

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K048

School Name:

P.S. 048 MAPLETON

Principal:

DIANE PICUCCI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 48 –The Mapleton School School Number (DBN): 20K048
Grades Served: PreK- 5
School Address: 6015 18th Avenue Brooklyn, New York 11204
Phone Number: 718-232-3873 Fax: 718-232-3451
School Contact Person: Diane J. Picucci Email Address: dpicucc@schools.nyc.gov
Principal: Diane J. Picucci
UFT Chapter Leader: Thomas Pascarella
Parents' Association President: Erica Pantano, Elena Laguzzi
SLT Chairperson: Bernadette Sessa
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diane J. Picucci	*Principal or Designee	
Thomas Pascarell	*UFT Chapter Leader or Designee	
Erica Pantano	*PA/PTA President or Designated Co-President	
Anna Mae Castellano	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elena Laguzzi	Member/ PTA Co-President	
Josephine Colonna	Member/ PTA	
Rosa Arena	Member/ PTA	
Antonia Tomao	Member/ PTA	
Sviatlana Yakutovich	Member/ PTA	
Mary Grace Altilio	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Grace Orecchio	Member/ UFT Designee	
Bernadette Sessa	Member/ UFT	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Mapleton School serves as a model for bridging the community and school. All members of the school community feel part of the historical school family, several generations because of the respect and care they are shown. The administration and the staff encourage and support parents as partners in their children's education. There is a high degree of communication and shared information about how to help your child at home. As one parent stated, "This school is all about kids".

Public School 48 is located in the middle-income area of the Bensonhurst section of Brooklyn New York. This Title I Pre-Kindergarten to fifth grade school serves a population of approximately 630 students from culturally diverse backgrounds. This community where 22 languages are spoken is home to many new immigrants from Eastern Europe, Central America and Asia. The school is a central part of the community to many of the students and families.

According to the latest available ethnic data 10.9% of the students are Hispanic, 57.1% Asian and other, 31.7% Caucasian and 1.3% African American. Approximately 7% of the students have individualized educational plans and receive the full continuum of services (SETSS, Speech, Guidance, Occupational and Physical Therapy). Additionally 26% of the students are English Language Learners with Chinese as a dominant language. The majority of the students are from low income families, and all receive free breakfast and lunch.

P.S.48's Mission Statement is to develop a partnership with parents which results in a program which educates students to think critically, communicate effectively, meet challenging high standards of excellence, possess positive self-esteem, and contribute to their school, their community and the world in which they live.

P.S.48 uses Teachers College Reading and Writing Project for the teaching of reading. The key components of our literacy program include; Reading Workshop (Mini-Lesson, Independent/Partner Reading), Read Alouds, Guided Reading, Shared Reading and Word Study. We use Teachers College Reading and Writing Project for the teaching of writing. We implement daily writing workshop consisting of Mini-lessons (Connect, Teach, Active Engagement, Link), Independent Writing and Share Time. Go Math is used in all grades and lays the ground work for mathematical thinking. Go Math provides for whole group instruction, small group instruction, partner work, individual activities and RTI. Students are encouraged to explain and discuss their mathematical thinking. Classroom Science instruction is taught using FOSS a hands-on program aligned with the NYC and NYS science standards. A Science Specialist Teacher supplements this instruction using an inquiry-based approach. Social Studies instruction is taught using an integrated approach aligned with the NYS standards. Instructional Technology (Smartboards, Laptops, Document Cameras, I-Pads, and Chrome Books) enhances the learning in all curriculum areas. All children participate in Art, Music, Theater, Library and Physical Education.

We are a school with a long and proud tradition of success and achievement. Staff, Students and the Parents all believe in the school and value it for the way in which it supports, motivates and develops them. High endeavor, high standards and a spirit of team work and cooperation are the hallmarks of the Mapleton School.

20K048 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	644	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		77.5%	% Attendance Rate	94.3%
% Free Lunch		58.1%	% Reduced Lunch	2.1%
% Limited English Proficient		23.4%	% Students with Disabilities	15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.0%	% Black or African American	0.6%
% Hispanic or Latino		21.7%	% Asian or Native Hawaiian/Pacific Islander	52.2%
% White		24.2%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		13.75	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	6.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		38.6%	Mathematics Performance at levels 3 & 4	60.5%
Science Performance at levels 3 & 4 (4th Grade)		88.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2014-2015 school year data, out of 146 formal and informal observations in which Danielson component 3c (Engaging Students in Learning) was measured, 79 ratings or 79% of the observations were effective or highly effective.

