

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PUBLIC SCHOOL 48 – THE MAPLETON SCHOOL
DBN (i.e. 01M001): 20K048
Principal: DIANE J. PICUCCI
Principal Email: DPICUCC@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

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
Diane J. Picucci	*Principal or Designee	
Thomas Pascarella	*UFT Chapter Leader or Designee	
Erica Pantano	*PA/PTA President or Designated Co-President	
Anna Mae Castellano	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	
Bernadette Sessa	Member/ UFT	
Mary Grace Altilio	Member/ UFT	
Grace Orecchio	Member/ UFT	
Elena Laguzzi	Member/ PTA CO-President	
Josephine Colonna	Member/ PTA	
Sviatlana Yakutovich	Member/ PTA	
Rosa Arena	Member/ PTA	
Antonia Tomao	Member/ PTA	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	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.

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

By June 2015 all students in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at a level 2 or higher on the New York State ELA Test (69% from to 73%)

Comprehensive Needs Assessment

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

P.S. 48's 2014 – 2015 NYSTP data for students with disabilities indicated the following:

- 73% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS ELA Exam

P.S. 48's 2012 -2013 NYSTP data for English Language Learners indicated the following:

- 68% of the students in grades 3- 5 scored at a level 1 on the NYS ELA Exam

P.S. 48's 2013 – 2014 NYSTP data for General Education students indicated the following:

- 18% of the students in grades 3-5 scored at a level 1 on the NYS ELA Exam
- 43% of the students in grades 3-5 scored at a level 3 and 4 on the NYS ELA Exam

Quality Review 2013-2014

- The Quality Review took place in February 2014. Recommendations from the Quality Review are as follows:
*Deepen school wide assessment practices to strategically monitor students' progress and use checks for understanding to adjust curricula and instruction, thereby accelerating learning for all students.

The 2014 – 2015 City Wide Instructional Expectations:

- Ensure knowledge of students and their work, and use this knowledge as the starting point for planning
- Integrate policy into an established, clearly articulated instructional focus
- Develop a culture of collaborative professional learning that enables school and individual development

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

All students in grades K-5 particularly grades 3-5 will be engaged in high quality instruction. The Teachers College Reading and Writing Project provides teachers with ambitious, researched based and common core aligned units of study that focus on the use of quality literature, high order questioning by teachers and students and cognitively challenging reading and writing tasks. Grade level teams align these units of study and adjust them based on individual class and student needs. Teachers

will plan for and implement UDL strategies in their lessons.

1. The Saturday Program in English Language Arts was created in an effort to increase the performance of students who are not meeting grade level standards. Students are homogenously grouped by skill level based on data obtained from the 2014 NYS ELA Item Skills Analysis as well as fall reading levels and performance assessment data. Students are placed in small groups and teachers are targeting specific areas of need with an emphasis on using text based evidence to support ideas and theories.
2. Academic Intervention Services are provided to students who scored in the bottom third citywide on the 2014 NYS ELA assessment. Intervention is provided by a trained reading specialist, teachers who are trained in Wilson. Students are in small groups of 8 or less for 45 minutes 2 to 3 times a week. Targeted skills include identifying the main idea with supporting details, describing and understanding how the character environment effects his or her motives and other skills need based on October Running Record data.
3. The Literacy Coach provides ongoing support to both new and veteran teachers in literacy. The Literacy Coach turnkeys information from all professional workshops provided by the Network and Teachers College.
4. To increase student achievement in Literacy, teachers will implement weekly, 30 minute close reading session in which the students read and analyze complex text. Analyzing complex text will increase higher order thinking and comprehension skills.

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

1. Classroom, ESL teachers and cluster teachers, Finish Line by Continental Press
2. AIS/Data Specialist, IEP teacher, Classroom Teachers and SETSS Teachers
3. Literacy Coach, Teachers College Reading and Writing Project, Network Support and Talent Coach
4. Classroom Teachers, ESL Teachers, SETSS Teachers and Reading Teacher, Inquiry Team Members

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

1. Pre/Post Assessments, conference notes, student work and rubrics
2. Running Records, Conference notes, data tracking and common planning time
3. Teacher feedback, student progress, pre/post assessment data
4. The Grade Inquiry Teams will meet monthly to discuss the weekly close reading sessions and revise if needed

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

1. Ongoing throughout the school year
2. Ongoing throughout the school year
3. Ongoing throughout the school year
4. Ongoing throughout the school year

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

1. Saturday Academy February – April 2015; Finish Line CCLS by Continental
2. Guided Reading, Foundations and Wilson
3. Weekly common planning time, pre-diem coverage for long term planning and professional development (on-site and off-site)
4. The school scheduled has been designed to include the weekly close reading session during the literacy block.

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).

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

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

Provide opportunities for parents to help them understand the accountability system.

Budget and Resource Alignment

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

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

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.

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

By June 2015 all students in grades 3-5 will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at a level 2 or higher on the New York State Math Test (from 84% to 89%)

Comprehensive Needs Assessment

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

P.S. 48's 2013 – 2014 NYSTP data for students with disabilities indicated the following:

- 61% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2013 -2014 NYSTP data for English Language Learners indicated the following:

- 47% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2013 – 2014 NYSTP data for General Education students indicated the following:

- 8% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam
- 68% of the students in grades 3-5 scored at a level 3 and 4 on the NYS Math Exam

Quality Review 2013-2014

- The Quality Review took place in February 2014. Recommendations from the Quality Review are as follows:
*Deepen school wide assessment practices to strategically monitor students' progress and use checks for understanding to adjust curricula and instruction, thereby accelerating learning for all students.

The 2014 – 2015 City Wide Instructional Expectations :

- Ensure knowledge of students and their work, and use this knowledge as the starting point for planning
- Integrate policy into an established, clearly articulated instructional focus
Develop a culture of collaborative professional learning that enables school and individual development

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. The Go Math program is a researched based common core aligned math program that was implemented in September 2013. The Go Math program focuses on a deep understanding of specific skills for each grade. The program includes web based activities that can be utilized by the students both in school and at home. The

program also offers performance tasks at the end of every unit. Students are expected to use the skills and strategies they learned in the current unit as well as previous units to solve the tasks. The program also encourages students to think deeper and to understand why the strategies work; not just how to apply them when solving a problem.

2. Teachers are constantly monitoring student progress across the units, specifically focusing on the common core task of problem solving. The Go Math program allows students to take chapter tests. The teachers use these chapter tests to modify instruction based on student needs. Teachers administer the Go Math beginning, middle and end of year assessments to monitor student progress throughout the school year. The Go Math program provides differentiation by giving the teachers opportunity to have access to re-teach, enrichment and RTI resources.
3. The Saturday Program in Math was created in an effort to increase the performance of students who are not meeting grade level standards. Students are homogeneously grouped by skill level based on data obtained from the 2014 NYS Math Item Skills Analysis, benchmark Math Assessment, as well as performance task assessment data. Students are placed in small groups and teachers are targeting specific areas of need with an emphasis on problem solving.
4. Grade level teams align Go Math units and adjust them based on individual class and student needs. Teachers plan for and implement UDL strategies in their lessons.

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

1. Classroom Teachers, AIS Teacher, IEP Teacher, SETSS Teacher, ESL Teacher
2. Classroom Teachers, AIS/Data Specialist, Math Coach, Principal, Assistant Principal, SETSS Teacher, ESL Teacher
3. Classroom, ESL Teachers and cluster teachers, Finish Line by Continental Press
4. Classroom Teachers, IEP Teacher and SETSS Teacher.

