



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 48

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 080X48

PRINCIPAL: MRS. ROXANNE CARDONA

EMAIL: RCARDON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mrs. Roxanne Cardona	*Principal or Designee	
Mrs. Jeannette Cano-Lawson	*UFT Chapter Leader or Designee	
N/A	*PA/PTA President or Designated Co-President	
Mrs. Diana Figueroa	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mrs. Eva Sanjurjo	CBO Representative, if applicable	
Mr. Justin Czarka	Chairperson/UFT Teacher	
Mrs. Judith Friedman	Assistant Principal, Financial Liaison, CSA	
Ms. Erin O'Neill	UFT Representative	
Mrs. Idalia Matos	UFT Representative	
Ms. Maritza Wiggins	Parent	
Ms. Paulette Brown	Parent	
Ms. Griselle Reese	Parent	
Ms. Elizabeth Almeyda	Parent	
Ms. Josephine Marrero	Parent	

** 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

- 80% of students in grades 3, 4 and 5 will refer to details and examples in texts, including 50% non-fiction, across all curricular areas (literacy, science and social studies) when explaining what the text says explicitly and when drawing inferences from the text.

Comprehensive needs assessment

- Based on teacher observations and writing assessment, in cognition with Common Core Learning Standards, we are focusing on referring to details in text. This is also required for the new testing criteria and format.

Instructional strategies/activities

Teachers in all grade and subject areas will meet weekly to examine student work.

Teachers will engage all students in two literacy tasks embedded in a rigorous curriculum unit aligned to the Common Core across content areas (social studies, science).

Teachers will create Common Core-aligned units of study that allow students the opportunity to demonstrate understanding of a text, referring explicitly to the text and when drawing inferences from the text.

Teachers will meet in teams to examine data gleaned from student work and practice exams.

Teachers will develop collaboratively, units of study, lessons, curriculum that highlights supporting details in student writing and oral explanations that reference explicit and implicit details from the text.

Strategies to increase parental involvement

- We hold parent workshops that review curriculum and testing requirements. We also offer parents strategies and resources to enhance student performance. All materials are translated into Spanish. We have a parent resource center that includes laptops, which provide accessibility to the ARIS Parent Link website. It provides specific information on individual student progress.

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

- Approximately \$2, 200 in ARRA RTT Data Specialist funds are used to pay per session to our Professional Development Coordinator. She prepares materials for practice exams, chooses appropriate text, modifies curriculum maps and generates review writing response questions.
- Approximately \$15,000 in Title 1 SWP funds are used to buy updated Common Core ELA student workbooks.
- \$900 in TL funds paid for extra Writing Fundamental kits.
- Approximately \$8800 in TLNYSTL funds are used to buy non-fiction leveled text.

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

Students will show progress in grades 3,4,5 in obtaining the required grade level math fluencies as articulated in the Common Core Learning Standards.

Comprehensive needs assessment

- The Common Core Learning Standards have shifted to where math fluency is a foundation for other competencies.

Instructional strategies/activities

- Inquiry Team will focus on a computer program to increase fluency.
- We will use warm-ups and do-nows that will be tailored toward increasing fluency in the base ten four mathematical operations.
- We will use Turbo Math to target below grade level students in an effort to increase their fluency.

Strategies to increase parental involvement

- See goal #1

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.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- \$100,000 of Title 1 SWP to fund Math Coach
- \$8,000 of TL funds for textbooks. (Mastering the Standards)
- \$5,000 of TL NYSTL funds for 3rd grade textbooks (Go Math)

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

Improve teacher effectiveness, including those new to the profession, through the use of six identified components from Charlotte Danielson's Frameworks.

Comprehensive needs assessment

We are a pilot school for the Teacher Effectiveness Program, which may be considered as a future teaching rating system.

Instructional strategies/activities

- Professional development on the Danielson Frameworks and specifically the six identified components will take place in teacher teams on a weekly basis.
- Principal and Assistant Principals will meet with teachers to discuss next steps.
- Teachers and coaches will work in teams to coach one another using the Danielson rubrics.

Strategies to increase parental involvement

- n/a

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

- The only funds that would apply are salary based for teachers and/or administrators.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- **To increase parental involvement.**

Comprehensive needs assessment

- Historically, parent involvement has been a challenge. Their role is critical in the progress and success of the students.

Instructional strategies/activities

- **Use of Data.**

- Parent Coordinator will keep record of parent attendance at parent workshops, P.A. meetings, assemblies, SLT, classroom celebrations.
- Administrative staff and Parent Coordinator will examine the number of parents who completed the school's Learning Environment Survey.
- Administrative staff and Parent Coordinator will analyze the Learning Environment Survey to note areas that need improvement.
- Parent Coordinator will review well attended parent events, in order to replicate and increase parent involvement.
- Parent Coordinator will distribute a parent survey to uncover areas of interest to the community, in order to engage more parental attendance at weekly functions.
- Parent Coordinator will work with P.A. to establish optimum times for events and meetings to maximize attendance.

- **Curriculum and Instruction.**

- Parent Coordinator with the aid of the Parents Association will hold informative, high interest workshops in literacy using expert pedagogues on staff to provide relevant assistance in reading and writing to support classroom instruction.
- School will hold hands-on- workshops in Everyday Mathematics utilizing manipulatives to foster creative problem solving to support classroom instruction.
- Teachers will invite parents to attend class trips to make families aware of cultural differences and engage them in accountable talk with their children to support the social studies curriculum.

- **Development of Staff**

- Staff and administration will provide parents with information at assemblies and meetings to enable them to share in the schools learning goals.
- Administration will design opportunities for parents to collaborate with school personnel in order to align the school community with instructional

focus.

- **Use of Resources**

-Teaching staff will lend their expertise at workshops, assemblies, classroom celebrations and trips to develop and engage the parent community.

-Principal will use set aside funds for parent involvement to purchase staff and supplies.

-Parent Coordinator will publish a monthly Parent Newsletter that will inform parents of school issues and events pertinent to their children's education.

-School will purchase incentives and refreshments to encourage parental attendance at school functions and trips.

-Principal is part of the PENCIL program. They provide professional assistance where needed. A parent facilitator will mentor the Parents Association with duties and responsibilities. She will help to create a more productive and efficient system that encourages participation and delivers information to the entire parent community.