Strengths:

- Pacing of the lessons appropriate
- Lessons have a clearly defined structure
- Suitable groupings of students

Needs:

- Sometimes Materials and resources do not allow for intellectual engagement.
- Students are not asked to reflect on the lesson for understanding
- Students are not asked to explain their thinking as part of completing tasks

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 85% of the teaching staff will receive an overall rating of effective or highly effective on the Danielson Component 3c Engaging Students in Learning as measured by formal and informal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use Monday Professional Learning time to engage the staff in the guidelines of productive struggle, transference and student accountability. Rigorous will be a key focus during pre-observation conferences, observations, post observation conferences and during feedback sessions.	All Staff Members	September 2015- June 2016	Principal Assistant Principal TC Staff Developers Coach
Inter-visitations of teachers who have shown strengths in these areas.	All Staff Members	October 2015 – May 2016	Principal Assistant Principal TC Staff Developers Coach Other Staff Members
Provide parents with a monthly calendar that describes the work the students will do in each curriculum area.	All Parents	September 2015- June 2016	All Classroom and out of Classroom Teachers
Professional Development with Teachers College Staff Developers- on going support aligned to student engagement.	Teachers Students (SWD, ELL and GE)	September 2015 – June 2016	Principal Assistant Principal TC Staff Developers Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff developers, coach, pre diem teachers to provide coverage for inter-visitations, Teachers College Staff developers to support this work in the classrooms, materials such as learning progressions and resource books for TC reading units of study, Monday Professional Learning Time, Shared Reading, read aloud, guided reading and independent reading materials.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Mid-point will occur after the second round of observations (majority of teacher chose option 4 which is 4 informals). This should occur in January 2016.
- Progress will be indicated by the number of observations resulting in teachers moving from developing to effective and highly effective in Danielson component 3C.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A review of the data in this category shows that 146 of informal and formal observations in Danielson domain 2a which is (creating an environment of respect and rapport), 98% of teachers were rated effective and highly effective. In the category of school culture on the learning environment survey received an overall rating of from both parents and teachers.

Strengths on Learning Environment Survey:

Parents:

- School makes me feel welcome
- Communicates in languages parents understand
- Is responsive to feedback
- Teacher are attentive to students

Needs:

- Keeping children on track for college, career or success after high school
- Communicates what parents need to do to prepare their child for college, career in success in life after high school

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of the teaching staff will receive an overall rating of effective or higher on Danielson component 2a (Creating an Environment of Respect and Rapport) as measured by formal and informal observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A professional development team was created to ensure that staff members receive support in areas where they feel they need to grow professionally. The PD team meets every other month.</p>	<p>All Staff Members</p>	<p>September 2015-June 2016</p>	<p>Administration Professional Development Team</p>
<p>Inter-visitations of teachers who have shown strengths in these areas.</p>	<p>All Staff Members</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal TC Staff Developers Coach Other Staff Members</p>
<p>Use Monday Professional Learning time to engage the staff in professional development around developing ways to teach students how to self monitor and respectfully correct one another. During pre-observation conferences, observations, post observation conferences 2a will be a key focus.</p>	<p>All Staff Members</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal TC Staff Developers Coach Other Staff Members</p>
<p>Provide workshops/materials in the languages of the parents.</p>	<p>All Parents</p>	<p>September 2015 – June 2016</p>	<p>PTA Guidance Counselor School Social Worker CITE</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Guidance Counselor, Assistant Principal, Materials on College and Career Readiness, Scheduled time for workshops and Parent Coordinator

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Mid-point will occur after the second round of observations (majority of teacher chose option 4 which is 4 informals). This should occur in January 2016.
- Progress will be indicated by the number of observations resulting in teachers moving from developing to effective and highly effective in Danielson component 2A.
- The schools mid-point benchmark to show progress towards meeting the goal will be the number of workshops and/or materials made available to the parents on career and college readiness. The measure to meeting this goal will be determined in February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After review of the State data it was noted that 68% of the students in grades 3-5 scored at a level 1 on the NYS ELA Exam an increase of 5% from the previous year. According to the 2014-2015 PPO there is a need to continue professional development in area of ESL to improve both teacher practice as well as student outcomes.

Strengths:

An increase in students performing at levels 2 and higher.

Needs:

Stagnated growth in students performing at levels 3 and 4.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 90% of the teaching staff will engage in professional development opportunities designed to improve both teacher practice as well as student outcomes resulting in a 3% increase in all ELL learners in grades 3-5 scoring a level 2 or higher 2016 ELA State Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
ESL professional development with Teachers College staff developers to support questioning and discussion strategies in the Reading and Writing Workshop.	ALL Teachers Students (GE, SWD, ELL)	September 2015 – June 2016	Principal Assistant Principal Teachers College Staff Developer Professional Development Team ESL Teachers.
Improve the quality of questioning to be more challenging, higher level and increase student reflection.	All Teachers	September 2015 – June 2016	Teachers College Staff Developers Coach
Professional Development to support acclimating our new ELL students to our school and classroom.	All Teachers Students (GE, SWD, ELL)	September 2015- June 2016	Principal Assistant Principal Professional Development Team ESL Teachers
Using learning progressions to increase student engagement and accountability.	All Teachers	September 2015 – June 2016	Teachers College Staff Developers Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers College Staff Developers, Teachers College Reading and Writing Program, Coach, guided reading materials, shared reading materials, read alouds, professional development time, Per Diem teachers to provide coverage for inter-visitations and attending workshops.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016 students’ guided reading levels will be assessed to determine the number of students on grade level and progress shown by students. The students’ On Demand writing pieces will also be analyzed using a grade level rubric for growth and areas of need.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A review of the observation data for the 2014-2015 school year indicated that all teachers were observed in a timely manner, including beginning of year and end of year conferences. Teachers also received feedback in a timely manner to assist in their individual growth.