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

1. Pre/Post Chapter Assessment, conference notes, student work, rubrics, Schoolnet (formerly Acuity) Baseline and Benchmark Assessments.
2. Go Math common core aligned rubrics, common planning time.
3. Pre/Post Assessments, conference notes, student work, rubrics and common planning time.
4. Go Math Unit Assessments, conference notes and student work.

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

1. Ongoing throughout the school year.
2. Ongoing throughout the school year.
3. Ongoing throughout the school year
4. Ongoing throughout the school year

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

1. The CFN 409 instructional Math Coach provides ongoing professional development to support the implementation of this program, common planning time.
2. Weekly common planning time, Math Coach, CFN 409 Instructional Math Coach, Go Math performance tasks and exemplars.
3. Go Math re-teach and remedial activities, software for interactive wipe boards (Think Central), Finish Line by Continental.
4. Go Math unit assessments, re-teach and remedial activities, Think Central, Go Math enrichment activities.

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).

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

- Providing materials and training to help parents work with their children to improve achievement areas
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding State and City standards and assessments.
- Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Think Central from Go Math is an online tool for parents and students to use at home as a resource for the school wide math curriculum.

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

n/a

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.

By June 2015 there will be a 10% increase in the educational experiences students receive for their academic and social development in the area of arts and technology as measured by programming and strategic planning.

Comprehensive Needs Assessment

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

P.S. 48's 2013 -2014 Learning Environment Survey indicated that only 50% percent of the students' are receiving ARTS in different disciplines.

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

P.S. 48's 2013 – 2014 Learning Environment Survey indicated that only a percentage of students are receiving computer skills/technology.

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

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. All classroom and out of classroom teachers will continue with the school wide initiative which introduces a different artist quarterly. This will allow students to recognize the society, cultural and historical significance of art along with hands on exploration of art materials and emphasis on artist techniques.
2. The band/music teacher will provide a comprehensive music program including vocals, reading music and playing a variety of instruments through the use of technology. The band teacher will provide instruction on wind, string and percussion instruments for students in grades 4 and 5. Students in grade 3 will receive instruction in learning to play the recorder.
3. The musical/theater cluster teacher will provide a comprehensive musical theater program including vocals, acting, use of movement as aligned to the Blueprint for the Arts. The musical/theater cluster teacher will provide small group instruction on vocal and acting to students in grades 4 and 5.
4. All students will participate in 7 hands on visual art sessions taught by a teaching artist from Studio in a School through using the Blue Prints for the Arts. This will take place from January – June 2015.
5. Small groups of students will participate in creating a banner that is displayed at the winter and spring concert. This project will be lead by a licensed Visual Arts Teacher and a licensed Special Education Teacher.
6. Students will participate in writing and illustrating an individual book published by Student Treasures. This will take place in February. The students will participate in a Student Treasures celebration in June.

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

1. Classroom Teachers, Cluster Teachers,
2. F-Status Teacher (Mondays & Thursday), various instruments and interactive wipeboard instruction
3. Certified musical/theater teacher, interactive wipeboard instruction, garage band program
4. Studio in a School Arts residency teacher, classroom teachers
5. Certified Visual Arts Teacher, Special Education Teacher & Certified Musical/Theater teacher
6. Classroom Teachers, Cluster Teachers, ESL Teachers, SETTS Teachers

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

1. Provide regular communication through formal and informal meetings with teachers and the Studio in the Art residency teacher to discuss and modify the visual art curriculum.
2. A December 2014 winter concert and a May 2015 Spring concert will be held in the school auditorium, the school chorus theater, band and dance students will perform at both of these concerts, student surveys
3. A December 2014 winter concert and May 2015 Sprint concert will be held in the school auditorium, the school chorus theater students will perform at both of these

concerts, student surveys

4. An art exhibit will be set up outside each classroom to display the students projects after the completiesion of the seven sessions, student surveys
5. The banner will be displayed during the Winter and Spring Concert, Teachers will assess students abilities based on the Blue Prints from the Arts, student surveys
6. In June a celebration will be held where students will share their published writing (book) and illustrations with their parents and classmates.

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

1. Ongoing throughout the school year
2. Ongoing throughout the school year
3. Ongoing throughout the school year
4. Ongoing throughout the school year
5. Ongoing throughout the school year
6. Ongoing throughout the school year

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

1. The Blue Prints for the ARTS , professional development provided by the DOE
2. The Blue Prints for the ARTS, Winter/Spring Concert
3. The Blue Prints for the Arts, professional development provided by the DOE, Winter/Spring Concert
4. The Blue Prints for the ARTS, professional development provided by Studio in a School
5. The Blue Prints for the ARTS, Professional development provided by the DOE
6. The Blue Prints for the ARTS, Common Core Writing Standards, TC Writing Rubrics

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).

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

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

Budget and Resource Alignment

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

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

PTA School Funds

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.

By 2015 10% of all level 1 students in the schools bottom third (49 out of 281 students) will increase from level 1 to level 2 as measured by the NYS ELA

By 2015 10% of all level 1 students in the schools bottom third (41 out of 285 students) will increase from level 1 to level 2 as measured by the NYS Math Test.

Comprehensive Needs Assessment

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

P.S. 48's 2013 – 2014 NYSTP data for students with disabilities indicated the following:

- 61% of the students with disabilities in grades 3 -5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2013 -2014 NYSTP data for English Language Learners indicated the following:

- 47% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam

P.S. 48's 2013 – 2014 NYSTP data for General Education students indicated the following:

- 8% of the students in grades 3-5 scored at a level 1 on the NYS Math Exam
- 68% of the students in grades 3-5 scored at a level 3 and 4 on the NYS Math Exam

Quality Review 2013-2014

- The Quality Review took place in February 2014. Recommendations from the Quality Review are as follows:
*Deepen school wide assessment practices to strategically monitor students' progress and use checks for understanding to adjust curricula and instruction, thereby accelerating learning for all students.

The 2014 – 2015 City Wide Instructional Expectations:

- Ensure knowledge of students and their work, and use this knowledge as the starting point for planning
- Integrate policy into an established, clearly articulated instructional focus
- Develop a culture of collaborative professional learning that enables school and individual development

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. Teachers provide differentiated instruction to all their students throughout the school day. Flexible grouping allows students to move between groups based on their current academic needs. A variety of approaches are utilized to ensure that all learners' needs are met. The use of technology throughout the school day.
2. Students in the Saturday Program who performed in the bottom 1/3 city wide on the 2014 NYS Math Assessment (3-5) are grouped homogenously in groups of 10 or less. During the Saturday program, teachers focus on the basic operations as well as strengthening problem solving abilities.
3. Academic Intervention services are provided to students in small groups of 8 or less for 45 minutes 2 to 3 times a week. Targeted skills included indentifying the main idea with supporting details, describing and understanding how the characters environment affects his/her motives and other skills needed based on October Running