- **Personal Leadership**

-Principal will have an open door policy for all parents to discuss pertinent issues relating to their children, curriculum, school safety and testing.

-Principal will attend all P.A. meetings to continue an open dialogue.

Strategies to increase parental involvement

- See above

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.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Tax Levy funds are used for the Parent Coordinator's salary.
- \$7, 595 Title 1 funds are used for refreshments during PA meetings, paper to print agendas, newsletters and surveys and awards for assemblies.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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 Grade K: 45; Grade 1: 90; Grade 2: 72; Grade 3: 30; Grade 4: 41; grade 5: 31	New Heights; Versatiles; teacher-made materials	small-group	during school day
Mathematics Grade K: 43; Grade 1: 59; Grade 2: 59; Grade 3: 32; Grade 4: 44; grade 5: 28	EDM games; Mastering the Standards; teacher-made materials	small-group	during school day
Science	NA		
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Grade K: 9; Grade 1: 12 Grade 2: 13; Grade 3: 20; Grade 4: 10; Grade 5: 3	counseling; art; computer and board games; psychodrama	one-on-one; small-group	during school day

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 recruit highly qualified teachers through these means

- staff recommendation
- Teach for America
- Teaching Fellows
- DOE Recruitment Center

Professional Development is our top priority. This helps to retain our teachers throughout their professional career. The following are methods and strategies used:

- weekly team meetings across all grades
- interclass visitations
- Professional Developer assigned to each grade
- Math Coach
- AUSSIE
- participate in the NYC Mentor Program
- attend workshops
- pilot school for Danielson's Teacher Effectiveness Program

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying 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:

- 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	District 08	Borough Bronx	School Number 048
School Name The Joseph Rodman Drake			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	2	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	2	Number of teachers of ELLs without ESL/bilingual certification	2
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	3		

D. School Demographics

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

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

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

A. Registration

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

B. Identifying English Language Learners

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

C. ELL Student Assessment via NYSESLAT

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

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

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

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

D. Parents' ELL Program Choices

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

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

ELL Parent Outreach Plan and Timeline

School Day 1: Student School Registration and completion of HLIS

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

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

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

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

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

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

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

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

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

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

E. ELL Instructional Program Placement

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	28	24	24	30	25								151
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1			1								5
Haitian														0
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1		1	1								5
TOTAL	22	31	26	25	32	27	0	163						

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

A. Programming and Scheduling Information

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?

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

ELLs receiving an extension of services for years 4 to 6: We begin looking at pertinent student data: LAB-R, NYSESLAT, Rigby ELL Assessment, ECLAS, Fountas and Pinnell, Periodic Assessments, informal teacher assessment, and NYSED testing program assessments. This data is used to appropriately place ELLs into classroom, where units of study are structured in order to enhance students' ability to acquire and learn English. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs). Furthermore these students receive specific targeted small group instruction revolving around the area of need, which necessitates the extension of services. We continue to use best practices, such as Through TPR and sheltered-instruction model, we develop student capacity for understanding the language and grade specific content, and, based on Stephen Krashen's research, transition into productive skills utilizing comprehensible input just above where the student is able to function independently. Individual student writing, reading, listening, and speaking needs are pinpointed. We communicate student strengths and weaknesses to these students so that they can target their learning development. These students tend to be in the push in program if they are general education students. They are provided with vocabulary books to assist them, Academic Intervention Services (AIS) as needed, and, in some cases, pull out ESL supports to target areas of academic need of improvement. We examine NYS ELA, NYSESLAT, and Mathematics exams to target development, should it be vocabulary, comprehension, writing structure, and so forth.

Long-Term ELLs: Available assessments, such as LAB-R, NYSESLAT, Rigby ELL Assessment, Rigby PM, DRA, Fountas and Pinnell, Periodic Assessment, informal teacher assessment, NYS ELA, NYS Mathematics, and (if available) NYS Science, provide the foundation for developing targeted instruction of long-terms ELLs. Based on the data, we develop plans for these ELLs. Particularly, if these ELLs

A. Programming and Scheduling Information

are not demonstrating progress on the NYSESLAT do we have concerns about their language needs. Many of these long-term ELLs are also ELL-SWD. We employ and utilize IEP-based instructional goals for these students with IEPs. We collaborate with classroom teachers to identify student needs and formulate units of study connected to the classroom that addresses these English language learning needs.

ELL-SWDs receive instruction based on their individual IEP. The SEC: Student Special Service Detail Information Service: ESL report informs us of the particular needs of our ELL-SWDs population and ensures that all ELL-SWDs receive mandated services. These ELL-SWDs receive instruction based on their individual IEP. These students tend to be spread out amongst various classes on varying grades, making it difficult for the ESL teacher to push into their classrooms. Instead, with articulation between the ESL teacher and the classroom teacher, English language development is connected to classroom content in a pull out setting tailored to their English learning and IEP-based learning needs. These students learn through the classroom curriculum (see above for a detailed look at the curriculum plan for P.S. 48's ELLs). The IEP assists the ESL teacher in determining effective and expected language gains and targeted areas of instruction. P.S. 48 ensures that ELL-SWDs learn appropriate grade level material in preparation for NYS tests in ELA and Mathematics. In order to effectively ensure these students success, the ESL teacher utilized the Readers for Writers curriculum in a pull out programs to deepen the foundation in English literacy.

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

In order to meet the needs of ELL-SWDs within the least restrictive environment, in consultation with the school-based support team, these students participate in the full school program, from the arts and music, physical education, social studies, science, mathematics and literacy. Modifications based on the IEP and classroom settings are provided where needed, yet the goal is to remain inclusive of all students within the school community. Scheduling of students services affords flexibility. Class and individual students programs are based on student schedules for lunch and related services.

Additionally we utilize the SESIS online system. This report enables us to know if a child comes into the school needs language services and we can seamlessly provide the services from the beginning of the student's entry into the school. We look at each individual student's IEP to make sure that they receive the appropriate IEP-mandated instruction necessary for the success of the student.

