacher delivers differentiated instruction to small groups of grade 3-5 students one period a day.</p> <p>Estrellita- This is a Spanish language phonological/phonemics awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency and spelling. The Dual language K and 1st grade classes have one period of instruction each day.</p> <p>Guided Reading- Each lesson has a set of objectives to be taught through the course of a session. Teachers will aid students in decoding words, figuring meaning, etc. AIS teachers deliver differentiated instruction to small groups of K-5 students one period per day.</p>		
Mathematics	<p>Everyday Math is a standard-based curriculum developed by the University of Chicago. It is research-based; has been field tested and proven by results; it teaches basic skills and conceptual thinking; uses a hands-on approach; set higher expectations. One AIS teacher provides differentiated instruction to small groups of grades 3-5 students one period per day.</p>		
Science	<p>During the mandated four periods per week of science instruction teachers will integrate the</p>		

	literary genre of non-fiction informational texts and procedural narratives.
Social Studies	During the mandated four periods per week of social studies instruction teachers will integrate the literary genre of non-fiction informational texts and procedural narratives.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School Psychologist: Clinical services are provided by a psychologist from Columbia-Presbyterian. The services offer agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede the students performance and provides prescriptive measures that address student needs by suggesting additional student support services. This will be done one on one.</p> <p>Social Worker: One part-time school social worker provides counseling services to at risk students during the school day one period per week depending on the students' needs. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p> <p>Health-related Services: One school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity and asthma. This will be done one on one.</p>

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.

We attend Hiring Fairs.
Work with local Universities and Colleges.
Coordinate with the Network Human Resource personnel.
Match new teachers with Mentors.
Provide 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.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

- **Social Studies:** Social studies instruction follows a scope and sequence dictated by the New York State Core Curriculum for Social Studies. All grades participate in Understanding by Design (UbD) planning to provide unit mapping of content material.
- **English as a Second Language:** Certified ESL teachers provide English language learners with specific standard-based instruction to develop English proficiency.
- **Host parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - **November 15, 2012**
 - **March 13, 2013**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - Report Cards are issued during parent/teacher conferences. Appointments are made for parents not attending conferences to come in at a mutually convenient time in order to discuss a child's progress.
 - Parents are expected to monitor reading progress by signing children's reading logs.
 - Dissemination of the school Report Card to all parents
 - Distribution to parents of Interim Assessment results
 - Teacher notes to parents
 - Parent Newsletter
 - Meetings with teachers, guidance counselor and Child Study Team
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - Back to school night affords parents the opportunity to meet their child's teacher and understand expected benchmarks in all curriculum areas.
 - Coaches will facilitate a series of workshops on standardized testing to both acquaint parents with the format of the various tests and give them strategies for assisting their children in preparing for these tests. These workshops will be held monthly.
 - Our parent coordinator works with the Parent Association and community based organizations to coordinate workshops, parenting skills courses, and meetings based on parent needs and provide important information regarding the educational programs at P.S. 48.
 - Family Math Night is held in the Fall and Spring.
 - Teachers make themselves available during their preps for consultation with concerned parents.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - Family Math Night allows for parents, teachers and children to play math games and other interactive math activities.
 - Parents are invited to attend all class performances and holiday shows.

- *Literacy celebrations are part of every unit of study. Parents are invited to share in these celebrations.*
- *Our library program encourages collaboration with parents. A parent library is housed in our school library. Parents are afforded the opportunity to participate in special library events such as “Dr. Seuss Day”.*
- *Open School Week gives parents the opportunity to spend the day in the classroom.*

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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;

II. Parent/Guardian Responsibilities:

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

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

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	9	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5		

D. School Demographics

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

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

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

Part II – ELL IDENTIFICATION PROCESS

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	94	8	0	16	0	0	1	0	0	111
ESL	96	1	15	45	0	5	8	0	5	149
Total	190	9	15	61	0	5	9	0	5	260

Number of ELLs in a TBE program who are in alternate placement: 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	EL	EP																
Spanish	21	27	28	17	17	5	16	4	14	7	14	12							110	72
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	21	27	28	17	17	5	16	4	14	7	14	12	0	0	0	0	0	0	110	72

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 68

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 0

Hispanic/Latino: 71

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV. ELL Programming

A. Programming and Scheduling Information

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

PPart IV - PROGRAMMING AND SCHEDULING INFORMATION

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

7. ELLs with special needs are served according to their IEP. Those placed in monolingual CTT classes are seen by ESL teachers. Those in Dual Language classes are seen by our bilingual resource room teacher, bilingual speech teacher, bilingual social worker and guidance counselor. We also have students receiving occupational therapy and physical therapy across the program models. Some of our ELL students require one on one health paraprofessionals, who are all bilingual.