Record Data.
4. Grade level teams align these units of study and adjust them based on individual class and student needs.
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom Teachers, Cluster Teachers, AIS Teachers, IEP Teacher, SETSS Teacher, ESL Teacher, Paraprofessionals, Related Service Providers
2. Classroom Teachers, Cluster Teachers, IEP Teacher, ESL Teacher, AIS Teachers, SETSS Teacher
3. AIS provider, Literacy/Math Coach, Cluster Teachers
4. Classroom Teachers, Cluster Teachers, AIS Teachers, IEP Teacher, SETSS Teacher, ESL Teacher, Literacy/Math Coach
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will use pre/post assessment data, running records, conference notes to monitor student progress as well as the effectiveness of each strategy they are using. Teachers met with their grade level colleagues, Coach, data specialist, Principal and Assistant Principal to discuss effective lesson planning, student grouping and data analysis. A variety of software is used on the interactive wipe boards for whole class and small group instruction.
2. The Saturday Academy Teacher is expected to communicate progress to the regular classroom teacher. The classroom teacher and the Saturday Academy teacher will continuously monitor the progress of the students.
3. Pre/post assessment data, conference notes, Schoolnet data will be used to evaluate the progress, effectiveness and impact of each activity or strategy being used. The AIS provider will communicate student progress to the classroom teacher and grade level supervisor as well as the PPT team when necessary.
4. Teachers will use pre/post assessment data, running records, conference notes to monitor student progress as well as the effectiveness of each strategy they are using. Teachers met with their grade level colleagues, Coach, data specialist, Principal and Assistant Principal and IEP Teacher to discuss effective lesson planning, student grouping and data analysis. A variety of software is used on the interactive wipe boards for whole class and small group instruction.
D. Timeline for implementation and completion including start and end dates
1. Ongoing throughout the school year
2. Ongoing throughout the school year
3. Ongoing throughout the school year
4. Ongoing throughout the school year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Interactive wipe boards, guided reading, small group and 1 on 1 instruction, Go Math, Foundations, Wilson
2. Finish Line by Continental, Go Math re-teach and remedial activities, software for interactive wipeboards.
3. Students will be seen 2 to 3 times weekly by an AIS provider, various high quality children literature, nonfiction books, newspaper articles, Foundations, Wilson
4. Small group instruction based on specific skills, reading recovery strategies, Leveled Literacy Strategies, CFN 409 Literacy and Math Coach

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).
P.S.48's- The Mapleton School will take the following actions to involve parents by:
<ul style="list-style-type: none"> • Providing materials and training to help parents work with their children to improve achievement areas • Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. • Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child's progress. • Providing assistance to parents in understanding State and City standards and assessments. • Sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. • Translate all critical documents and provide interpretation during meetings and events as needed. • Provide opportunities for parents to help them understand the accountability system. • Hold meetings with parents of students who are a level 1 and 2 to discuss and support parents with their child's progress.
Provide parent workshops on strategies in ELA and Math to help support their child's progress.

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

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

n/a

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.

- **Strategies/activities that encompass the needs of identified subgroups**
1.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **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
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.)
<p>ELA</p>	<p>1. Title I literacy and mathematics supports are provided for non-mandated students. Wilsons and Foundations programs are utilized.</p> <p>2. During the Workshop Model all children utilize the 120 minute reading block. It provides uninterrupted instruction to students in literacy. The workshop model provides flexibility for students reading below, at or above grade level. Teachers maintain individual conference notes to document students' strengths and weaknesses, which help to provide individualized instruction.</p> <p>3. Parent Workshops</p>	<p>1. Small group pull-out and small group push-in model</p> <p>2. Whole group and Small group reading instruction is provided to all students in grades K-5.</p> <p>3. ESL teachers, educational consultants and support staff are utilized to delivery valuable information to work with parents to improve student achievement.</p>	<p>1. Services are provided on a daily basis during the school day to students who are in the lowest 1/3 percentage of the student population.</p> <p>2. The block coverage exists weekly throughout the school year. The block consists of 120 minutes each day for reading.</p> <p>3. Parent Workshops are given throughout the year to provide parents with the tools necessary to help their children achieve academic success</p>

	<p>4. The Summer School program focuses on intense direct instruction in literacy and test preparation in grade 3, 4 & 5. The program utilizes Balanced Literacy</p> <p>5. Saturday Academy focuses on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction along with test sophistication strategies and open-ended questionings in Mathematics.</p>	<p>4. Small group instruction</p> <p>5. Small group instruction</p>	<p>4. The program runs for 4 weeks during the summer. The program is 4 hours a day, 4 days per week. Two hours of the day is used for ELA instruction.</p> <p>5. The program runs for 9 Saturdays from January-March. The sessions are 3 hours long starting at 8:00am-11:00am.</p>
<p>Mathematics</p>	<p>1. Saturday Academy focuses on literacy, math and test sophistication instruction. The literacy instruction focuses on targeted reading strategies using the genre of non-fiction along with test sophistication strategies and open-ended</p>	<p>1. Small group instruction</p>	<p>1. The program runs for 9 Saturdays from January-March. The sessions are 3 hours long starting at 8:00am-11:00am.</p>

	<p>questioning in Mathematics.</p> <p>2. The Summer School program focuses on intensive direct instruction and test preparation in grade 3, 4 & 5. The program utilizes Balanced Literacy and Everyday Math techniques.</p> <p>3. Title I literacy and mathematics supports are provided for non-mandated students. Wilsons and Foundations programs are utilized.</p>	<p>2. Small group instruction</p> <p>3. Small group pull-out instruction and small group push-in instruction.</p>	<p>2. The program runs for 4 weeks during the summer. The program is 4 hours a day, 4 days per week. 2 hours of day is used for math instruction.</p> <p>3. Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population.</p>
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	<p>4. During the Workshop Model all children utilize the 60 minute math block. Small group math instruction is provided to all students in grades K-5. The workshop model provides flexibility for students achieving below, at or above grade level in math. Students are provided with daily additional support. Teachers maintain assessment binders to document students' strengths and weakness, which help to provide individualized instruction.</p>	<p>4. Whole class and small group instruction.</p>	<p>4. The block coverage exists weekly throughout the school year. The block consists of 60 minutes each day for math.</p>
<p>Science</p>	<p>The AIS Teacher will target Science concepts through non-fiction that is aligned to the Common Core Standards.</p> <p>The Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. The Science teacher provides additional classroom support through the FOSS kits and hands-on learning experiences to enhance the science curriculum.</p>	<p>Small group pull-out and small group push-in model</p> <p>Whole group and small group instruction.</p>	<p>Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population.</p> <p>During the school day 45 minute periods.</p>

<p>Social Studies</p>	<p>The AIS Teacher will target Social Studies concepts through non-fiction that is aligned to the Common Core Standards</p> <p>Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support.</p>	<p>Small group instruction</p> <p>Whole group and small group instruction</p>	<p>Services are provided on a daily basis to students who are in the lowest 1/3 percentage of the student population.</p> <p>During the school day 45 minute periods.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor</p> <p>This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p> <p>School Psychologist</p> <p>This service is provided three days per week.</p> <p>Social Worker</p> <p>This service is provided three days per week. Mandated and at-risk students receive one period per</p>	<p>Small group and 1 to 1 counseling</p> <p>1 to 1 counseling</p> <p>1 to 1 counseling</p>	<p>This service is provided three days per week. Mandated and at-risk students receive counseling 1-2 periods per week.</p> <p>This service is provided three days per week.</p> <p>This service is provided three days per week. Mandated and at-risk students receive one period per</p>

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

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

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.
According to the 2013 / 2014 BEDS Survey 28 staff members are highly qualified and 11 staff member are teaching in their certification area. All teachers are highly qualified and only highly qualified staff is hired.