P.S. assign alternate bilingual placement paraprofessionals for children with IEPs mandating bilingual instruction. This way the individual student receives the bilingual services needed in order to fully participate in the school experience, develop academic language, and strengthen the use of the native language. In addition, students receiving an alternate bilingual placement paraprofessional receives ESL services by a NYS certified ESL teacher. P.S. 48x, in this manner, ensures that ELL-SWDs accelerate in English language development.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

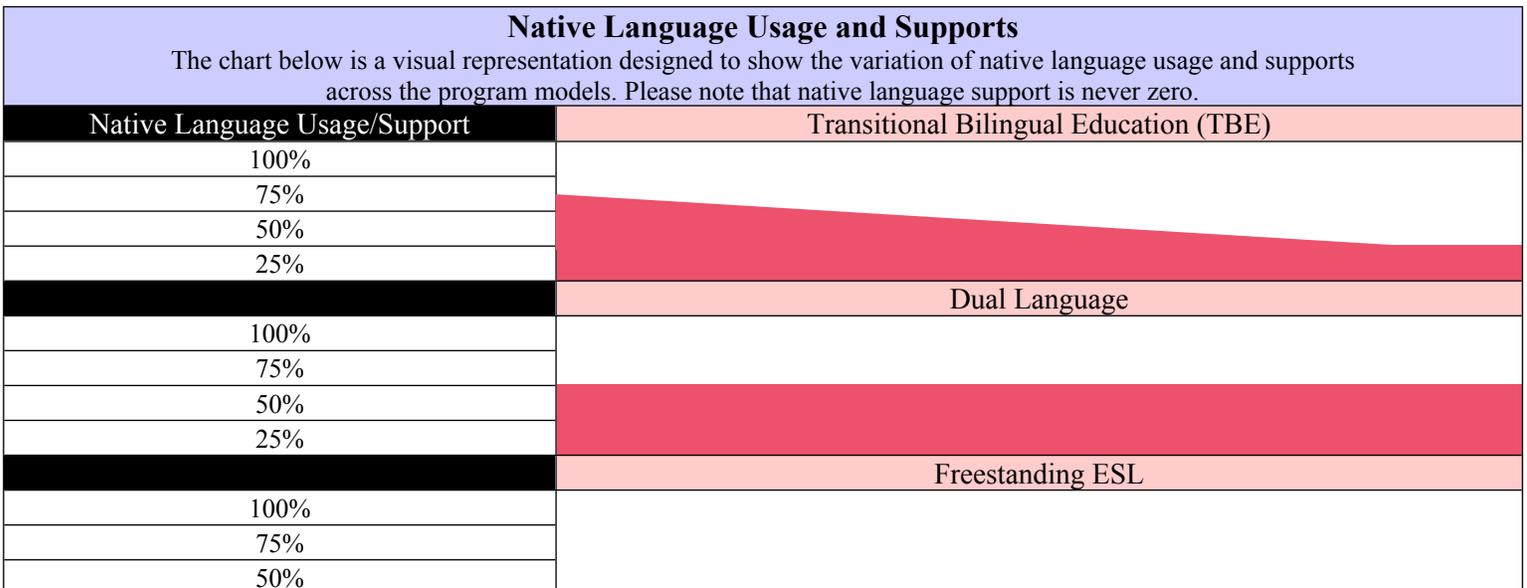
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

ELL Interventions and Transitional Supports:

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

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

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

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

about visual cues and writing notes in graphic organizers. Additionally students listen to books read aloud, on CD/cassette tape, and on the computer with visual aids. Oftentimes reading and writing activities are connected to these activities as well, based on students' proficiency levels in the 4 language modalities.

Reading and writing instruction connect to each other. In reading, students are exposed to multiple genres throughout the school year, including non-fiction (i.e. magazines, books, newspapers, advertisements, textbooks) and fiction (i.e. poems, fairy tales, folktales, myths, plays). Visual cues, realia, and frontloading of vocabulary ensure that students are successful at comprehending written text. P.S. 48x starts instruction for beginner ELLs with texts that are picture-based and concerning tangible, accessible topics. Slowly these supports are dropped as students develop their reading skills (such as comprehension, fluency, vocabulary development, and decoding). Additionally, components of Reading Workshop, such as Shared Reading and Independent reading provide modeling of appropriate reading strategies. The ESL teacher ensures that reading and writing language modalities are connected to each other, and to listening and speaking (sharing with others about the text that the student read or listened to, orally reading the writing piece to others, asking questions of classmates). Particular focus on the Writing Workshop mini-lessons modeled by the ESL teacher and classroom teacher provide exemplary models of strong writing. Small group strategy-based groupings within the classroom challenge ELLs to develop their writing mechanics, academic vocabulary (CALP), paragraph structure, and grammar. Genre studies, author studies, and character studies provide deep levels of understanding.

We will continue to utilize the Food Bank of New York City's Cookshop Classroom program in order to deepen ELLs understanding of academic language. This cooking-based program centers on literacy units of study tackling science and social studies topics aligned to Common Core Learning Standards and NYSED learning standards and the NYCDOE core curriculum. Through hands on exploration and vocabulary development, students will deepen all four modalities of learning English.

New programs and Improvements:

This year will be the implementation of the Imagine Learning software program. Imagine Learning English is a K-5 computer-based instructional program that teaches our students English and develops their literacy skills through individualized instruction. The program delivers specific assessment reports for each student, highlighting their needs at any time as they progress throughout the program. The curriculum is founded on scientifically-based research and No Child Left Behind (NCLB) guidelines. The program combines with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and powerful graphic support. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. We will conduct an ELL Inquiry Team in order to gauge the effectiveness of the Imagine Learning program for future years. Based on student progress in learning English, through an analysis of Imagine Learning Assessments, as well as NYSESLAT and NYS English Language Arts (for students who will be taking the NYS English Language Arts in Spring 2012), we will determine whether or not to continue the program in subsequent years. Additional technologies that will assist ELLs in learning English include laptops, Livescribe smartpens and notebooks, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, and audio/visuals. These technologies will be used to instruct ELLs, but more importantly enhance students' learning experience. These tools will be utilized by the students themselves in the various units of study. Technology implementation through the use of Smart Boards, iPods, voice recorders, and digital storytelling provide high interest avenues for developing all four language modalities. ESL teachers attend specific professional development sessions in maximizing the Smart Board for lessons, re-teaching, and independent language activities.