Strengths:

- Observations done in a timely manner
- Feedback given in a timely manner
- Feedback given to meet individual teacher needs

Needs:

- Focusing on providing specific, targeted feedback
- Deepen teachers development practices through the expansion of tailored professional development

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the school will receive an overall rating of well develop on quality indicator 4.1 (Teachers Observation Feedback and Support) as measured by the Principal Performance Observation and or Quality Review process.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Initial planning conferences- Teachers select student learning goals aligned to Danielson Domains 3B, 3C, and 3D.	All Staff members	September 2015-October 2015	Principal Assistant Principal
Create an outline to complete all observations within a timely manner and focus observations around areas of professional development such as guided reading and writing.	All Staff Members	September 2015 – May 2016	Principal Assistant Principal
Twice Monthly Professional Development Teachers College Staff Developers-Targeted staff development related to Teachers specific learning goals and aligned to Danielson Domains 3B, 3C or 3D.	All Staff Members Students	September 2015- May 2016	Principal Assistant Principal Professional Development Team
End of year conference-Teachers and administration discuss growth over the year related to teachers specific learning goal aligned to Danielson Domains 3B, 3C or 3D.	All Staff Members Administration	September 2015- June 2016	Principals Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • External Staff Developers- Teachers College Reading and Writing Project • Substitute teachers will be needed to cover teachers that attend on-site and off-site training • Materials an Resources • Prep Coverage and prep changes. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers College Assessment Pro Data 5% increase in the number of students meeting or exceeding grade level benchmarks. At the end of January/beginning of February, the administration will analyze the number of observations completed/still to complete. The school should be at the 50% benchmark at that point.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 New York City Survey only ___ of parents have been invited to participate in an event at least 4 times during the school year. The staff at P.S.48 feels that parental involvement is a crucial component to the academic and social –emotional wellbeing of a child and therefore will strive to ensure parents feel welcome within the school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 50% of all PTA meetings 5 out of 10 meetings will include presentations and/or information sessions facilitated by a community-based organization and/or community partners as reported by an agenda and sign in sheet.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grades K-5 will participate in ARTS Residencies with Marquis Studio Arts. Each grade will participate in visual arts for at least 1 cycle (5 weeks), that will be connected to another subject (Science or Social Studies). Marquis Studio will provide at least one student/parent workshop that will build strong family and community ties.</p>	<p>All Students K-5 Parents</p>	<p>September 2015- June 2016</p>	<p>Marquis Studio Teaching Artist Teachers</p>

			Administration Coach
Grades 3-5 will participate in a theater/music night workshop with their parents consisting of musical and theater techniques.	Student in grades 3-5 Parents	September 2015 – June 2016	Music Teacher Theater Teacher Administration
Provide parents who are new to the school and new to the country with hands-on workshop about school policies, academics, community-based organizations and how to help your child transition to the new school.	Students in grades K-5 Parents	September 2015 – June 2016	Administration Teachers Coach Community Organization Guidance
Sending flyers and announcements to support Parents Association Events.	All Parents	September 2015 – June 2016	Parent Association Members Administration Guidance Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use of building space and copying of materials. Schedule adjustments made to support Marquis Studios program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Surveys will be completed at the end of each art residency by the teacher. A presentation will be held after each art residency. By February 2016 the school will meet with Parents Association Executive Board to review the events held and success of each as well as to discuss the plans/changes going forward.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Teachers College Reading Levels • School Work • Writing Levels as determined by grade appropriate rubrics • Pre and Post Assessments • State Scores grades 4 and 5 	<p>Leveled Literacy Intervention/Small Group Instruction</p> <ul style="list-style-type: none"> • Independent Reading • Phonics • Guided Reading • Shared Writing • Independent Writing • Strategy Instruction <p>Small Group Intervention</p> <ul style="list-style-type: none"> • Independent reading • Guided Reading • Strategy Instruction <p>Saturday Academy</p> <ul style="list-style-type: none"> • Reading • Writing • Test Prep 	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>During the School Day</p> <p>During the School Day</p> <p>Saturdays</p>
Mathematics	<ul style="list-style-type: none"> • Go Math Unit Assessment Results • Exemplars 	<p>Small Group Intervention</p>	<p>Small Group</p>	<p>During the School Day</p> <p>Saturdays</p>