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).
The professional development opportunities for all staff members are extensive and numerous which insures that every teacher is continuously highly qualified. Administration, Teachers and Literacy/Math Coach attend all CFN 409 workshops, Teachers College workshops and Go Math workshops. Teachers receive 2 curriculum mapping days each school year (December and June). These mapping days are full day sessions by grade with the Coach, Assistant Principal, Principal and Teachers College Staff Developer. The school also works with outside vendors (CITE and Teachers College). Each teacher receives a minimum of two full day professional development days during the year with these vendors. Classroom teachers are encouraged to attend professional development activities based on needs of the students and interest. Out of classroom teachers are encouraged to attend professional development activities based on their specialty areas. Para Professionals are also invited to all school wide professional development.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
P.S. 48 currently receives funding for one Universal Pre-Kindergarten Program. P.S. 48 provides STH students with materials such as books, pencils and any other necessary materials needed for school. The guidance counselor and social worker work closely with the parents and students that are in temporary housing.

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.).
P.S. 48 currently receives funding for one Universal Pre-Kindergarten Program. P.S.48 has a parent orientation for all parents who have children that will attend Kindergarten. The orientation is provided by current kindergarten teachers. During the orientation the teachers use a power point presentation to explain to parents what is expected of a kindergarten students. Parents are provided with a pamphlet from the DOE of what kindergarten students need to learn. The parents are provided with a packet of materials that they can use to help support their children transition into kindergarten.

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.
P.S.48 Instructional Team and Assessment Team meet three times a year to discuss current assessments. During this discussion school wide discussions are made in regard to assessments this ensures that all teachers are involved in the decision making process. Professional development is provided for the TCRWP assessments and also the Go Math assessments.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

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

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

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

Parent Involvement Policy (PIP) Template

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

Diane J. Picucci
Principal

Teresa M. Zabala-Dwyer
Assistant Principal

Public School 48 Parent Involvement Policy

2014/2015

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

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

2. Public School 48 – The Mapleton School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

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

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

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

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

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

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

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

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

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

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

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

- b. P.S. 48 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

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

Adoption

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

This policy will be adopted by Public School 48 – The Mapleton School on June 13, 2013 and will be in effect for the period of September 2014-June 2015. The school will distribute this policy to all parents of participating Title I Part A children on or before December 10, 2014.

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

Date: September 4, 2014

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

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

Diane J. Picucci
Principal

Teresa M. Zabala
Assistant Principal

Public School 48 School Parent Compact
2014/2015

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

School Responsibilities

Public School 48 – The Mapleton School will:

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

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

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

- *Parent Teacher Conferences will be held in November and in March.*
- *Additional conferences will be scheduled as needed throughout the school year.*
- *Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved.*
- *Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education.*

- *Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.*

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

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

In Grades 1-5 Progress Reports will be distributed during the month of January.

Kindergarten parents will receive formal reports in January, March and June.

Kindergarten parents will receive Progress Reports in November.

Formal scheduled parent teacher conferences in Kindergarten through Grade 5 will be held in November and in March.

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

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

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

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

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

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

Parents will be encouraged to participate during class excursions.

⇒ provide general support to parents by:

- *creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians*
- *assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities*
- *sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community*
- *supporting parental involvement activities as requested by parents*
- *ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy*
- *advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs*

Parent Responsibilities

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

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

- *making sure my child is on time and prepared everyday for school*
- *monitoring attendance*
- *talking with my child about his/her activities every day*
- *scheduling daily homework time;*
- *providing an environment conducive for study*
- *making sure that home is completed*
- *monitoring the amount of television my children watch*
- *volunteering to accompany my child on class excursions*
- *participating, as appropriate, in decisions relating to my children's education*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate*
- *reading together with my child every day*
- *providing my child with a library card*
- *communicating positive values and character traits, such as respect, hard work and responsibility*
- *participate in or request training offered by the school, district, central and or/State Education Department learn more about teaching and learning strategies whenever possible*
- *take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams*
- *ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age*
- *promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time*
- *participate, as appropriate, in the decisions relating to my child's education*
- *respond to surveys, feedback forms and notices when requested*
- *become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and the Compact*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectation and offer praise and encouragement for achievement.*

Student Responsibilities:

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

Name

Signature

Date

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

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

A. .
DBN: 20K048

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$458,840.25	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$42,416.00	X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,029,000.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and

effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 172
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
 # of certified ESL/Bilingual teachers: 3
 # of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 48 will provide additional ELL and non-ELL instruction for immigrant students in a Saturday Academy Program. The targeted population is our English Language Learners and Non- English Language Learners Immigrant Students (students in Grades 3-5) We are working to advance the ELL students proficiency levels and Immigrant students NYS ELA/Math levels. After careful review of the data it was identified that in Grades 3-5 currently 8 ELL students have remained Advanced for 3 consecutive administrations of the NYSESLAT, 15 ELL students have remained Advanced for 2 consecutive administrations, 5 ELL students have remained Intermediate for 2 consecutive administrations, and 3 ELL students have gone from an Advanced to an Intermediate for 2 consecutive administrations of the NYSESLAT. The Saturday Academy will also be utilized to improve student achievement as evident through the NYSESLAT administration.

GRADE	BEGINNER/INTERMEDIATE	ADVANCED
3	10	16
4	10	7
5	5	12

The program will service approximately 65 students in 5 classes. The Saturday Academy program will begin on Saturday, February 28, 2015 and run through Saturday, March 28, 2015. The curriculum will focus on CCLS by increasing student background knowledge and the use of academic language to improve reading comprehension, content writing and mathematics through the use of ESL techniques and strategies to promote language development. In addition teachers will focus on language literacy and math content areas through the use of visuals, TPR and repetition to increase student performance on NYSESLAT. This program will run for 5 sessions, 3 hours per session on Saturdays. The Saturday Academy Program will utilize Rigby On Our Way to English, Empire State NYSESLAT ESL/ELL, Imagine Learning, National Geographic Determining Importance Springboard Expanded Set, National Geographic Making Inferences Springboard Expanded Set and Read, Write, Edit, and Listen, Crosswalk Coach for the Common Core State Standards ELA. For Mathematics the program uses Options- Open Ended Questions

Part B: Direct Instruction Supplemental Program Information

& Crosswalk Coach for the Common Core State Standards for Mathematics.