Additionally we are implementing improved cohesion within curricular units of study aligned vertically and horizontally throughout the school to deepen student knowledge and make relevant connections that foster accelerated English language growth. This implementation is occurring in concert with the Common Core Learning Standards. Furthermore, we are increasing our understanding and implementation of Depth of Knowledge levels and rubrics for ELLs. These tasks require thoughtful implementation to accommodate the unique challenges embedded in learning a new language (L2) concurrently with the requirement of learning content in the L2.

Development of one's first language (L1) is essential to second language (L2) acquisition and development. Beverly A. Clark's paper (<http://ceep.crc.uiuc.edu/pubs/katzsym/clark-b.pdf>), "First- and Second-Language Acquisition in Early Childhood" details this essential necessity by stating, "...continued first-language development is related to superior scholastic achievement. When children do not have many opportunities to use language and have not been provided with rich experiential base, they may not learn to function well in their

second language, and at the same time, they may not continue to develop their first language” (184). She cites the research by the following individuals: Collier, 1995a; Grosjean, 1982; Krashen, 1996; McLaughlin, 1984. To that end, P.S. 48 ensures first and foremost that the home school connection continues through validating the home language. During parent orientations, parents are encouraged to foster, develop, and connect the home language to the content and language learned at P.S. 48 and within the community. Nearly 20% of the school population is ELLs, with many more whose home language is not English. We view this as an asset. In the classroom setting, students are encouraged to communicate in the first language when needed, and when relevant, provided glossaries and classroom texts in the native language. Key concepts are provided in the native language in order to frontload the content material being examined. Additionally, the use of Imagine Learning provides transitional native language supports. While P.S. 48 currently does not have bilingual programs due to parent selection, we ensure that the native language is valuable to the school.

Discontinued Programs:

We did not discontinue any programs/services for ELLs. Rather we have tried to enhance programs, even though budgetary constraints have limited our ability to do as such. However we continue to seek smart solutions to ensuring the most effective instruction for ELLs with the resources provided.

ELLs' Equal Access to School Programming:

P.S. 48x operates under an integrated programmatic student schedule. This entails all students across all grades and in all classroom settings and restrictions participating completely in the full school schedule and programming. ELLs participate alongside monolingual English speakers in the Art, Physical Education and Health, Music, Drama, Science, Social Studies, Ballroom Dancing, CookShop Classroom, Technology, Library, and Band programs. Additionally all ELLs are afforded an opportunity to participate in field trip experiences, school performances, and after school sports and academic programs sponsored by the Police Athletic League (PAL). There is no differentiation between ELL and non-ELL when it comes to programming and/or selecting students to participate in activities. This inclusive practice ensures that every student develops cultural understanding through our culturally relevant pedagogy. When the programs are developed, English language learning does not play a prohibitive role in the decision process. In essence, each student and each class is viewed as requiring these essential components of a well rounded education. To that end, we carefully address the social, emotional, and academic needs of ELLs as they participate in the program offerings of the school.

After School and Supplemental Services for ELLs:

Title III funding affords P.S. 48x with the ability to specifically target ELLs for supplemental services. This occurs through small group instruction and after school programming. The goal of these programs is to accelerate English language learning through a hands on, thoroughly engaging learning experience. By connecting environmental literacy with English language learning, ELLs develop an end product in the target language of English. Each school year, the project changes, based on student age, grade, language needs, and teacher participation. Speaking, Listening, Reading, and Writing activities are incorporated around a central theme in life sciences. The program embeds language learning in the context of content development. Additionally ELLs participate in the Police Athletic League (PAL) after school program and The Point's diverse after school activities.

Instructional Materials for ELLs:

Multiple strategies and materials are utilized across ELL subgroups for specific targeted purposes depending on the goal of any particular unit of study or individual daily lesson's key objectives. These include the following materials and strategies.

Total Physical response (TPR) activities, realia, and hands on use of science (magnifying lens, rocks, animals, etc.), social studies (maps, money, and songs) and literacy materials foster language development. Additionally we use storytelling, singing songs and poems, role play scenarios, plays and skits, oral presentations, and group projects that facilitate authentic language use within a specific unit of study. Embedded grammar and mechanics instruction, with small mini-lessons develop confidence and fluency. In listening, many of the same activities utilized for speaking development are used as well. The ESL teachers devise speaking and listening activities in such a way that the speaking activity provides a context for listening and vice versa. When one student or group of students presents orally, the rest of the group is responsible for listening. Strategies are emphasized for making the oral presentation comprehensible as a listener, such as learning

about visual cues and writing notes in graphic organizers. Additionally students listen to books read aloud, on CD/cassette tape, and on the computer with visual aids. Oftentimes reading and writing activities are connected to these activities as well, based on students' proficiency levels in the 4 language modalities. In reading, students are exposed to multiple genres throughout the school year, including non-fiction (i.e. magazines, books, newspapers, advertisements, textbooks) and fiction (i.e. poems, fairy tales, folktales, myths, plays). Visual cues, realia, and frontloading of vocabulary ensure that students are successful at comprehending written text. P.S. 48x starts instruction for beginner ELLs with texts that are picture-based and concerning tangible, accessible topics. Slowly these supports are dropped as students develop their reading skills (such as comprehension, fluency, vocabulary development, and decoding). Additionally, components of Reading Workshop, such as Shared Reading and Independent reading provide modeling of appropriate reading strategies. The ESL teacher ensures that reading and writing language modalities are connected to each other, and to listening and speaking (sharing with others about the text that the student read or listened to, orally reading the writing piece to others, asking questions of classmates). Particular focus on the Writing Workshop mini-lessons modeled by the ESL teacher and classroom teacher provide exemplary models of strong writing. Small group strategy-based groupings within the classroom challenge ELLs to develop their writing mechanics, academic vocabulary (CALP), paragraph structure, and grammar. Genre studies, author studies, and character studies provide deep levels of understanding.

We will continue to utilize the Food Bank of New York City's Cookshop Classroom program in order to deepen ELLs understanding of academic language. This cooking-based program centers on literacy units of study tackling science and social studies topics aligned to Common Core Learning Standards and NYSED learning standards and the NYCDOE core curriculum. Through hands on exploration and vocabulary development, students will deepen all four modalities of learning English.