aste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

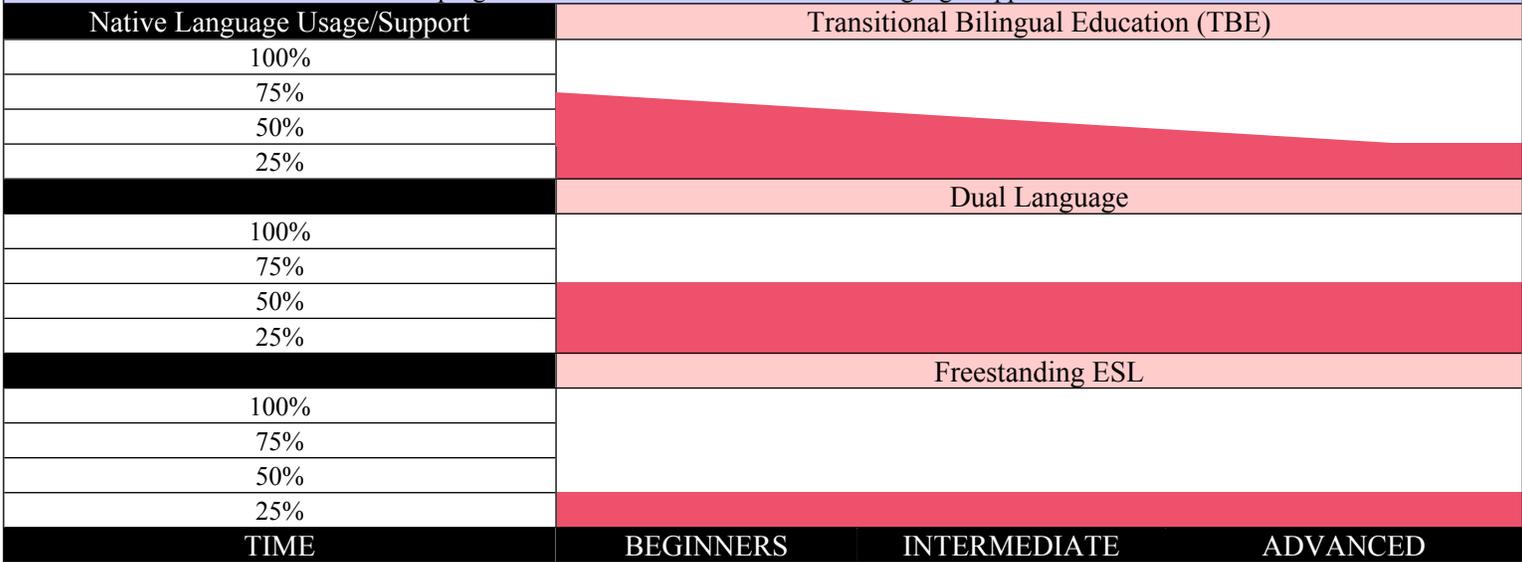
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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)?

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

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

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

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

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

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	5	3	1	1							
	I	0	6	4	4	2	0							
	A	0	32	36	16	9	4							
	P	0	16	13	20	22	22							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	17	3	0	29
4	4	16	4	0	24
5	7	13	2	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	16	1	9	0	0	0	32
4	0	0	12	2	11	1	1	0	27
5	2	0	10	0	11	0	0	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	6	0	15	1	4	0	26
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	0	9	13	8	0	2	14	7
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

B 1. P.S. 48 Manhattan administers the DRA and the EDL to all students. Kindergarteners are assessed twice a year beginning in January and again in June. All other students are administered these assessments three times a year beginning in September. The DRA and the EDL provide information that assists teachers in grouping their students by level or by literacy skills. For example, we have noted that expression and phrasing pose a problem to many students. We have responded by implementing school wide Poem of The Week and during 50 minutes many classes do Readers Theater. Teachers administering the DRAs meet to discuss trends and patterns. These are reported to the classroom teachers during scheduled sessions with their AP. Our DRAs reveal that inferring continues to challenge many of our ELL students as they are likely to read more literally. As a result, teachers have been planning mini-lessons, guided reading lessons and additional independent practice in these skill areas.

2. As in most years, data reveal that our beginners are concentrated heavily in the kindergarten and first grade classes, with 16 in the K and 34 in the 1st grade. An influx of new children to the country will increase the numbers in most grades as the year progresses. By the 4th and 5th grades, concentrations shift to advanced, with 17 advanced children in the 4th grade, and 22 in the 5th. Our number of ELLs decreases as we move up in the grades. Data do not reflect an influx of new students across the grades.