Part C: Professional Development

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

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

Begin description here:

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

Professional Development provided by ESL coordinator and Educational Consultant:

Topic	Timeline	Target Audience
Introduction to Saturday Academy Curriculum Materials	Two 60 minute sessions	5 Common Branch Teachers
Supporting ELLs in the Mainstream Classroom	Two 60 minute sessions	5 Common Branch Teachers
ELL Strategy Development (Part 1)	Two 60 minute sessions	5 Common Branch Teachers
ELL Strategy Development (Part 2)	Two 60 minute sessions	5 Common Branch Teachers

Part C: Professional Development

NYSESLAT Strategy Development	Two 60 minute sessions	5 Common Branch Teachers
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Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 048
School Name The Mapleton School		

B. Language Allocation Policy Team Composition [i](#) 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 Diane Picucci	Assistant Principal Teresa Zabala
Coach Bernadette Sessa	Coach type here
ESL Teacher Olga Kyselova	Guidance Counselor Nicole McConnell
Teacher/Subject Area Mary Grace Altilio/AIS	Parent Erica Pantano
Teacher/Subject Area type here	Parent Coordinator Judy Magenta
Related Service Provider Francine Sequeira	Other type here
Network Leader(Only if working with the LAP team) type here	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	0	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	623	Total number of ELLs	143	ELLs as share of total student population (%)	22.95%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-in	0	8	12	4	8	4								36
Pull-out	20	4	4	4	4	4								40
Total	20	12	16	8	12	8	0	76						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	124	ELL Students with Disabilities	35
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	124	2	24	19	0	10	0	0	0	143

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	124	2	24	19	0	10	0	0	0	143
Number of ELLs who have an alternate placement paraprofessional: <u>14</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	6	3	3	1								28
Chinese	13	18	23	2	7	6								69
Russian	2	1	1	2	1	0								7
Bengali	0	0	1	0	0	0								1
Urdu	1	3	2	1	5	0								12
Arabic	0	4	0	3	1	1								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	1	0	0	2	0								3
Other	3	2	2	2	2	2								13
TOTAL	29	34	36	13	21	10	0	143						

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)	12	3	8	3	4	4								34
Intermediate(I)	5	10	12	1	7	2								37
Advanced (A)	11	21	17	9	10	4								72
Total	28	34	37	13	21	10	0	143						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	6	1	0	22
4	9	5	1	0	15
5	12	1	0	0	13
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	6	2	12	0	2	0	0	0	22
4	0	3	2	0	7	0	4	0	16
5	5	1	4	1	4	1	1	0	17
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	0	0	3	2	6	1	7	0	19
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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:

- 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.

Teachers use periodic assessments, portfolios, observations and checklists to assess the progress of ELLs who are not ready to complete traditional reading and writing evaluations which require reading on grade level. According to research in this field, we know that ELL students require more time to be fully proficient in the language skills needed to achieve in the content areas. Although

tests may be provided in their native languages, some children may not have been taught materials in these content areas in their previous schooling. For these children, the school provides programs to improve their achievement. The school provides mentoring during the extended day, and before and after school programs which support these children by using ESL methods to make content area material more comprehensible to ELLs. During push-in periods with an ESL teacher, the focus is to work with and support the children who need the additional help in reading, speaking and the content areas.

Early literacy skills of ELLs are assessed through use of the DRA, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, teacher-made assessments and this year new to our school we will be using TCRWP. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.

Based on the data we collect on monthly and unit assessments from the main programs used (Imagine Learning and On Our Way to English) teachers form individual instructional plan. On the TCRWP the data shows our ELL students need additional development of academic vocabulary, phonemic awareness and decoding skills. The data also indicates a need for additional instruction of strategies to answer inferential questions.

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

After analyzing the NYSESLAT scores from 2013 we noted an increase in students reaching proficiency level (21 students in Grades K-5 in 2013 as compared to 14 in 2012) For a vast majority of ELL's we noticed steady movement. Our Kindergarten students had the most growth this year with 21 K students testing at an Advanced level of proficiency out of 34 students. Across the grades, we found that most of our ELLs scored at the Advanced (50%) or Intermediate (25%) levels of proficiency, with 10% scoring at the Beginner level. This is an improvement from the 2011-2012 school year where most of our students fell at the Intermediate level.

On the LAB-R from Fall 2013 which applies to our Kindergarteners and newcomers we noticed these students scored mostly Beginner/Intermediate level. Most of our Beginner level students are newly arrived immigrants. We saw significant growth with most of our newcomers moving from a beginner level to advanced level this year.

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 [AMAO tool](#))

As children advance in grade level, achievement in Listening and Speaking improves. Oral language development progresses as ELLs increase vocabulary. Reading and Writing skills emerge in later stages of language acquisition. As ELLs acquire Listening and Reading skills, they start to achieve goals in Reading and Writing. For children at the pre-production stage, teachers provide opportunities for active listening, using realia and visuals. Students are surrounded with language such as chants, songs and simple poems. The use of physical movement in language activities (TPR) and the encouragement of art, mime and music are used throughout the curriculum and are excellent forms of creative expression. Children at the speech emergent stage of language acquisition benefit from our teachers focusing on communication in meaningful contexts and the use of asking open-ended questions. Teachers model, expand and enrich student language. The use of puppets, flannel boards and role-playing aid in the retelling of stories. At this stage, shared reading, guided reading and storytelling are very beneficial to language acquisition. At the intermediate and advanced stages, teachers facilitate more advanced literature studies and provide opportunities for children to create oral and written narratives. Realistic writing experiences, such as writing letters, are also used at this stage. Teachers also continue on-going language development through integrated language arts, scaffolding of instruction and content-area activities. The ESL teacher makes instruction comprehensible to ELLs through a variety of means, which may include but not be limited to the use of gestures, visuals, realia or concrete examples, and through the routines of the school day. Materials and activities are meaningful and natural for learning to occur in a meaningful communicative context. Language skills are assessed and assessment used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation. Students are provided with the opportunities to participate in communicative use of language in a wide range of activities. Data is not available through ATS.

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. In Grades 3-5 there were a total of approximately 55 ESL students who took the NYS Math/NYS ELA test and 19 who took the NYS Science test. Out of the 55 ESL students only 8 students took the NYS Math test in their native language and 3 students took the NYS Science Test in their native language. Due to the limited number of students taking the exam in their native language we are unable to give

a fair and accurate data analysis of how they are fairing compared to those students taking the NYS tests in English. However, after reviewing the limited data we had, we can say that out of the 8 students taking the NYS Math test in their native language the end result was that 6 of these students received a level 1.

b. We do not administer the ELL Periodic Assessment.

c. N/A

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](#).)

The school sets clear expectations for teachers regarding collecting, recording, and analyzing soft and hard data along with analyzing student work. At the beginning of the school year, ELL students will be screened using a baseline assessment and TCRWP. For grades K-5 Literacy Tasks will be also administered during the school year. We identify resources on how to effectively use information provided by assessments to inform teachers on how to use the assessment data to drive instruction to meet the specific needs of individual ELL students, small groups of ELL students and/or whole group. The school develops and implements a process for collaborating with the PPT team to monitor student movement between Tier I and Tier II.

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

The school uses a push-in/push-out model to support ESL students in content areas to enhance language development. Students have access to the ELL computer program Imagine Learning and Renzulli. The Saturday Program is grouped according to proficiency level. Staff development is provided for teachers on ELL strategies and best practices.

Early literacy skills of ELLs are assessed through use of the DRA, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, teacher-made assessments and this year new to our school we will be using TCRWP. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.

In addition to classroom benchmark assessments we also use NYSESLAT reports, NYC Periodic assessments, NYS ELA item analysis data, and TCRWP running records. The school also uses the initial parent interview and any information gathered on the child's educational history from ATS and/or review of cumulative records. Our content area teachers are trained and have received extensive professional development in instruction of ELL students. The push-in model allows for ESL and content area teachers to plan lessons that are individualized according to the needs of the ELL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

After reviewing the NYSESLAT and NYS test scores, we meet as a team to discuss strategies to improve ELL performance on state tests and re-evaluate instructional programs.

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](#).)