Furthermore the implementation of the Imagine Learning software program for our beginner and intermediate ELLs provides a technology component to English language learning. Imagine Learning English is a K-5 computer-based instructional program that teaches our students English and develops their literacy skills through individualized instruction. The program delivers specific assessment reports for each student, highlighting their needs at any time as they progress throughout the program. The curriculum is founded on scientifically-based research and No Child Left Behind (NCLB) guidelines. The program combines with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and powerful graphic support. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. Additional technologies that will assist ELLs in learning English include laptops, Livescribe smartpens and notebooks, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, and audio/visuals. These technologies will be used to instruct ELLs, but more importantly enhance students' learning experience. These tools will be utilized by the students themselves in the various units of study. Technology implementation through the use of Smart Boards, iPods, voice recorders, and digital storytelling provide high interest avenues for developing all four language modalities. ESL teachers attend specific professional development sessions in maximizing the Smart Board for lessons, re-teaching, and independent language activities.

ELLs Appropriate Age and Grade Level Instruction:

Every ELL at P.S. 48 enters a grade based on their age level. We follow NYCDOE guidelines when it comes to first time registration and promotion of ELLs. The guidelines adhered to by P.S. 48 are CR A-501: parts IV, V, VI, and attachment number 1. Limited English proficiency alone is not the basis for retention. This means that student age determines first time entrants' placement in a class at P.S. 48. Promotion criteria for newcomer ELLs (two years or less) is based on a holistic examination of each child's academic progress, not solely on English language development. This includes such criteria in addition to ESL, mathematics, science, arts, and social development. English language development takes time, and as such, should not be the sole criterion for promotional determinations. ELLs receive age and grade appropriate instruction through relevant classroom curricular materials in ESL, literacy, mathematics, science and social studies. Required services and supports are based on ELLs' age and consequently grade level. Appropriate developmental activities start with an understanding of what is expected of students at particular ages. We utilize the Common Core Learning Standards to ensure that the academic rigor of instruction aligns with our educational priorities.

ELLs Before School Year:

Students and families that register prior to the first day of school receive orientations on how the school works. This ensures that parents and children are comfortable with the learning environment, provides parents with opportunities to discuss particular concerns, and begins

the transition process for the newly admitted student into the school environment.

Language Electives:

P.S. 48x does not offer language electives for the school population.

C. Schools with Dual Language Programs

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

Not applicable. School does not have dual language program.

D. Professional Development and Support for School Staff

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

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

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

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

An integral component of the professional development program hinges on the collaboration of classroom teachers and the ESL teachers. The professional development that occurs in these meetings is then turn-keyed to the rest of the school staff (assistant principals, classroom and content teachers, and paraprofessionals) during collaborative common planning meetings that take place every week. During these meetings ESL professional development information is discussed to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Best research based strategies for ESL, ELA, Mathematics, Science, Social Studies, and the Arts. Professional development involves vocabulary development, grammar development, oral language development, test preparation, interacting with parents of ELLs, and using realia. Administration will also ensure that each staff member is aware of the materials and information available regarding ELL instruction in our school. The planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and also use Rigby On Our Way ESL curriculum program to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through "ESL strategy snapshots," which provide classroom teachers with a strong background in ESL teaching best practices. Additionally, ESL teachers and ESL homeroom teachers will attend professional development offerings provided by local colleges and universities, as well as the NYCDOE Office of ELLs trainings, to build school capacity in meeting the needs of ELL students. In this manner, classroom teachers develop a repertoire of skills for teaching ELLs that they can utilize throughout the school year. This targeted capacity building additionally ensures that all school staff understands the unique learning challenges facing ELLs and all staff becomes equipped to providing a productive learning environment for all students developing listening, speaking, reading, and writing skills in English. In order to improve the transition from fifth grade to middle school communication with parents provides consultation on appropriate school selection. Additionally, the P.S. 48 ESL coordinator discusses ELL needs with the district zoned middle school in order to ensure a smooth transition academically, socially, and emotionally.

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?

Parental involvement is strongly encouraged and fostered at P.S. 48x. Staff developers and the Parent Coordinator throughout the school year offer multiple workshops. Bilingual translation and interpretation services are provided should they be required. Written communication, face-to-face meetings, and phone calls ensure that parents are informed of their child's academic and social progress. However, P.S. 48x seeks to develop more parental involvement, both in the number of parents involved, and the level of commitment parents provide. It is difficult to recruit parents on a continued basis for workshops, based on parental needs. Additionally, we are exploring more efficient means of communication with parents, including eChalk, to ensure a more effective parental involvement base for organizing the P.S. 48x school community.

Some of the programs that include parental involvement are CookShop for Families, Parent Association meetings, Pre-K family workshops, School Leadership Team participation, and schoolwide fundraising activities. CookShop for Families is a program sponsored by the Foodbank of New York City designed to promote nutritional literacy through hands on experiences. Parents and children cook healthy foods together as they develop language skills. This program is conducted by the parent coordinator, in consultation with the ELL coordinator. The Parent Association provides open meetings for parents to advocate for the academic and social betterment of the school family body. Pre-K family workshops assist parents in developing parenting skills, literacy developments, and fostering the home-school connection. School Leadership Team participation provides parents with the ability to gain the knowledge of schoolwide initiatives and leadership concerning school wide goals. Schoolwide fundraising activities such as book fairs, picture day, and candy drives led by parent initiative assist parents in becoming part of the P.S. 48x community.

P.S. 48x has partnerships with the Police Athletic League (PAL) and Hunts Point Alliance for Children (HPAC). The organizations assist parents of ELLs, as well as ELLs themselves. Homework assistance, test preparation, and advocacy meetings ensure that ELL parents are informed of their rights, and are directed towards services that will assist them.

The P.A. and Parent Coordinator assess parent needs with annual surveys sent home to parents requesting information on potential workshops and other needs. This information is informally collected through conversations and open dialogue, along with information collected from classroom teachers on an ongoing basis through written and oral communication with parents. Then the information is brought to the attention of the P.S. 48x administration, staff developers, and parent coordinator, to formulate workshops, information, and any other pertinent requests of parents. Parent monthly calendars are sent home in various languages to inform parents of various activities occurring in the school and the larger local community. Through the School Leadership Team, parents inform the school leadership of needed workshops and programs to assist parents. Agendas and minutes from these meetings detail particular areas of need. The annual NYCDOE Parent Survey, part of the school report card, is analyzed by this team to locate areas in need of targeted improvement related to parental involvement. This survey provides a comprehensive, data-based understanding of parental concerns regarding the P.S. 48x school community. As such, we rely heavily on this data to make necessary improvements.