3. Data reveal that there are many more students meeting the proficiency level in listening/speaking than in reading/writing. Our CEP goal is concentrated on writing and our dual language and ESL teachers are studying strategies for assessing and targeting student writing. For example, teachers examined students' work to identify areas of need to improve syntax and developed lessons on subject-verb agreement and use of the past tense.

4. a - Similar numbers of children progress along the NYSESLAT levels in dual language and ESL. We find that children who remain at the same level for more than one year often are also identified as needing other interventions. In math all but one child scoring at level 3 have done so in English, at levels 1 and 2 much higher percentage have taken the test in English. Many more students have chosen to take the math exam in English than in Spanish while presented with both. In the 4th grade science test only 1 out of 26 took it in the Native Language and that child scored at level 3. Fifteen students out of 25 students who took the test in English scored at level 3 and 4 scored at level 4. Six scored at level 2 and none scored at level 1. Of those ELL students taking the ELA the higher percentage in each of grades 3, 4 and 5 scored at level 2.

4b. n/a – ELL Periodic Assessment is not administered.

4c. n/a – ELL Periodic Assessment is not administered.

5.a - All students are assessed 3 times a year using the EDL and the ELE once a year.

5b. – According to the ELE, 14 out of a total of 23 EPs scored at the third quartile and 7 scored at the top quartile. Two scored at the second quartile and none scored at the first quartile.

5c. According to our School Progress Report for 2010-2011 our ELL sub group (lep) achieved adequate yearly progress in both math and ELA, with 43% showing exemplary progress in ELA and 69% exemplary progress in math.

6. Success of our programs is evaluated through a variety of measures. These include student retention, student achievement particularly the NYSESLAT and whether students have achieved their AMAO, anecdotal reports from families, students and teachers.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 601

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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.O. Michael J. Buczek	DBN: 06M048
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 58 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: 5 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 48 Man. is a neighborhood pre-K through grade 5 school comprised of 643 students and has approximately 234 ELL students. The school population is 92% hispanic. In addition to Spanish, the other languages represented include Arabic, Chinese, Russian and Bulgarian. The number of ELL students is based upon the results of the 2012 Lab-R and the 2012 NYSESLAT. These ELL students are in ESL self-contained classes, Dual Language classes and in free standing ESL classes across the grades from kindergarten through fifth. Kindergarten through second grade include an ESL self-contained class. Each grade, kindergarten through fifth, includes a Spanish Dual Language class. There is one dual language kindergarten and two first grade dual language classes. The ESL classes are all taught by licensed ESL teachers. The Spanish Dual Language classes are taught by licensed bilingual Spanish teachers. English and Spanish are taught on alternate days in the Dual Language classes.

After an analysis of the spring 2012 NYSESLAT scores including the combined raw scores of listening/speaking, reading/writing, as per the RNMR report, Title III students will be grouped according to their language needs and abilities. Title III teachers will emphasize instruction for the modalities where students need assistance to achieve English proficiency. The designed Title III Program will enhance the ESL and Dual Language classroom instruction by offering additional instructional time and small group instruction in order to meet the language needs of the students. The assistant principal in charge of bilingual education and ESL instruction will supervise the program and be involved in designing and implementing the professional development.

Title III funds will be used for five instructional after school groups that will service a total of 58 ELL students. All five groups of students will be instructed by licensed ESL/bilingual teachers. All of the groups will meet two times per week for one and one half hours each session. The groups will meet for a total of three hours per week, for a total of twenty four weeks. The student program will begin on November 27 and end on May 29, 2013, after the NYSESLAT and ELA have been administered. It will be held every Tuesday and Wednesday from 3:15- 4:45 p.m.

After school group one and two will consist of twenty four third grade students who have not met their AMAO according to the RNMR report, and/or who narrowly met their AMAO. These students will be administered the ELA for the first time.

After school group three will consist of twelve fourth grade students, who have not met their AMAO and/or who narrowly met their AMAO. After school groups four and five will consist of a total of twenty two fifth grade students, who have not met their AMAO, and/or who narrowly met their AMAO according to the RNMR.

New York City Public Libraries in partnership with New York City Public Schools (MyLibraryNYC.org) will be accessed and integrated into the Title III Afterschool program. This program integrates technology and literacy by utilizing materials housed in the public library inventory (i.e., ebooks, periodicals, journals, videos, etc.). MyLibraryNYC supports the NYCDOE instructional goals and expectations, as well as, offers text that are aligned with the Common Core Standards.

MyLibraryNYC has many components. In our Title III program we will use two components.