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

At the time of registration, the parent receives from the pupil accounting secretary a HLIS to complete (HLIS is provided in English or in nine other native languages) a translator is available at all times. The Assistant Principal or one of the three certified ESL

teachers, Ms. Kyselova (translates Russian and Polish), Mrs. Chin (translates Chinese) or Mrs. Kantarowicz (translates Russian), administer the HLIS to determine LAB eligibility. At this time, there is also an informal oral interview (by the pedagogue) of the parent in English or in the native language with the help of a translator. If the home language is deemed to be other than English or the student's native language is other than English there is an informal student interview. When it is determined that the child is an ELL, the ESL Teachers (Ms. Kyselova, Mrs. Chin, and Mrs. Kantarowicz) administer the LAB-R which is the formal assessment. (If a child is Hispanic, the Spanish LAB is also administered.) If the LAB-R shows that a child is not English proficient, the parents are invited to a meeting to discuss the program options. If the student is English proficient, the parents receive a Non-Entitlement Letter. This process is completed within 10 school days of registration.

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.

Within the first ten school days of registration the school provides the parents of newly enrolled ELLs with the information on the different language service programs. Parents are invited to a parent orientation meeting where program choices are explained. They are reminded with letters and/or phone calls about the upcoming parent meeting. This process is also used to communicate with parents who have previously chosen a TBE/DL programs if and when the program becomes available. The meeting is facilitated by the ESL Coordinator with the other ESL pedagogues, administration and parent coordinator present. The parents view the DOE video with program explanations (in English and the native languages) and are given official DOE literature and brochures which explain the three programs available, (ESL, Transitional Bilingual and Dual Language). Video and materials are available in native languages. Translators are also present and parents are given an opportunity to ask questions concerning the different programs.

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 [\[see tool kit\]](#).)

Parent Selection forms are distributed to parents at the meeting. If parents are not able to attend, they are given an opportunity to make individual appointments. Once a child is entitled to services, entitlement letters and placement letters, as provided by the DOE, are forwarded to parents as are continuation letters for those students already in the program. This process takes place in September and throughout the year as new admits enter the school. Parents are invited to one-on-one meetings, phone conversations and/ or informational packets. A checklist is kept by the ESL Coordinator in the school ESL Handbook. If forms are not returned, there are numerous other attempts to reach the parents, by phone, letter or face-to-face meetings requested. All copies of HLIS and Parent Selection forms are also kept in the General Office.

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.

Once a child is entitled to services, entitlement letters and placement letters, as provided by the DOE, are forwarded to parents as are continuation letters for those students already in the program. This process takes place in September and throughout the year as new admits enter the school. Parents are invited to one-on-one meetings, phone conversations and/ or informational packets. A checklist is kept by the ESL Coordinator in the school ESL Handbook. If forms are not returned, there are numerous other attempts to reach the parents, by phone, letter or face-to-face meetings requested. All copies of HLIS and Parent Selection forms are also kept in the General Office. Identified ELL students are placed in the program of their parents choice. As stated below, the parents of P.S. 48 have consistently selected the ESL program at least 80% of the time. (See totals below in number 6). Translators are always made available so parents are given an opportunity to ask questions concerning the different programs. Copies and checklists of letters sent are maintained in the ESL Handbook. ELPC screen in ATS is updated within 20 school days of students registration.

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.

All sections of the NYSESLAT is administered to ELL students identified on the NYSESLAT Eligibility Roster (RLER) each year as per the NYC Assessment Memo and NYS guidelines. All schedules are planned accordingly. We generate a memo informing the teachers of the testing dates for the different modalities which includes the names of the students and teachers involved. Parents are notified in a letter of the exam dates. We have a parent workshop in the winter to explain all the modalities of NYSESLAT and implications.

The Speaking section of the test is administered one on one, with an ESL teacher pulling students out of the classroom. Each student is tested by a different ESL teacher then they have for instruction to insure accountability. The Listening, Reading, and Writing sections are administered on three consecutive days according to the NYC Assessment Memo. Teachers are trained on how to administer the exams and make-ups are given within the window of testing.

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. ①

The program models offered at P.S. 48 is most definitely aligned with the parent request. Once parents selection is made, the ELL students are placed in the instruction program chosen by parents. In P.S. 48 parents have consistently chosen ESL. Many parents have had older children in the program and are pleased with their children's academic progress and insist on their children learning English in an ESL program. During the 2013/2014 school year 13 out of 16 Chinese language parents selected ESL; 7 out of 9 Spanish language parents chose ESL. In total, 25 out of 34 parents selected ESL.

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])?

The organizational models used are push-in (co-teaching) and pull-out. In the push-in model there are heterogeneous (mixed proficiency levels). The pull-out model is organized by grade and proficiency level. The school emphasizes small group work in the classes with students because we believe that interaction is essential and heterogeneity is a plus. Teachers have common prep time and they develop work for ELLs together based on data that is gathered from classes. Teachers also work together on student management. We regularly review data which enables us to maintain the program and/or to propose changes that will ensure the acceleration of their students' accomplishments.

A variety of tools and resources are used by the school to organize and analyze data. Classroom instruction and grouping are strategic, timely, and responsive. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets.

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)?

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

identified as ELL receives full services. Each ESL teacher has a program that incorporates full coverage depending on the students mandated allotted time

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.

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

ESL teachers work with classroom teachers in planning literacy instruction aligned with CCLS as well as content area instruction. ESL teachers also take part in grade curriculum meetings and individual grade meetings. This ensures coherence in instruction while aligning to the Common Core Learning Standards.

The materials used in the ESL program are Imagine learning which is a computer based program used throughout the school. It is a language and literacy software program that features interactive activities, videos, and games. It's research-based and instructionally differentiated. On Our Way to English is our ESL Reading Program. It is a comprehensive English language development program. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

By mandate all Spanish speaking children first admitted to the NYC system are tested in English by the LAB-R and, if not proficient in English, they are tested also in Spanish by the Spanish LAB as required by mandate. The parent on the home language survey indicates how much prior education, if any, the student has received. ESL teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We evaluate our students in all four modalities through various formal and informal assessments throughout the school year. NYSESLAT tests our students formally in all four language modalities each spring. Our students are informally assessed daily for speaking through classroom discussions and formally through presentations multiple times a year. For listening, students are informally assessed by responding to questions during read alouds, and also responding to directions and questions in a classroom situation. Formal assessment of listening skills is conducted on a monthly basis through use of benchmark unit assessments. For reading we formally assess our students using TCRWP running records and informally assess during daily guided reading. Writing is assessed through our use of TCRWP writing component across the genres, their ability to write essays for the tasks, and writing and responding to short answer questions. Informal classroom assessments are aligned with the NYS CCLS.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At P.S. 48 the performance data and assessment data are used to plan instruction for the diverse groups. Currently, the total number of ESL students at Public School 48 is 143. There are two SIFE students at Public School 48. Of the 143 students, 124 General Education students are newcomers (0-3 years) and 24 Special Education students are in the newcomer (0-3 years) category; 19 General Education students are long term (4-6 years), and 10 Special Education students are in the long term (4-6 years) category. There are no students who have completed six years or more of service. Since parents (through the Parent Survey Selection Form) have selected ESL, there are no native language arts taught; however, native language books are available in the school library and in ESL classroom libraries for those students who may wish to enjoy them. Effective instructional approaches vary and depend on such factors as student's age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Foundations Program, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ESL materials and strategies used by certified ESL teachers. The programs also use analysis of the individual student's NYSESLAT scores so that teachers may focus on the children's needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students. . All these are offered for the diverse ELL sub-groups.