	<ul style="list-style-type: none"> • State Math Scores 4 and 5 	<ul style="list-style-type: none"> • Problem solving strategies • Multi-step problems • Content • Fluency/drills <p>Saturday Academy</p> <ul style="list-style-type: none"> • Problem solving strategies • Multi-step problems • Content • Fluency/drills • Test Prep 		
Science	<ul style="list-style-type: none"> • NYS Science Test Results Grade 5 • Hands-on skills • Chapter/ Unit Test • Hands on Experiments 	<p>Science Cluster</p> <ul style="list-style-type: none"> • Content Instruction • Hands-on skills • Vocabulary Development 	Whole Class	During the School Day
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • OORS Reports • Teacher anecdotal Notes • Parent Consultations 	<p>Guidance</p> <ul style="list-style-type: none"> • Social/Emotional Needs • At risk services • Proactive intervention 	<p>Whole Class</p> <p>Small Group</p> <p>Individual Students</p>	During the School Day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
P.S. 48 attracts highly qualified teachers through the UFT process of open market hiring where experienced, highly qualified teachers are able to post their resumes on the New York City Department of Education website to get a job in another school, district or borough of New York City that is different from their current school appointment. P.S.48 also recruits new teachers through an interview process.
The administration to ensure that all new hires and current staff are working in their license area.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers College (On-site and calendar days at Teachers College) • Grade Level Meetings • Professional Development Study Groups on Monday Afternoons • Inter-class visitations • Foundations • Go Math Workshops presented by the DOE • Grade Conferences Facilitated by Staff Developers and Grade Leaders • Chancellor's Professional Days Facilitated by the Administration, Staff Developers and Teachers • On-going Technology Professional Development

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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

Part 4: SWP Schools Only

4a. 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.).

- Turning 5 Evaluations
- Kindergarten Orientation
- Pre-K Orientation
- The guidance counselor monitors the kindergarten students in the first weeks of school for adjustment issues and meets with parents.

4b. 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.

- Beginning of the year staff development days, teachers review and analyze assessment data from prior year.
- Monthly grade meetings with administration staff developer and data specialist
- Common planning time
- On-site PD days with Teachers College Staff Developer

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	474,372.00	X	
Title II, Part A	Federal	42,738.00	X	
Title III, Part A	Federal	19,900.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,329,876.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No

Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 Teresa M. Zabala-Dwyer

Principal Assistant Principal

Public School 48 Parent Involvement Policy

2015/2016

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

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

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

The Leadership team along with the PTA will analyze and reflect upon the Parent Learning Environment Survey results. The Leadership team will use part of each monthly meeting to review statistical information such as assessment and test results. During each monthly parent workshop time will be provide 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 –

i. The State’s academic content standards;

ii. The State’s student academic achievement standards;

iii. The State and local academic assessments including alternate assessments;

iv. The requirements of Title I, Part A;

v. How to monitor their child’s progress; and

vi. 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 26, 2015 and will be in effect for the period of September 2015-June 2016. 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 9, 2015

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 Teresa M. Zabala-Dwyer

Principal Assistant Principal

Public School 48 School Parent Compact

2015/2016

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 with 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.)

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>172</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 & 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

Part C: Professional Development

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 Branch	Two 60 minute sessions	5 Common 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) Branch	Two 60 minute sessions	5 Common Teachers
NYSESLAT Strategy Development Branch	Two 60 minute sessions	5 Common Teachers

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 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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Diana Picucci	Assistant Principal Teresa Zabala-Dwyer
Coach Bernadette Sessa	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nataliya Kantarowitz	School Counselor Nicole McConnell
Teacher/Subject Area Mary Grace Altilio/Reading	Parent Erica Pantano
Teacher/Subject Area type here	Parent Coordinator Judy Magenta
Related-Service Provider Francine Sequera	Borough Field Support Center Staff Member Nilda Kraft
Superintendent Karina Costantino	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	641	Total number of ELLs	175	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	151	ELL Students with Disabilities	38
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	151	0		24						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	7	10	5	5	5	3								0
Chinese	24	19	15	16	5	6								0
Russian	3	1	1	1	0	1								0
Bengali	1	0	1	1	0	0								0
Urdu	3	0	3	1	2	2								0
Arabic	2	2	5	0	4	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	1	0	0	2								0
Other	4	3	3	1	4	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	16	4	2	4	6	4								0
Emerging (Low Intermediate)	7	6	4	3	2	3								0
Transitioning (High Intermediate)	5	11	5	4	3	2								0
Expanding (Advanced)	3	20	13	16	13	5								0
Commanding (Proficient)		6	6	4	4	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		6	6	6	4	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	5	3		0
5	1	4	4	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4				4		5		3	0
5			2	1		2		5	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Teachers use TC Running Records, MOSL, TC sight words recognition, Foundation assessments, 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 academic success 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, and integrating explicit and implicit research –based vocabulary instructions. The school provides mentoring during the extended day, and before and after school programs which support these children by using ENL methodology to make content area material more comprehensible to ELLs. Student in Freestanding ENL programs come from different countries and backgrounds. As per CR Part 154, there are 2 types of ENL: Stand Alone ENL is instruction to develop English skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e. English language arts, math, science, or social studies). Both methods of ENL instructions include content area subject matter and English language development using ENL strategies.