Staff developers in English Language Arts and Mathematics conduct workshops alongside the Parent Coordinator for parents, ranging from "helping my child read" to "Math games." The aim is provide parents with the tools in order to help their children succeed. The deeper the level of commitment that parents have in their children's education, the better informed stakeholders P.S. 48x has. Parents who do not speak English are encouraged to use the native language with their children. Workshops discuss the essential role of native language development for developing the English language. The research is emphasized. All workshops are conducted in English and Spanish, as well as other languages requested.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	22	8	6	10	6								64
Intermediate(I)	3	6	7	11	10	8								45
Advanced (A)	6	3	9	6	12	11								47
Total	21	31	24	23	32	25	0	0	0	0	0	0	0	156

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	11	4	0	24
4	13	10	2	0	25
5	3	11	4	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	19	0	7	0	0	0	30
4	10	0	7	0	11	0	0	0	28
5	4	0	12	0	6	0	0	0	22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. Assessment Tools

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

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

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

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

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

A. Listening/Speaking

Newcomers to our school tend to score at the Beginner level on the LAB-R. These newcomer ELLs receive intensive focus on developing oral language skills throughout the school year and tend to move into the intermediate stage and above on the NYSESLAT. 63 ELLs (45%) of ELLs were proficient on the listening/speaking across the grades. 47 students (34%) scored at the advanced level. Only 10 students (7%) of P.S. 48's ELLs scored at the beginning level. Viewing the data across the grades, although we had a larger than normal influx of newly admitted to U.S. school ELLs, we see that students demonstrate quick progress in listening and speaking.

Building a strong oral language base in English assists students in learning to read and write in English. Transferring of oral language prepares students for the graphic demands of reading and writing. We are making concerted attempts at embedding listening/speaking activities across the curriculum, in centers, writing, science, mathematics, and social studies units. Developing accountable talk and modeling conversation techniques ensures that the students develop appropriate registers for academic conversations.

B. Reading/Writing

On the reading/writing modality, students tend to score either at the same proficiency level or one level behind their individual score on the Listening/Speaking modality. The school focuses a majority of its instruction for ELLs receiving services for 4-6 years on this modality. They tend to score at the proficient level on the listening/speaking modality, yet need additional supports in order to develop proficiency on the reading and writing components. This is a consistent trend over the past five years. While 45% of ELLs attained proficiency on the listening/reading component, only 6% (9 students) attained proficiency on the reading/writing modality. This drop hinders students' academic success and ability to attain proficiency on the NYSESLAT. An additional 29% (41 students) scored at the advanced level. This is an increase from the spring 2010 school year. However 33% (46 students) were beginners. This is a reflection on the newcomer status of our ELL population. Of P.S. 48s 163 ELLs for the 2011-2012 school year, 122 students (75%) are newcomers (0-3 years). While these numbers from the 2011-2012 school year do not provide a perfect translation for examining spring 2011 NYSESLAT scores, they do highlight the nature of the ESL population.

These newcomers require a deep instructional focus for developing the English written language, both in reading and writing. We will continue to focus on improving reading and writing through targeted instruction to ELLs. ESL teachers will be utilizing push in time during the literacy block, along with intensive pull out instruction in these two modalities. While it is difficult to isolate the specific reasons behind such lower scores on the Reading/Writing modality, we know that this will be an integral core instructional component to ESL instruction for the 2011-2012 school year. We will be utilizing the Readers for Writers curriculum to enhance the instruction in this modality. The Readers for Writers curriculum is a leveled readers program with big books and small copies for students to read. The program provided oral language development cards and each book is tailored to emergent, early, or fluent readers so that instruction can be differentiated. Writing development connects to the science content discussed and explored in the reading portion of the curriculum.

Instructional Decisions Based on the Four Modalities

Based on the data, we are making various instruction decisions. Teachers are collaborating to create lessons and centers that explicitly focus on authentic opportunities for listening and speaking skill improvement. Additionally we will be monitoring progress this year on all grades by providing 'mini-test' assessments at the end of each month on the particular skills and strategies taught that month. We have put in place a pacing chart for NYSESLAT preparation, where the skills emphasized each month determines the language focus for the unit of study. We will utilize a pre-test and post-test to monitor progress, and adapt the curriculum in ways that ensure that students are meeting the New York State ESL Learning Standards.

Patterns Across Proficiencies and Grades

Progress has multiple meanings when analyzing the NYSESLAT. Students can demonstrate progress on individual modalities (i.e. listening), aggregate modalities (i.e. listening and speaking combined), and overall (proficiency level). Progress can be analyzed based on increase in scaled score or in proficiency level when analyzing individual modalities and aggregate modalities. Progress occurs when students move from beginner to intermediate, intermediate to advanced, or advanced to proficient. In order to demonstrate overall proficiency progress, a student must demonstrate reaching the next proficiency level in both aggregate modalities. This makes it very difficult for students taking the NYSESLAT, which is banded across grades (i.e. grades K-1, 2-4, and 5-6). Considering all these factors we looked into the data to locate patterns.

Only 7 students passed the NYSESLAT by receiving a "proficient" score on both the Listening/Speaking and Reading/Writing modalities. Each year these students tend to be either first grade or fourth grade. This is because these grades are at the top of the grade band administered (K-1, 2-4, and 5-6). However this year, the students tended to be first or third grade. We continue to struggle with fifth grade students reaching proficiency on the NYSESLAT.

Across the grades 10 students (6% of students administered the NYSESLAT) scored at the Beginner level on the Listening/Speaking modality aggregate. However, across the grades 46 students (29% of students administered the NYSESLAT) scored at the Beginner level on the Reading/Writing modality aggregate. From analyzing this data we can see that the ELLs master the Basic Interpersonal Communication Skills (BICS) yet need further development of Cognitive Academic Language Proficiency (CALP). Newcomer ELLs rapidly develop social language skills before the academic language skills. This is consistent with academic research into second language acquisition. As such, we will focus on instruction on units of study rich in academic language in order to provide opportunities for ELLs to accelerate English language learning.