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

Long-term ELLs (ELL students within the program 4-6 years) may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Teachers use scaffolding and continue to use extralinguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language.

Former ELLs are supported for up to two years by receiving AIS services, Saturday Academy, Extended Day and the state mandated test accommodations.

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

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 the mandated ESL services. ESL teachers review IEP requirements for students in special needs programs. Two of our three ESL teachers are NYS licensed Special Education teachers. The school provides biligual paras for SWD's. P.S. 48 does not have a TBE program since parents have regularly selected ESL . The technology used to support ELLs includes Imagine Learning which is a computer based program used throughout the school. It is a language and literacy software program that features interactive activities, videos, and games. It's research-based and instructionally differentiated. On Our Way to English is our ESL Reading Program for Grades K-5. It is a comprehensive English language development program. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners.

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?

Being aware of SWDs IEP requirements, ESL push-in teachers collaborate with classroom teachers in setting up curricular and instructional lesson plans aligned with the CCLS, to target the diverse needs of each of these students. The ELL SWDs, in pull-out programs, are mainstreamed and are serviced with the ELLs on their grade level. Our ICT classes use the Imagine Learning computer program for all ELL students including those who are SWD. Grade trips and projects include all ELL/SWDs students with non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

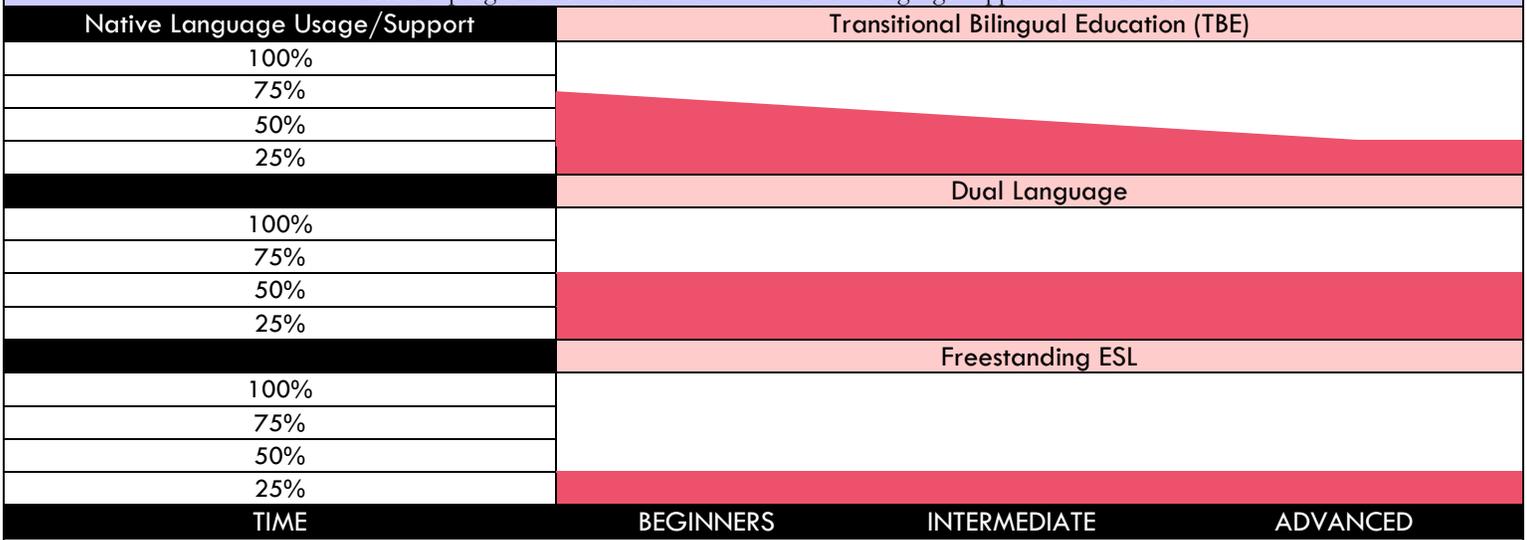
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Effective instructional approaches vary and depend on such factors as student's age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Foundations, Saturday Academy, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ESL materials and strategies used by certified ESL teachers. The programs also use analysis of the individual student's NYSESLAT scores so that teachers may focus on the children's needs. The school uses the interim assessments/Math & ELA tasks for ELLs to better target the deficiencies of individual students. Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive AIS services in Reading and Math, At-Risk Resource Room and Extended Day services.

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

P.S. 48 currently uses Rigby "On Our Way to English" program for our ESL students. P.S. 48 has adopted Teacher's College for the school year 2013-2014. General Education teachers and ESL teachers are implementing the strategies from TCRWP to promote language development with our ELL students. Teachers attend workshops and meet with staff developer to insure that all ESL students needs are being met. Early literacy skills of ELLs are assessed through use of the DRA, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, teacher- made assessments and this year new to our school we will be using TCRWP. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.

In addition to classroom benchmark assessments we also use NYSESLAT reports, NYC Periodic assessments, NYS ELA item analysis data, and TCRWP running records. The school also uses the initial parent interview and any information gathered on the child's educational history from ATS and/or review of cumulative records. Our content area teachers are trained and have received extensive professional development in instruction of ELL students. The push-in model allows for ESL and content area teachers to plan lessons that are individualized according to the needs of the ELL students. All student information and data are shared with all the teachers of ELLs.

We evaluate our students in all four modalities through various formal and informal assessments throughout the school year. NYSESLAT tests our students formally in all four language modalities each spring. Our students are informally assessed daily for speaking through classroom discussions and formally through presentations multiple times a year. For listening, students are informally assessed by responding to questions during read alouds, and also responding to directions and questions in a classroom situation. Formal assessment of listening skills is conducted on a monthly basis through use of benchmark unit assessments. For reading we formally assess our students using TCRWP running records and informally assess during daily guided reading. Writing is assessed through our use of TCRWP writing component across the genres, their ability to write essays for the tasks, and writing and responding to short answer questions. Informal classroom assessments are aligned with the NYS CCLS.

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

Because of changes on the NYSESLAT, we are looking into new NYSESLAT test prep material. We are also evaluating all programs to ensure compatibility with the CCLS and exploring additional programs which are compatible

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

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

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

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

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

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

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

The materials used in the ESL program are Imagine learning which is a computer based program used throughout the school. It is a language and literacy software program that features interactive activities, videos, and games. It's research-based and instructionally differentiated. On Our Way to English is our ESL Reading Program. It is a comprehensive English language development program. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners.

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Long-term ELLs (ELL students within the program 4-6 years) may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Teachers use scaffolding and continue to use extralinguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language.

Former ELLs are supported for up to two years by receiving AIS services, Saturday Academy, Extended Day and the state mandated test accommodations.

Newcomers who are newly arrived from other countries are also invited to attend after-school programs such as One -World which provides academic support and extracurricular activities which help develop the child's communication, language, social skills.

Native language books are available in the school library.

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

P.S. 48 has an extensive library of Native Language Books and translations are easily given to parents and children when asked. Parents are asked which language they prefer for communication within the school and all efforts are made to accommodate the individual needs. In our ESL program we support native language support by providing use of translators when needed and materials in native languages if requested. Also, NYS test accommodations for content area tests allow for translated editions or translated reading of the tests.

