



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 48/JOSEPH RODMAN DRAKE

DBN (i.e. 01M001): 08X048

Principal: MRS. ROXANNE CARDONA

Principal Email: RCARDON2@SCHOOLS.NYC.GOV

Superintendent: MR. TIMOTHY BEHR

Network Leader: MR. ELMER MYERS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mrs. Roxanne Cardona	*Principal or Designee	
Mrs. Jeannette Cano-Lawson	*UFT Chapter Leader or Designee	
Mrs. Sandra DeJesus	*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>)	
	CBO Representative, if applicable	
Mr. Justin Czarka	Member/ Chairperson/UFT Teacher	
Mrs. Judith Friedman	Member/ Assistant Principal/CSA	
Mrs. Idalia Matos	Member/ UFT Representative	
Mrs. Reese Griselle	Member/ Parent	
Mrs. Elizabeth Almeyda	Member/ Parent	
Mrs. Josephine Marrero	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

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

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.

Based on performance ELA test results from the 2012/2013 school year, with an average of 10.8% in performance, we will follow our action plan. In addition, our new curriculum Ready Gen, will be implemented to align with the standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

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

Teachers will modify Common Core-aligned units of study (Ready Gen) 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 samples of short responses that will be used for our Inquiry Team's focus ,which is for students to write relevant details to a prompt.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, staff developers, and Ready Gen.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

80% of students will show improvement in providing text based evidence when responding to a text.

Samples of student work collected periodically throughout the school year will demonstrate increasing progress in including text based supporting details.

All students will complete a minimum of four literacy tasks.

ELA test performance results will increase by 5%.

D. Timeline for implementation and completion including start and end dates

1. Due to late material delivery start date, implementation began in October and end date will be in June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See above

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).

We are holding parent workshops that focus on instructional strategies that could be reinforced at home. Teachers and administrators are conducting one to one

conferences with the parents of the lowest third.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Twenty-five percent of students, in grades 3-5, will show progress in obtaining the required grade level math fluencies as articulated in the Common Core Learning Standards.

Comprehensive Needs Assessment

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

Based on the Math State Exam for the 2012/2013 school year where only 15% of students scored a level 3 and 4, we need to increase students' math fluency skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 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 Go Math to target below grade level students in an effort to increase their fluency.
- Sum Dog, interactive web site which practices fluency skills, are used by students
-

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Math Coach and Go Math resources.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The tracking of progress will be done by timing the warm up drills and shortening the time allocated over time. The rigor will increase.

D. Timeline for implementation and completion including start and end dates

1. September - June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Go Math materials and resources, websites

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).

Parent workshops will be conducted to model strategies that will improve math fluency.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Fifty percent of teachers who were rated ineffective or developing on component 3B of the Danielson Framework, will be effective.

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.

Based on Advance data, 50% of those teachers who fall into I/D category, will become effective.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Principal, Assistant Principals, and Talent Coach will observe teachers a minimum of four times, using the coaching lens of the twenty-one components of Danielson's rubrics.
- Professional development on the Danielson Frameworks will take place in teacher teams on a weekly basis.
- Teachers will attend outside workshops on TEP.
- 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.
- Formative feedback will be provided within 48 hours after each observation.

B. Key personnel and other resources used to implement each strategy/activity

- Teachers, administrators and network appointed Danielson coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. End year conferences will serve as an opportunity to reflect and account for goals that were set at the beginning of the school year.

D. Timeline for implementation and completion including start and end dates

1. September-June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduling will allow for team meetings and conferences.

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).

School Leadership Team meetings will serve as an outlet to inform parents about new teacher rating system.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Versatiles, teacher-made materials	Small group	During school day
Mathematics	Go Math, RTI, teacher-made materials	Small group	During school day
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, art, computer and board games, psychodrama	One-on-one, small group	During school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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 staff recommendation, Teach for America, Teaching Fellows and the DOE Recruitment Center.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is our top priority. This helps to retain our teachers throughout their professional career. The following are the methods and strategies used: Weekly team meetings across all grades Interclass visitations Professional Developer assigned to each grade Math Coach Participate in the NYC Mentor Program Attend workshops Last year, we piloted the Danielson's Teacher Effectiveness Program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Shelter funds are used to pay a social worker's salary who provides therapy to those students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our Pre-K Social Worker, Family Worker and Parent Coordinator offer workshops to parents on transitioning to Kindergarten. Pre-K children from our school, as well as neighboring CBOs are invited to tour the main building and visit Kindergarten classrooms. Records are transferred from Pre-K teachers to Kindergarten teachers. IEPs are shared with the School Based Support Team by parents.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Staff were an integral part of the decision to adopt Fountas and Pinnell Literacy Assessments and New York City Performance Task assessments for the 2013-14 School Year. Teachers