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 performance levels (on the NYSITELL and NYSESLAT) and grades?
After analyzing the NYSESLAT scores from 2015 we noted an increase in students reaching Expanding level (27 students in Grades K-5 in 2015 as compared to 2014 test results 14 students). For a vast majority of ELL's we noticed steady forward movement. Our Kindergarten students had the most growth this year with 16 K students testing at Commanding level of proficiency out of 31 students. Across the grades, we found that most of our ELLs scored at the Expanding (50%) or Transitioning levels of proficiency, with 10% scoring at the Entering level (10%). This is an improvement from the 2014-2013 school years where most of our students fell at Expanding level.

On the NYSITELL from fall 2015 which applies to our Kindergarteners and newcomers we noticed these students scored mostly Entering/Emerging level. Most of our Entering level students are newly arrived immigrants. We saw significant growth with most of our newcomers moving from Entering level to Transitioning/Expanding levels this year.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data guides student programming, lesson planning and development that targets the individual needs of each student based on the NYSESLAT data. Teachers employ differential strategies that address patterns as evidenced in the NYSESLAT modalities in Speaking, Listening, Reading and Writing. Our school uses instructional materials that are of the same standard-based quality as those used in non-ENL programs. ENL and content area teachers are all involved in the analysis of student progress across all four proficiency levels. After analyzing the NYSESLAT scores from 2015 we noted an increase in students reaching Expanding level (27 students in Grades K-5 in 2015 as compared to 2014 test results 14 students). For a vast majority of ELL's we noticed steady movement. Our Kindergarten students had the most growth this year with 16 K students testing at Commanding level of proficiency out of 31 students. Across the grades, we found that most of our ELLs scored at the Expanding (50%) or Transitioning levels of proficiency, with 10% scoring at the Entering level (10%). This is an improvement from the 2014-2013 school years where most of our students fell at Expanding level.

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 variety of visuals and picture support. 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. 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 ENL teacher makes instruction comprehensible to ELLs through a variety of means, which may include but not be limited to the use of gestures, visuals, and 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.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Most students achieve Annual Yearly Progress by moving up a level in ENL proficiency non the NYSESLAT. In Grades 3-5 there were a total of 56 ENL students who took the NYS Math/NYS ELA test and 20 who took the NYS Science test. Out of the 56 ENL 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 faring compared to those students taking the NYS tests in English.

b. Our school uses TC Running Records, MOSL, TC Writing on Demand as periodic assessments.

c. The school understands that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language. Prior knowledge is bridged to new knowledge while ensuring that content is meaningful and comprehensive. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Paste response 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. 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 student's new language development is considered in instructional decisions?
- ELLs home language and cultures are regarded as assets and are used by the teachers in bridging in prior knowledge to new knowledge, and in making connect meaningful and comprehensible. Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planning instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know. Freestanding English as a new language (ENL) program provide instruction in English with home language support, emphasizing English language acquisition. Student in Freestanding ENL programs come from different countries and backgrounds. As per CR Part 154, there are 2 types of ENL: Stand Alone ENL is instruction to develop English skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e. English language arts, math, science, or social studies). Both methods of ENL instructions include content area subject matter and English language development using ENL strategies. The school uses a push-in/push-out model to support ESL students in content areas to enhance language development. ENL teachers work closely with classroom teachers and differentiate instructions to ensure that the students receive same instructions during the pull out services. Push-in ENL model is when the ENL teacher and the classroom teacher work and plan together to insure that students receive instructions and understand the lesson. Team-Teaching -the ENL teacher and the ELA teacher take turns delivering and focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher is the expert on making the content area material accessible to all learners. In Small-Group Instruction Model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. In One-on-One Instruction Model, the ENL teacher provides the one-on-one instruction to assess student's reading and writing skills during independent reading time or independent work time.
- Early literacy skills of ELLs are assessed through use of the Teachers College running records, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, and teacher- made assessments. Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers' ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor's Promotion Policy.
- 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.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The teachers evaluate our students in all four modalities through various formal and informal assessments throughout the school year to make sure that students are making progress. 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. The students are tested by asking questions, pointing to pictured, assessing their reading level MOSL, and variety of writing assessments such as writing on demands by TC Teaching model. For listening, students are informally assessed by responding to questions during read aloud, 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. The school emphasizes small group work in the classes with students because we believe that interaction is essential and heterogeneity is a plus. 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. 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.