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

Our classrooms have extensive leveled libraries that span across the grades and age levels. Students also have access to the school library which has books on different reading levels and appealing genres. Our ESL classroom libraries have leveled books from Rigby's - On Our Way to English. The ESL teachers work across the grade spans and attend the same professional development and grade meetings as our general education teachers so that they are aware of the resources and support that each classroom has available to them. This also gives them the opportunity to best address the needs of the ELL students and better serve them.

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.

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

languages so that newcomers do not feel excluded from enjoying reading.

18. What language electives are offered to ELLs?

N/A

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)?

Paste response to questions here:

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.

1. PS 48 supports on-going staff development for ELL teachers, classroom teachers including special education teachers, paraprofessionals, guidance counselors, psychologists, OT, PT, Speech teachers, secretaries, and parent coordinators in understanding and working with ELL students and new teachers in understanding and working with ELL children in the mainstream class. Strategies, materials and information are made available to all staff members who interact with ELL children. Staff development is provided during block group preparation periods. The ELL teachers Mrs. Chin, Ms. Kyselova and Mrs. Kantarowitz will attend professional development called the ESL Institute that will be provided by CFN 409 on a monthly basis. The ELL teachers will be provided with in house professional development that will be given through CITE by an ESL specialist. These professional developments will take place bimonthly. The ESL teachers will also be provided with three hours a month of Danielson Training and how it relates to the ESL classroom. The ESL teachers will also attend Teacher's College workshops that pertain to ELL. These workshops will begin in September 2013 and will end in June 2014.

2. ELL teachers and Guidance Counselor will attend all network professional development workshops which support the implementation of the Common Core Learning Standards including Depth of Knowledge, Text Complexity, Danielson's Framework for Teaching, Wilson Program and Foundations for K-2.

Workshops for staff include reviewing ELL Standards, Language Acquisition Levels, NYSESLAT and how to incorporate ESL methodologies in the mainstream classroom. Network Level workshops will provide targeted professional development that is focused around best practices with regard to ELL instruction. In addition, staff development also provides information and activities on how to integrate new immigrant students into the classroom environment.

3. Professional staff developers from CITE (the Center for Integrated Teacher Education), Network Level workshops and Jakaila Consultants have been invited to provide training sessions for staff to assist ELLs as they transition from elementary to middle school. Professional development, provided through CITE and educational consultants, is also provided to teachers to help transition students from elementary school to middle school. These professionals provide workshops for the parents of these students so that helping the children transition to middle school is a team effort on the part of school and family. These team workshops are also offered in the evening in order to facilitate parent attendance. Weekly department meetings are also held with the ESL teachers, coaches, Assistant Principal and educational consultant.

4. We will utilize an Educational Consultant and ESL coordinator to provide ongoing direct curriculum and strategy development for the minimum of 7.5 hrs. of training. After School Professional Development sessions will be held to introduce the staff to the curriculum materials and support staff in the implementation of ESL materials. This will build the capacity to better meet the AYP for the sub group of ELL students. Coaching, walkthroughs, lesson design, and planning facilitate implementation of new and effective practices. Academic language development, differentiation, and scaffolding strategies, as well as cultural sensitivity, were some of the areas targeted for professional development.

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?

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

All school staff members strive to create a welcoming environment to all parents. Public School 48 offers an orientation meeting where language service programs are discussed and explained so that parents may make an informed choice for the preferred program to deliver language service to their children. Workshops are offered throughout the school year and information is distributed to parents and translated in the languages spoken by our ELL population. This information includes how the ESL program is delivered, expectations, strategies for parents to use at home, questions and concerns which should be addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test and transitioning from elementary to middle school. Workshops are also offered helping parents access the school website, ELL page, and ARIS reports. Use of the school library computers for access to these sites is also offered. Cultural based events such as the Lunar New Year, Thanksgiving, December holidays are held throughout the year. Parents are invited and included in the planning of these events which include introduction to different foods, music, dances, and cultural traditions and holidays.

2. Community based organizations, such as the Federation of Italian-American Organizations, Pegasus, Mustard Seed and other agencies are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents. Information is distributed to parents and translated in many languages. Workshops include explanation of services (such as translations, after-school programs, and tutoring services) provided by these agencies to parents of ELLs.

3. Parents' needs are evaluated by utilizing evaluation sheets at the end of each meeting and workshops. These evaluation sheets also provide feedback as to what topics should be covered at future meetings. The forms include questions on what parents have learned from the workshop, was the information of the workshop useful, and what topics would they like further information on. Our Parent Coordinator is vital in setting up these meetings and reaching out to parents and organizations in our neighborhood. She keeps a record of workshops and other outreaches and follows through with parental needs.

4. Our Parent Coordinator is in constant contact with parents and follows through with parental needs throughout the school year. Community based organizations, such as the Federation of Italian-American Organizations, Reaching Out Community Services and NEA are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents. Information is distributed to parents and translated in many languages. The school also has a monthly grade and ESL newsletter that is sent home for parents. Parents are invited to PS48 for curriculum meetings, publishing, cultural and other celebrations, PTA events and participation in school trips.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 48 The Mapleton School

School DBN: 20K048

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Picucci	Principal		10/25/13
Teresa Zabala	Assistant Principal		10/25/13
Judy Magenta	Parent Coordinator		10/25/13
Olga Kyselova	ESL Teacher		10/25/13
Erica Pantano	Parent		10/25/13
Mary Grace Altilio	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		1/1/01
Bernadette Sessa	Coach		10/25/13
	Coach		1/1/01
Nicole McConnell	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Francine Sequeira	Other <u>Related Service Prov</u>		10/25/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: CFN 409

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

Part A: Needs Assessment Findings

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

Home Language Surveys are used to determine what languages are spoken in the home: based on these and other ATS reports such as the Home Language Aggregation Report, Biographical Data Reports, Place of Birth Report, Biographical Roster Report the translation and oral interpretation needs of the parents are assessed and appropriate information is acquired. We also use the services provided by the Department of Education Translations Unit and outreach to parents by Parent Coordinator. Parents receive notifications of upcoming meeting and events in their home language.

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.

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

Part B: Strategies and Activities

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

The school provides written translations (as per the data indicated in Part A) in the following areas: registration, selection of language programs, conduct, safety and discipline reports, special ed and related services, and notifications involving transfers and/or discharges. Students specific information is provided to parents in their home language. A plan was developed to compensate teachers, school aides and other staff members for their oral and written translation services. We also use the services provided by the Department of Education Translations Unit and outreach to parents by Parent Coordinator.

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.

The school provides oral translations (as per the data indicated in Part A) in the following areas: registration, selection of language programs, conduct, safety and discipline reports, special ed and related services, and notifications involving transfers and/or discharges. Students specific information is provided to parents in their home language. A plan was developed to compensate teachers, school aides and other staff members for their oral and written translation services. We also use the services provided by the Department of Education Translations Unit and outreach to parents by 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>.

Public School 48 will communicate with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement. A copy of the Parents Bill of Rights are provided in the nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education. Notification signs are posted in a conspicuous location at or near the primary entrance to the school. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. P.S. 48 does not have a population of parents (that is more than 10% of the population) that speak a language that is not one of the nine most common primary languages. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