receive assessment support to improve instruction in weekly grade meetings, as well as 1:1 data support by Staff Developers. In addition, for upper grade students practice exams serve as an assessment tool.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 08	Borough Bronx	School Number 48
School Name Joseph Rodman Drake		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Roxanne Cardona	Assistant Principal Laverne Wyre
Coach Susan Friedwald	Coach Sandra Zadrma
ESL Teacher Justin Czarka	Guidance Counselor type here
Teacher/Subject Area Karlene Binuya	Parent type here
Teacher/Subject Area type here	Parent Coordinator Alexandra Pimentel
Related Service Provider Celia Abuin	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	844	Total number of ELLs	123	ELLs as share of total student population (%)	14.57%
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Part II: 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	2	1	2	0	1	0								6
Push-In	0	1	0	2	1	1								5
Total	2	2	2	2	2	1	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	97	0	11	25	0	3	1	0	0	123
Total	97	0	11	25	0	3	1	0	0	123

Number of ELLs who have an alternate placement paraprofessional: 5

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	17	22	20	22	16	14								111
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	2	1	1	0								4
Haitian	0	0	0	0	0	0								0
French	1	0	0	0	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	1	1	1	2	1								7
TOTAL	19	23	23	24	19	15	0	0	0	0	0	0	0	123

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	26	4	2	1	3	0								36

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	8	11	10	11	6	0								46
Advanced (A)	6	8	12	7	5	1								39
Total	40	23	24	19	14	1	0	0	0	0	0	0	0	121

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	4	0	0	21
4	10	1	0	0	11
5	0	0	0	0	0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	0	3	2	1	0	0	0	22
4	5	6	2	0	1	0	0	0	14
5	0	0	0	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	3	2	8	0	1	0	17
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 use 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' needs 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The majority of our new students who are ELLs enter in kindergarten, after being assessed with the LAB-R. Consequently, we see a large number of kindergarten students place at the beginner level on the NYSESLAT and/or LAB-R. In fact 26 of 36 beginners (72%) are kindergarten. With additional time in an English school setting, students quickly progress to intermediate, advanced, and proficient levels. The school has 46 students place at the intermediate level, with 32 students (70%) in grades 1,2 or 3. The largest component of our students who placed at the advanced level are from grades 1,2, or as well. 27 students (70%) of the students in these grades placed at the advanced level. It is important to note that, although not indicated in this Language Allocation Policy (LAP), 13 students placed at the proficient level on the NYSESLAT. This accounts for 8% of the ELL population at P.S. 48. 6 students came from 4th grade, reflecting the largest number of students at the proficient level for that grade. Students accelerate their English language skills at P.S. 48.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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 Common Core Learning Standards.

Unfortunately, the data to efficiently breakdown students' performance on individual modalities has not been released by NYSED, so this analysis cannot be conducted for the ELLs as a group by utilizing AMAQ. This is unfortunate as we are unable to continue a longitudinal analysis of the strengths and weaknesses of the program offered to our ELLs. As such, this analysis is based on overall proficiency alone, as well as additional diagnostics utilized by the school and NYC Department of Education.

Listening and Speaking: Viewing the data across the grades 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.

Reading and 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. 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 2013-2014 and 2014-2015 school years. 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 provides 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. Additionally ReadyGEN curriculum components and GoMath strengthen the access to reading and writing content with multiple access points to improve English academic language success.

4. For each program, answer the following:

- a. 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?

A. 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, 3-4,

and

5-6). Considering all these factors we looked into the data to locate patterns. Our ELL students typically receive content area instruction through the use of ESL best practices. As such, they perform better on the administration of exams in English. This tends to

be the language of instruction in these areas, with native language supports provided as scaffolds to support understanding of key concepts and terms being studied.

B. Use of ELL Periodic Assessments

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. Additionally the data that we receive from the December assessment provides a baseline for gauging students' understanding of required skills during the NYSESLAT administration.

Additionally, the Spring administration of the ELL Periodic Assessment provides an early predictor of the success of the ELL program

here at P.S. 48.

C. Informing Instruction Through 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 that target students English development needs. 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.