Our school is using two teaching models Push in and Pull out. Pull-out ENL is a program model that allows ELL students be taken out of their classes for one or two periods a day to receive ENL instruction in smaller class sizes with students of similar proficiency levels. ENL teachers incorporate intensive vocabulary, phonics and grammar instruction to enable them access to academic content. ENL teachers work closely with classroom teachers and differentiate instructions to ensure that the students receive same instructions during the pull out services. Push-in ENL model is when the ENL teacher and the classroom teacher work and plan together to insure that students receive instructions and understand the lesson. Team-Teaching

The ENL teacher and the ELA teacher take turns delivering and focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher is the expert on making the content area material accessible to all learners. In Small-Group Instruction Model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. In One-on-One Instruction Model, the ENL teacher provides the one-on-one instruction to assess student's reading and writing skills during independent reading time or independent work time.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 NYSITELL 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 NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Newly identified ELLs in grades 3-9 who have scored beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL will complete the oral interview questionnaire conducted by the ENL teacher within 30 days of enrollment to the NYC public school and upon review of the student's prior work in reading, writing, and math. Our school administers the Literacy Evaluation for newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

To determine ELL eligibility for special education students who are served by an Individualized Education Program (IEP) our school follows the same procedure as for general education students. ELL status cannot be the determinant factor for special education eligibility. The school Proficiency Team includes: Assistant Principal –Mrs. Zabala-Dwyer, Bilingual School Psychologist- Ms. F. Leung, and licensed pedagogues Ms. N. Kantarowitz, Mrs. L.Chin, Ms. O.Kyseleva, parent/ guardian, and Translator. The Language Proficiency Team reviews the data and documentation of the student's language proficiency and academic status, and recommends language testing status and possible placement in English as a New Language (ENL) or Bilingual Program. Parental permission must be acquired within the 20-day period. The LPT also recommends instructional methods and interventions and determine the state criterion-referenced assessment options at the appropriate time. Parents have 20 days to reject or accept LPT recommendations. Response to Intervention (RTI) approaches are applied to ELL students who enters with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 Within 5 days of ELL determination, school informs parents of the result of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in parents' preferred language) such as Entitlement Letter, Non-Entitlement letter. Dated and signed letters are sent home with the student and copies are retained in the student's cumulative folder. The logs of sent home letters are kept by individual ENL teachers and ENL coordinator's binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 Beginning in the 2015-2016 school year, students who have undergone the ELL Identification Process (as the result of first time entry or reentry) go through the ELL Re-identification Process. Our school established the protocols as outlined in the 2015-2016 English Language Learner Policy and Reference Guide and assign qualified and trained staff to manage the Re-Identification Process. This allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. The school will follow each of the steps aligned in Phase 1 and Phase 2 to ensure that proper protocols were adhered to. Also, the school LPT determines ELL status, conducts parent orientation meetings, send parent entitlement/non-entitlement letters along with parent survey within 10 days. The school sends the entitlement letter of ELL status notification within 5 school days letting them know the results and they have the right to appeal the ELL status within 45 days of enrollment. The student is placed in ENL program within 10 days but the parents (or student 18 or older) can appeal within 45 days. Parents and students have the right to a re-identification process within 45 days of initial enrollment. Copies of parent ELL notifications and letters are being kept in students' cumulative folders and at the main office in the ENL binder.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 Parents are the sole determinants of the ELL programs their children receive. The school notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents preferred language) within 10 days of registration. After parents are informed of all three programs models at the parents orientation, school provides parents with parents survey and program selection form, where parents indicate their program choice. The orientation session provides a high quality section on the Common Core Learning Standards, assessments and school expectations for English Language Learners, as well as program goals. This process is also used to communicate with parents who have previously chosen a TBE/DL programs if and when the program becomes available. Attendance records, staff members present at the orientation. The meeting is facilitated by the ENL Coordinator with the other ENL pedagogues, administration and parent coordinator. 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, (ENL, 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. The staff members keep a log to ensure that parents complete the Parent Survey and Program Selection Form. While waiting for a parent to complete the form, the school places the child in a bilingual program if it is available, or provides mandated ENL services based on the student's proficiency level.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Parent Surveys and Program Selection Forms are monitored and logs and check lists are kept by the ENL teachers. Also ENL teachers send second notification letters and following up with phone calls to make sure the parent received a letter and made appropriate choice. The received forms are kept in the student's cumulative folder and in the school's general office.
9. Describe how your school ensures that placement parent notification letters are distributed.
 All ELL-related documents such as Placement Parent notification letters, Placement Letters, Parents Survey and Selection Form, Entitlement letter are distributed to the parents and monitored by the ENL teachers for each of their students. The teachers follow up with the parent if they received the notifications. Records are kept in the students' cumulative folders, at the office and in ELL binders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school follows the procedure as per English Language Learner Policy and Reference Guide 2015-2016. All ELL-related documents such as: Original HLIS, Parent Survey and Program Selection Forms are placed in a student's cumulative record folder. The certified ENL Teachers Ms. N. Kantarowitz, Ms. O. Kyseleva, Mrs. L.Chin-Wong are responsible for maintaining records. Also the school keeps a copy of all HLIS, Parent Survey and Program Selection Forms in the schools files in our main office. Non-entitlement and entitlement letters are sent to parents and their copies are being placed in the students' school files, and the ENL coordinator keeps logs in ENL binder.