Part B: Direct Instruction Supplemental Program Information

1)Bookflix- a video version of classic storybooks, as well as, modern fictional stories that are juxtaposed to non-fiction text of the same subject. Bookflix offers the reader the option to watch the story (visual) or read along with the story which highlights the text, giving the reader the opportunity to observe the words as they are read in the story for both non-fiction and fiction. The non-fiction text offers bold content vocabulary with pronunciation options and definitions. Bookflix helps early readers develop and practice essential reading skills. It also introduces them to a world of knowledge and exploration. In addition to the video books with read along option, Bookflix has:

Puzzlers- which reinforces key vocabulary from the non-fiction text

Meet the Author- students get to meet the author of the text they read

Explore the web- offers web links to further extend learning and broaden content knowledge

Lesson Plans- which includes activities specific to fiction and non-fiction. All lesson plans are aligned to National Language Arts and Content Area Standards.

2)Trueflix- an in-depth, dynamic online resource that offers access to science and social studies Common Core Standards aligned materials. It promotes instruction and acquisition of 21st Century informational literacy skills. It also helps beginning researchers plan, manage and complete projects and assignments. Each Trueflix title includes the following elements:

Watch the Video (visual)

Read the book- (people, places, history, science and natives)

Explore More- Opportunities to conduct research

Project Ideas- contains a project goal

Explore the Web- web links to further extend learning and broaden content knowledge

Activity Center- Assessment to measure comprehension

Lesson Plans- Aligned with Common Core Standards

Both Bookflix and Trueflix have a homework help database which students will be taught to access. These components serve to further support the students' content knowledge. The two components also allow the students to continue to move at their own pace, so that it is individualized. The programs encourage the students to continue to work on their content and literacy skills from home using their own computer. The parents can support their children's learning through the home links connection that is a parental component that is also available in Spanish.

We will also be using the Fountas and Pinnell Response to Intervention kits. The Fountas and Pinnell intervention kit provides teachers with leveled books so they can assess students and then provide strategic lessons using the five major components of reading: phonics, phonemic awareness, fluency, comprehension, and vocabulary. This system supports teachers with small groups to provide intensive,

Part B: Direct Instruction Supplemental Program Information

supplementary instruction designed to bring struggling readers and writers to grade level competency. Working with small groups supports teachers who are meeting the demands of Response to Intervention (RTI) and ELL students.

This intervention system includes a home-connection with the Take-Home Books and larger Lap Books for shared reading. Finally, the kit provides ongoing student assessment which helps teachers to adjust instruction continuously.

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: Professional Development- the School Librarian and the Literacy Coach will work jointly to plan and implement professional development to all participating Title III teachers. The initial professional development will be conducted over a four (4) sessions prior to the launch of the Title III Afterschool program. These four initial professional development sessions will be held on Tuesday, 11/13/12, Thursday 11/15/12, Monday 11/19/12, and Tuesday 11/20/12. The Title III teachers will be trained to use NYLibraryNYC. They will collaborate in the instructional planning and select appropriate common text that will meet the linguistic and literacy needs of participating Title III students. There will be six (6) additional professional development sessions throughout the 2012-2013 school year. These professional development sessions will be held the first Thursday of every month, beginning on Thursday 12/6/12 and ending on Thursday 5/2/13 from 3:15-4:45 p.m. These sessions will include additional planning and further professional development that will target students' writing needs as well as reading development. We will use the RNMR report indicators to identify deficiencies to drive instruction in the Title III students' writing. There will be an emphasis on persuasive and informational writing. The instructional plans will be implemented with the Title III students, as well as, third through fifth grades (3-5) ESL/Dual Language Self-Contained classrooms.

An additional school-wide resource will be made available to all of the teaching staff. There will be professional development given for working with the ASCD ActionTOOL, Strategies for Success with English Language Learners.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: There will be several parent informational meetings throughout the duration of the Title III Program. The first meeting will introduce the "My Library" component to the parents, so that they can monitor, participate and support their child's program involvement and progress. These meetings will involve the parent coordinator, school librarian and literacy coach. A parent letter will be sent home to the targeted Title III ELL afterschool students. This letter will explain the afterschool program. This letter will also explain how and why their child was targeted for the afterschool program. The first parent informational meeting having to do with "MyLibrary" will be held on Tuesday, December 4, 2012. There will be two additional meetings held on Tuesday, February 12, 2013 and Tuesday, April 9, 2013. These meetings will address NYSESLAT, ELA and Math standardized exams. These will be held at 8:15 a.m. for one hour.

Part E: Budget

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

Allocation Amount: \$0

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 materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		