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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Response to Intervention (RtI) for ELLs has been proven to be effective for addressing the particular needs of individual students. An RtI framework provides ELLs with rigorous, culturally responsive instruction. As such, the P.S. 48 RtI framework adds additional tiers of focused instructional supports. Tier I addresses high quality evidence-based instruction that supports our ELLs. Tier II consists of enhanced targeted and intensive academic supports in small groups settings, both inside the classroom and outside the classroom. Tier III consists of highly targeted, intense academic intervention and progress monitoring. Tier II and Tier III interventions incorporate research-based intervention strategies that align to the individual needs of P.S. 48's ELLs. We utilize data longitudinally over the course of a school year (and longer) in order to identify students who are not demonstrating progress based on grade-level monitoring and research-based methodologies into language acquisition timeframes. We utilize Fountas and Pinnell, NYSESLAT, Mathematics chapter pre-test and post-tests, performance tasks in the fall and spring of the school year, ELL Periodic Assessments, student work samples based on rubrics, and informal observations of student progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

When planning lesson we consider the stages of second language acquisition our ELLs experience as they acquire and build literacy in a second language. These stages from preproduction, early production, speech emergence, intermediate fluency, and advanced fluency influence what learning activities we create for them to experience. The second language development forms the core when determining instructional decisions. Well regarded research in second language acquisition states that effective development and use of a second language takes upwards of 6 years. P.S. 48 provides authentic opportunities for communicative purposes through instruction appropriate to these developments that each individual student undergoes, with ongoing modification based on areas of progress and weakness, informed via formal and informal assessments. In classrooms with ESL-certified classroom teachers, the teacher provides the mandated units of ESL study throughout the school day in literacy and mathematics through targeted instruction that utilizes best practices in ESL methodologies. In classrooms where the classroom teacher is not ESL-certified, ESL-certified teachers push into the classrooms to provide the mandated units of ESL study. Additionally, targeted newcomers who score at the beginner or intermediate level on the NYSESLAT and/or LAB-R in grades 2-5 receive additional pull out support three times a week. 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.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The coming two school years we will 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 2013-2014 and 2014-2015 school years. 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 as 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. Changes in core curriculum have provided opportunities for looking at how we teach our ELLs in order to ensure that they continue to makes progress in academic content as well as in English language acquisition concurrently. Based on trends in NYSESLAT scores over the past five years, our students continue to demonstrate consistent progress in developing English language usage.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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) for the child, along with an informal interview of the child. 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 for the child, the new entrant is administered the Language Assessment Battery-Revised (LAB-R), which effective February 1, 2014, will become the New York State Identification Test for English Language Learners (NYSITELL). 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 informal 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 for students in each grade. 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) and receive the mandated number of units of services in English (see CR Part 154). 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 10 days of school in 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.

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.

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, ESL teachers, 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. The parent coordinator receives yearly and ongoing professional development from the ESL coordinator, which includes a folder and electronic copy of relevant ELL registration procedure guidelines, documents and forms for parents to complete.

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 Common Core Learning Standards, English language acquisition methodologies, 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 to 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 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters are distributed each September. School contact information, include the ESL coordinator's email address, provide parents with opportunities to discuss the information with the school. Parents often visit the school to discuss their child's progress with the ESL teachers and parent coordinator. The Parent Survey and Program Selection Forms are distributed and collected at the

orientation meeting. Prior to the orientation meeting, parents have received a copy of the NYCDOE ELL Parent brochure, "A Guide for Parents," in the home language, along with a link to access the orientation video from the NYCDOE website (<http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>). 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 to 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 each year 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. The ESL Coordinator, in collaboration with the parent coordinator, provides phone calls to parents who have not responded to written attempts at communication. This process continues throughout the school year in order to ensure that parents receive the opportunity to participate in the educational decisions that affect their child. This outreach serves as an invitation to parents to partner with P.S. 48 to ensure the academic and social success of the students.

This tracking and outreach framework 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 in the process.

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.

P.S. 48 continues to follow CR Part 154 of the NYS Education Law, along with NYCDOE regulations. In terms of placing ELL students in bilingual or ESL instructional programs, P.S. 48 offers transitional bilingual education (TBE), dual language, and English as a Second Language (ESL) programs. Although all three programs are offered to the parents of ELLs, during the 2013-2014 school year, an insufficient number of parents have requested either a bilingual or dual language program for their child. Regulations require 15 students with the same home language on two contiguous grades in order to open up either a transitional bilingual education (TBE) or dual language program. As such, P.S. 48x offers free standing English as a Second Language (ESL) currently in multiple settings, including self-contained, push in and push out programs, based on parent selection data. The trend has been a request for ESL services for ELLs from parents. During the 2013-2014 and 2014-2015 school years, 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 computer programs, glossaries, and texts in the native language.