11. 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.

The NYSESLAT is administered annually to all English language learners in Grades K–5. Each year ATS reports, such as RLAT and RLER are used to determine eligibility for taking the test. The school schedules an orientation session as well as sends a letter to the parents to allow parents to become familiar with NYSESLAT guidelines, format and test requirements. The students and parents are informed about the NYSESLAT before administration. The ELLs are grouped accordingly by classes, bands (K, 1-2, 3-4, 5), and testing accommodations for the students with IEP. Administration of the NYSESLAT runs from mid-April to mid-May as per the state schedule. Our school assigns a sufficient number of staff and adjusts school schedule to insure that all eligible students are administered the NYSESLAT. Certified Teachers are given time to be trained in administration and scoring of the NYSESLAT. The Speaking subtest is administered to students individually in a separate location from all other students. A certified pedagogue other than the student's teacher administers and simultaneously scores the Speaking subtest. All materials are completely covered and all charts are removed from the testing rooms. Each testing room is adequately lit and ventilated, and free from noise and other distractions. Students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan. Make-up test dates are provided to students who have missed a session of the test.

All of the student responses to the constructed-response questions are scored by committees of teachers. No one teacher is to score more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. All the testing materials are reviewed by the testing committee and sent back to Questar.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After the NYSESLAT test scores are received in September, the ATS Reports are printed and the entitlement and non-entitlement letters are distributed to parents in their language of choice. The ENL Coordinator and assigned ENL Teachers are responsible to distribute the entitlement and non-entitlement letters to the parents. The ENL teachers follow up with the parent if they received the notifications. Records are kept in the students' cumulative folders, in the general office and in ENL coordinator binders.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents are the sole determinants of the ELL programs their children receive. The school notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents preferred language) within 10 days of registration. After parents are informed of all three programs models at the parents orientation, school provides parents with parents survey and program selection form, where parents indicate their program choice. The parents have filled out the Parent Survey and Program Selection Form has requested the enrollment of their student in the Free Standing ENL Program. Once parent's selection is made, the ELL students are placed in the instruction program chosen by parents. In P.S. 48 parents have consistently chosen ENL. Most of 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 Freestanding English as New Language program. In 2014-2015 school year 47 parents chose ENL, 4 chose Dual, and 2 chose Bilingual Transitional. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly. The ENL program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

According to the amended CR Part 154 the organizational models used are integrated and stand-alone. In the integrated model there are heterogeneous (mixed proficiency levels). The stand alone model is homogeneous (organized by grade and proficiency level). Freestanding English as a new language ENL programs provide instructions in English, emphasizing English language acquisition with Native language support. Students in Freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. The organizational models used are: Integrated English as a New Language (ENL-formerly English as second language) is a mandated delivery model in which students receive core content area and English language development instruction from certified teacher or two certified teachers. And stand-alone model in which students receive English Language Development taught by a New York State certified ESOL teacher in order to acquire the English Language needed for success in core content areas. In the integrated model there are heterogeneous (mixed proficiency levels). The stand-alone model is homogeneous (organized by grade and proficiency level). Students identified as Entering will receive a total 360 minutes per week the breakdown of which is 180 minutes stand-alone ENL and 180 minutes of integrated ENL/ELA. Students identified as Emerging will receive a total 360 minutes per week the breakdown of which is 90 minutes stand-alone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes minimum of stand-alone or integrated ENL (with ELA or other content area). Students identified as Transitioning will receive a total of 180 minutes per week the breakdown of which is 90 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL (with ELA or any other content area). Students identified as Expanding will receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Students identified as Commanding are entitled to a total of 90 minutes integrated ENL/ELA or other content area.

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. Our school is using two teaching models Push in and Pull out. Pull-out ENL is a program model that allows ELL students be taken out of their classes for one or two periods a day to receive ENL instruction in smaller class sizes with students of similar proficiency levels. ENL teachers incorporate intensive vocabulary, phonics and grammar instruction to enable them access to academic content. ENL teachers work closely with classroom teachers and differentiate instructions to ensure that the students receive same instructions during the pull out services. Push-in ENL model is when the ENL teacher and the classroom teacher work and plan together to insure that students receive instructions and understand the lesson. 1. Team-Teaching The ENL teacher and the ELA teacher take turns delivering and focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher is the expert on making the content area material accessible to all learners. In Small-Group Instruction Model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. In One-on-One Instruction Model, the ENL teacher provides the one-on-one instruction to assess student's reading and writing skills during independent reading time or independent work time. A variety of tools and resources, such as graphic organizers, visuals, picture books, 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.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