Across grades K-5, we see that 14 students (9% of students administered the NYSESLAT) scored at the Intermediate level on the Listening/Speaking modality. Yet 43 students (28% of students administered the NYSESLAT) scored at the Intermediate level on the Reading/Writing modality aggregate. The pattern continues to demonstrate that reading and writing development in English lags behind speaking and listening development. Fewer students scored at the Beginner and Intermediate level on Listening/Speaking modality aggregate than scored at the Beginner level on the Reading/Writing modality aggregate.

The data indicated a shift, or reversal, in the Listening/Speaking and Reading/Writing modality aggregates at the Advanced and Proficient levels. During the Spring 2011 NYSESLAT administration 47 students (30% of students administered the NYSESLAT) scored at the Advanced level on the Listening/Speaking modality aggregate. While 30% of students score at the advanced level on the Listening/Speaking modality aggregate, 41 students (26% of students administered the NYSESLAT) attained Advanced level on the Reading/Writing modality aggregate. The trend seen in this data indicates that the gap is closing between the two modality aggregates. While the number of students scoring at levels demonstrating increased proficiency continues to increase from 10 to 14 to 47 to 63 in the Listening/Speaking modality aggregate, the numbers demonstrate a decline in the reading/writing modality aggregate from 46 to 43 to 41 to 9.

While 63 students (40% of students administered the NYSESLAT) scored at the proficient level across the grades on the Listening/Speaking modality aggregate, only 9 students (6% of students administered the NYSESLAT) scored at the proficient level on the Reading/Writing modality aggregate. The split becomes very apparent. Only 9 students demonstrate mastery of the reading and writing skills required of the NYSESLAT. This does align with current research in second language acquisition that details the long length of time (between 5-7 years) in order to develop mastery of the English language.

We researched the data across the grades. The grades K and 1 proficiency levels in the Listening/Speaking aggregate modality are distributed relatively evenly across proficiency levels (beginner, intermediate, advanced, and proficient). However in grades 2 through 5 the students' proficiency levels tend to be distributed more heavily in the advanced and proficient levels. As the students move through the grade levels they are strengthening their Listening and Speaking skills. Some students still score at the beginner or intermediate level. This data represents the newcomer ELLs who have just begun their English language learning experience at P.S. 48x.

In the Reading and Writing aggregate modality, in grades 3 through 5, scores are distributed mostly in the intermediate and advanced proficiency levels. The students Reading /Writing proficiency levels are lagging behind the Listening/Speaking proficiency levels. We continue to interpret these results as indicating students require more years of targeted instruction in developing reading comprehension and writing skills. Students struggle to develop reading and writing skills. P.S. 48x classroom teachers of ELLs and the ESL teacher are targeting instruction to improve these language areas, while at the same time embedding listening and speaking strategies that foster students use of reading and writing skills. Rigby ELL Assessment and Rigby On Our Way instructional materials provide a solid foundation of focus on improving students' use of the English language. An additional trend in the data across the grades is for students to at least score at the intermediate level on the Reading/Writing aggregate modality. Students are receiving instruction that allows them to begin expressing themselves through the written language from the start; however enhanced instruction is needed to ensure that all students develop proficiency in this area across all grades. Yet we must continue to consistently devise units of study that challenge students to engage in reading and writing literacy tasks for authentic purposes.

Using the ELL Periodic Assessment

The ELL Periodic Assessment is given to ELL students in grades 3-5 periodically throughout the school year in order to assess their progress in reaching English Language proficiency. The test is aligned with New York State ESL standards and assesses the following modalities: Reading, Writing and Listening. While it is an optional test administered in the fall and spring for schools, P.S. 48x utilizes

them as a valuable, up to date tool for gauging student progress. These tests help to inform and guide school leadership, classroom teachers and the ESL teachers in meeting student needs. During ESL planning meetings, results are discussed and lessons formed. Results are downloaded from the ELL Periodic Assessment website in order to analyze trends and patterns. These results are discussed in order to develop lessons. Schoolwork is being guided by the results analysis. Homework is devised to target areas of needed improvement. When analyzing this assessment, one can see how a particular student performs in each strand (listening, reading, and writing). We devise lessons that embed strategies explicitly and implicitly to improve students scores and use of the English language.

The ELL Periodic Assessment provides a model for students as they prepare for the NYSESLAT, which is administered in the spring of each year. In order for students to accurately demonstrate their level of language proficiency in the NYSESLAT they should understand the testing procedures and conditions. Additionally testing is a genre of study that students should explore, learn and master. P.S. 48x uses the ELL Periodic Assessment for this purpose.

New York State English Language Arts Exam

The NYSED English Language Arts exam consisted of three books administered over three consecutive days. Book 1 (day 1) contained multiple choice questions following between 6-8 literary and informational texts. Book 2 (day 2) contained a listening selection (literary in grades 3 and 4, informational in grade 5), followed by multiple choice and short-response questions relevant to the listening passage. A writing mechanics section consisted of analyzing multiple choice sentences. Book 3 (day 3) contained 2 passages (not paired in grade 3, but in grades 4 and 5, paired literary text with informational text) followed by short-response and extended response questions.

During the spring 2011 administration of the NYS ELA, a combined 67 general education ELLs and ELL-SWDs took the exam in grades 3-5. 15% (10 students) attained or exceeded proficiency by attaining a level 3 or 4. 48% (32 students) approached proficiency by scoring a level 2. 37 % (25 students) scored a level 1. 42 students (63%) either were proficient or approaching proficiency on the spring 2011 administration of the NYS ELA test.

Students are strengthening the literacy skills in our ESL push in classrooms. While new arrivals (less than 1 year in English speaking schools) were not administered the NYS ELA, the 67 students who took the exam demonstrate that the students are learning academic English for various purposes, audiences, and across genres. We target having newcomers deepening their content knowledge, vocabulary, and literacy skills whereas the ELLs who have been here 4-6 years receive more test prep genre instruction. This is due to the fact that these students have a stronger ability to navigate academic English in speaking, listening, reading, and writing.