As mentioned above, 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. When this minimum threshold is met, 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. When discrepancies occur, usually with new students admitted shortly prior to the NYSESLAT administration, phone outreach to previous schools typically solve these discrepancies.

6. 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.) 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. 
- Over the past years a trend shows that parents tend to choose ESL services, understanding the effectiveness of our push in program to date. We track the program requests of new admit ELLs through spreadsheets that track trends over each year. 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 solely on parent choice. 61 students were administered the LAB-R, based on the HLIS and informal interview. Of these 61 students, 31 students were determined to be ELLs (based on LAB-R cut scores for the particular grade). 85% of these parents either attended a parent orientation (if applicable) or received information that their child was not eligible for English language services. When analyzing parental option data on the Parent Survey and Program Selection Forms

for new admits for the 2012-2013 school year, 71% of parents of the 31 students determined to be an English Language Learner during registration based on the HLIS and LAB-R attended an orientation and completed Parent Survey and Program Selection Forms. We received 4 ELLs during June 2013. Excluding these 4 ELLs, the rate increases to 81%. We strive for 100%, and as such, we will improve the parental orientation process for the end of school year new admit students. Our goal for the 2013-2014 school year is to ensure that 100% of parents exercise their parental rights as guardian of a child learning English. In order to meet this goal, the parent coordinator will begin increased phone calls for inviting parents to attend the orientations. We will extend the range of hours that we offer parent orientations. Additionally, we will increase the role of classrooms teachers in process by developing a system of notification whereas when the teacher has communication with parent, the parent coordinator and/or ESL coordinator is notified. This is particularly focused on Parent Teacher Conferences days, Parent Association meeting days, and School Leadership Team (SLT) meeting days.

For the 2012-2013 school year review of completed Parent Survey and Program Selection Forms, 0% (0 parents) of these Parent Survey and Program Selection Forms indicate the TBE option, 3% (1 parent) 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, even when offered assistance with the process, 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 continues to offer TBE and Dual Language programs, and as such, 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

A. Organizational Models

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 one long term ELLs (more than six years receiving English language services) who receives tier II and tier III RtI supports. 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 connected to ReadyGEN and GoMath classroom curriculum.

B. Program Models:

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 or receiving certification in ESL. 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 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. The targeted ratio is 50% ELLs to 50% native English speakers who serve as language models and mentors for students who are learning English.

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) and City Year, service learning projects such as The Daffodil Project and the Hunts Point Slave Burial Ground Project, physical education programs, school-based gardening programs in The South Bronx Schoolyard Garden and Outdoor Classroom, the school 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.

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)?

P.S. 48 has ESL self-contained, push in and pull out program models during the 2013-2014 and anticipated during the 2014-2015 school year. P.S. 48 has two 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. In classrooms with ESL-certified classroom teachers, the teacher provides the mandated units of ESL study throughout the school day in literacy and mathematics through targeted instruction that utilizes best practices in ESL methodologies. In classrooms where the classroom teacher is not ESL-certified, ESL-certified teachers push into the classrooms to provide the mandated units of ESL study. Additionally, targeted newcomers who score at the beginner or intermediate level on the NYSESLAT and/or LAB-R in grades 2-5 receive additional pull out support three times a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. These strategies ensure that language development is fostered while addressing the demands set forth by the Common Core Learning Standards. 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 to accent the core curriculum in literacy, ReadyGEN, and in mathematics, GoMath.

A gardening program has been developed to provide contextual basis for science and literacy 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, iPads, 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 content areas knowledge development that is infused in the Common Core Learning Standards in ELA and Mathematics, and 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 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.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 We utilize available assessments in literacy, mathematics, and the content areas to gauge authentic progress through the academic school year. These assessments include: LAB-R, NYSESLAT, Fountas and Pinnell, Periodic Assessments, informal teacher assessment, NYS ELA, NYS Mathematics, performance tasks for each unit of study, and (if available) NYS Science. These formal and informal assessments provide the foundation for our plan for ensuring that ELLs are evaluated in all four modalities (listening, speaking, reading, and writing) in an authentic manner that provides rich data for determining academic language development.

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.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, 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.

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ELLs receiving an extension of services for years 4 to 6: We begin looking at pertinent student data: LAB-R, NYSESLAT, Rigby 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 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 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 function independently. Individual student writing, reading, listening, and speaking needs are pinpointed. We communicate 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 based on RTI frameworks. We examine NYS ELA, NYSESLAT, and Mathematics exams to target development, should it be vocabulary, comprehension, writing structure, and so forth.

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Long-Term ELLs: Available assessments, such as LAB-R, NYSESLAT, Fountas and Pinnell, Periodic Assessment, informal assessment, NYS ELA, NYS Mathematics, performance tasks for each unit of study, 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 are not demonstrating progress on the NYSESLAT we have concerns about their language needs, RTI supports. 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 classroom that addresses these English language learning needs.

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and
receive

Former ELLs: Students who become proficient in English, as determined by the spring administration of the NYSESLAT, testing modifications for two additional school years as 'former ELLs,' and are placed in ESL homerooms for another one to two school years in order to provide transitional supports. This additional length of time of transitional ESL supports 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 with ELL-SWDs. 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, iPads, and audio/visuals. These tools will be utilized by the students themselves in the various units of study.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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. We utilize ELAND protocols to ensure that each student with IEP is appropriately classified as an ELL or non-ELLs.

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:			

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



50%			
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

9. 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.

ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, RtI, and peer to peer assistance in English Language Arts. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, RtI, and peer to peer assistance in Mathematics. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, RtI, and peer to peer assistance in Social Studies. ELLs receive targeted intervention through Academic Intervention Services (AIS), small group instruction, RtI, 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. Students with native language supports also utilize native speakers of their language for peer to peer assistance. Multiple instructional strategies are utilized to facilitate appropriate curriculum and language development. The Common Core Learning Standards for ESL form the basis for instructional plans for all ELLs. Using Common Core grade benchmarks, assessment results on the NYSESLAT and ELL Periodic Assessments, 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 to the Common Core 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. Supports are in the native language, if possible, as well as English.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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 2013-2014 and 2014-2015 school years. 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.

11. What new programs or improvements will be considered for the upcoming school year?

This school year involves the implementation of ReadyGEN and GoMath curriculum, which utilize supports for ELLs to ensure that they access academic content on the appropriate grade level. We will be investing professional development time on aligning the curriculum in a coherent manner that ensures ELLs are successful through these curriculum. 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 continue to develop our understanding and implementation of Depth of Knowledge (DOK) 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.

12. What programs/services for ELLs will be discontinued and why?

We did not discontinue any major programs/services for ELLs. Nonetheless we decided not to renew our license for two computer programs. The first program for an online reading program as a result of Inquiry Team data analysis. It was determined that the program did not sufficiently accelerate English language development. The second program had prohibitive costs associated with its use. Additionally, if possible we look forward to utilizing Title III funding for additional after school programming that targets the ELLs specifically. 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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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, the Hunts Point Slave Burial Ground Project, service learning opportunities such as The Daffodil Project, and after school sports and academic programs sponsored by the Police Athletic League (PAL) and City Year. 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, ELL 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

Specific technologies include 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, iPads, 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the 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. During the school year, activities include participation in school performances, music programs, garden programs, CookShop Classroom (depending on the class and grade level), Hunts Point Slave Burial Ground Project, physical education, newcomer ESL Club at the end of the school day, and after school programs offered through the Police Athletic League (PAL) and City Year.

18. What language electives are offered to ELLs?

As an elementary school, we do not offer language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 (10 hours for special education teachers). 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 Common Core Learning Standards. 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. In particular, we are focusing on developing our curriculum as we adapt to implementation of ReadyGEN and GoMath curriculum.

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.

Planning sessions incorporate the use of Rigby ELL Assessments to determine literacy goals and also use Rigby On Our Way ESL

curriculum program, as well as Readers to Writers, 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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, Hunts Point Slave Burial Ground Project, 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), City Year, 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.

E. 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.

N/A

Part VI: LAP Assurances

School Name:

P.S. 48: Joseph Rodman Drake

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		12/5/13
Laverne Wyre	Assistant Principal		12/5/13
Alexandra Pimental	Parent Coordinator		12/5/13
Justin Czarka	ESL Teacher		12/5/13
	Parent		
Karlene Binuya	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		
Susan Friedwald	Coach		12/5/13
Sandra Zadrina	Coach		12/5/13
	Guidance Counselor		
	Network Leader		
Celia Abuin	Other <u>Related Services</u>		12/5/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X048 School Name: P.S. 48: Joseph Rodman Drake

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 trained 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.

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 68% of the school's students, around 30% list Spanish as the primary home language. Trends over the past couple of years have been showing an increase, while totaling less than two percent, in the following primary home languages: Arabic, French, Fulani, Twi, and Yoruba. 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, parent association meetings, and the information is posted in a visible location near the parent coordinator's office.

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		