New York State Mathematics Exam

The NYS Mathematics Test was administered in spring 2011 for students in grades 3-5. Grades 3 and 5 are administered the test in two parts (Books 1 and 2) in sequence on two consecutive school days, while the Grade 4 test is administered in three parts (Books 1, 2, and 3) in sequence on three consecutive school days. This test is offered in various languages so students may decide their language of preference for taking the exam. 80 ELLs at P.S. 48x took the exam in grades 3-5. 30 % (24 students) met or exceeded grade standards by scoring at level 3 or 4. Additionally 48% (38 students) were approaching the grade level standards by scoring at level 2. 18 students (23%) scored at level 1. 78% of the ELLs either were proficient or approaching proficiency on the spring 2011 administration of the NYS Mathematics Test. Students are able to take the exam in English, their native language, or receive a translator as needed if the specific language is not available as a translated version.

Mathematics is a language in its own right. P.S. 48x ELL students receive hand on mathematics instruction with the use of Everyday Mathematics (EDM) curriculum. ELLs are provided with EDM student materials in Spanish if the home language is Spanish. Students learn concepts and reinforce skills through the use of direct instruction, small group games, and the use of manipulatives, such as base-10 blocks, dice, snap cubes, hundreds charts, counters, and realia, such as rulers, meter sticks, balance scales, and newspaper advertisements, graphs, and coupons. P.S. 48x will continue to approach mathematics through a hand on approach, as such a method has proven successful.

New York State Science Exam

The NYS Grade 4 Elementary-Level Science Test is administered in the spring of each school year. This test covers two parts: the performance tasks located at three different stations and the written part. The fourth grade written part includes two parts: Part I has 30

multiple-choice selections and Part II consists in answering 14 questions. The performance tasks provides materials at all three stations which students must use in order to complete the tasks that demonstrate scientific understanding. This test is in offered in various languages so students may decide their language of preference for taking the exam.

While the NYSED officially scores the multiple-choice test, the science performance task was hand scored in P.S. 48x. There were 25 fourth grade ELLs who took the Science test. Of these 25 students, only eight (32%) scored at level one. Another eight students (32%) scored at level 2. While no students attained a level 4, 9 students (36%) scored at level 3. Students are able to take the exam in English or their native language.

Evaluation of the success of the ELL program at P.S. 48x

Only eight students became English proficient during the spring 2011 NYSESLAT. This drop from previous years necessitates some fine-tuning and restructuring of the ESL program. During the spring 2008 NYSESLAT, 15 students passed the NYSESLAT, the same as in spring 2009. Furthermore, during the spring 2010 NYSESLAT 22 students became English proficient. While our newcomer population was significant during the 2010-2011 school year, more ELLs at the advanced level did not attain proficiency as expected. To that end, this year we continue to foster an environment conducive to ensuring that academic English acquisition and learning continues to be connected to the classroom content. Whole group and small group periods of instruction, along with targeted NYSESLAT preparation, will take place over the 2011-2012 school year. As for the NYSESLAT proficient students, they will remain in ESL homerooms in order to receive transitional supports.

P.S. 48x has made significant gains in reaching the ELL population. Students are showing progress on the NYSESLAT. P.S. 48x will continue to make do with the resources and time allotted. We continue to be innovative in seeking on effective approaches to addressing the learning needs of our ELLs. We are fostering a deeper level of conversation with all stakeholders in order to be better informed at ensuring the continued progress of all ELL students.

Teacher and parent feedback helps us change and mold the program to be continually successful. ESL Homeroom teachers fill our surveys, as well has hold discussions to let us know techniques and ideas that are successful, need amending, or may need to be abandoned. Additionally they provide innovative suggestions for implementation. Additionally the ESL office maintains a bulletin board that provides space for various stakeholders in ELL success the opportunity for adding ideas for change for future years.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: P.S. 48

School DBN: 08X048

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: <u>P.S. 48</u>	DBN: <u>08x048</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Elmer Myers</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>during the school day</u>
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

One certified ESL teacher will conduct the supplemental program in the classroom embedded during the school day, using materials such as Rigby On Our Way. During additional periods of the day, in small group and one on one instruction, these supplemental basic English language skills continue to be developed. Key curricular components of the program include Rigby Our Our Way in English. Conferencing notes, along with formal and informal teacher created assessment and NYCDOE assessments inform the teacher and school community regarding the LEP students' progress in developing English languages skills and functions. A New York State ESL certified teacher provides English phonics and reading comprehension instruction based on assessments, including Rigby ELL Assessment, Fountas and Pinnell, and NYSESLAT data.

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: Teachers responsible for teaching the Title III Program receive collaborative professional development on weekly basis. Teachers collaborate to develop and refine lessons and assessments, as well as an inquiry team to gauge student progress and the success of curriculum materials utilized. Teachers utilize professional literature materials to build the capacity for working with LEP and Immigrant students. These sessions provide the basis for developing the curriculum and applying multicultural strategies. The planning sessions incorporate the use of Rigby ELL Assessments, Fountas and Pinnell assessments, and teacher observations to determine literacy development goals and best practices for using Rigby On Our Way in English curriculum materials that will drive instruction and provide a solid literacy foundation for LEPs in all curriculum areas. The regular professional

Part C: Professional Development

development meetings provide direct professional development and support through "ESL strategy snapshots," which provides a comprehensive and strong background in effective ESL teaching practices. One intergral professional article utilized will be "Connecting Content and Academic Language for English Learners and Struggling Students." by Ruth Swinney and Patricia Velasco. Additionally, the P.S. 48 ELL Toolbox is in continual development, which provides curricular resources and professional development information for the teachers in the Title III Program.

Additionally, when offered, the Title III Program teachers will attend professional development offerings provided by outside agencies, including network-based and NYCDOE Office of ELLs trainings, on an ongoing basis to build school capacity in meeting the needs of students participating in the Title III Program.

Part D: Parental Engagement Activities

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

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

Begin description here: The school's parent coordinator, Maritza Rivera, will conduct workshops on various topics that provide inclusion and understanding of the New York City Department of Education regulations and academic goals for children. Additionally, the parent coordinator offers pertinent workshops that assist parents of ELLs in improving the English language acquisition of the their children. These programs and invitations to the programs will be translated and interpreted as necessary into the pertinent language of the parents in attendance. These meetings include CookShop for Families, a nutrition and literacy program for K-2 students, and their parents. Parents will attend these workshops to learn about healthy eating and literacy. The program consists of multiple workshops commencing in January and running once a month through the Spring of the school year. Parents will be notified by face-to-face contact, letters sent home, on the school calendar and school monthly newsletter, and phone calls.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

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

Allocation Amount: \$

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