According to the NYC CR Part 154 as amended by Aspira Consent Decree the organizational models are used: Integrated English as a New Language ENL (formerly English as second language) is mandated delivery model in which students receive core content area and English language development instruction from certified teacher or two certified teachers. And stand-alone model in which students receive English Language Development taught by a New York State certified ESOL teacher in order to acquire the English Language needed for success in core content areas. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL

teacher and a certified content area teacher (i.e., English Language Arts, Math, Science, or Social Studies). Both methods of Integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. In the integrated model there are heterogeneous (mixed proficiency levels). The stand-alone model is organized by grade and proficiency level. Students identified as Entering will receive a total 360 minutes per week the breakdown of which is 180 minutes stand-alone ENL and 180 minutes of integrated ENL/ELA. Students identified as Emerging will receive a total 360 minutes per week the breakdown of which is 90 minutes standalone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes minimum of stand-alone or integrated ENL (with ELA or other content area). Students identified as Transitioning will receive a total of 180 minutes per week the breakdown of which is 90 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL (with ELA or any other content area). Students identified as Expanding receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Every child identified as ENL receives full services. Each ENL teacher has a program that incorporates full coverage depending on the students mandated allotted time. Commanding will receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Every child identified as ENL receives full services. Each ENL teacher has a program that incorporates full coverage depending on the students' mandated allotted time.

3. Describe how core content is delivered in each program model. 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. TCRWP is the reading program used by our ESL Teachers. 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 tools using SMART Board technology, IPADS, and computers motivate English language learners.

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

N/A

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. The students are tested by asking questions, pointing to pictures, assessing their reading level MOSL, and variety of writing assessments such as writing on demands by TC Teaching model. For listening, students are informally assessed by responding to questions during read aloud, 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

According to the NYC CR Part 154 as amended by Aspira Consent Decree all ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

At P.S. 48 the performance data and assessment data are used to plan instruction for the diverse groups. Currently, the total number of ENL students at Public School 48 is 175. There are no SIFE students at Public School 48. Of the 175 students, 151 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 ENL, there are no native language arts taught; however, native language books are available in the school library and in ENL 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 ENL materials and strategies used by certified ENL 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.

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 and dictionaries are available for both students and parents.

Developing ELLs- these are ELLs identified under CR Part 154 who have received English as a second language instruction, as a component of their bilingual education or freestanding English as a new language program, for total four (4) to six (5) continuously enrolled school years in the United States. Long Term ELLs- these are ELLs identified under CR Part 154 who have received English as a second language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more continuously enrolled school years in the United States. Developing and Long-term ELLs may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Teachers use scaffolding and continue to use extra linguistic 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 as per CR Part 154 are entitled to at least a half unit of integrated ENL and additional support through AIS services, Saturday Academy, Extended Day and the state mandated test accommodations.

Newcomer- these are ELL identified under CR Part 154 who have received English as a second language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) continuously enrolled school years in the United States. Newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the Emerging, Transition, or highly levels. 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, and social skills. PS 48 has established a welcoming committee and a "New comers Club" with ENL 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 are continuously extending both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying reading.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Beginning in the 2015-2016 school year, a student who has undergone the ELL identification process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who: have a home language other than English, and ELLs and non-ELL. During the process of re-identification the student continues to receive services to which they are entitled and any other support services deemed to be academically appropriate. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. Our school follows the Re-identification process as it is written in English Language Learner Policy and Reference Guide. The Re-identification Process consist of following steps: schools receives written request to initiate the Re-identification Process, school reviews all documents related to the initial or re-entry identification process, school reviews the student's work in English and in home language, school administer NYSITELL to the students if the original determination was that the student should no ne administered the NYSITELL, then schools consults with parents and conduct and reviews school assessments. Based on recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parents. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent, the relevant documentations and recommendations are sent to the

superintendent for review and final decision. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, or/and student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult a staff member in the school, the parent, and the student. Based on the recommendation and consultation with the parent/guardian believes student have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR 154 and may reverse the determination within this same 6-12 months period. Final decision notification must be in writing to the parent in the parent's preferred language within 10 school calendar days.

8. 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?

ALL-SWDs receive the mandated ENL services. ENL teachers review IEP requirements for students in special needs programs. Two of our three ENL teachers are NYS licensed in Special Education Education. The school provides bilingual paras for SWD's. P.S. 48 do not have a TBE program since parents have regularly selected ENL. The technology used to support ELLs includes Imagine Learning and Raz-Kids which are a computer based programs 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. TCRWP is our Reading Program for Grades K-5. Also, students have access to variety of books, glossaries, dictionaries and picture dictionaries. 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.

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

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL - SWD students are programmed in Collaborate ICT classes where they are mainstreamed with the general population. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability. Freestanding English as a new language programs provide instructions in English with home language support, emphasizing English language acquisition. As per CR Part 154 our school is using 2 types of ENL. Stand -Alone ENL model is to develop English language skills so that students can succeed in core content courses. The instructions delivered by certified ENL teachers. ENL teachers plan together with general education or/and special education teachers to ensure curricular alignment and continuity of instructions. Integrated ENL is instructional model to build English language skills through content area instruction. It is delivered by a certified teacher (ENL and a content area) or co-teaching by a certified teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). The ENL teachers work in collaboration general education and special education classroom teachers to provide language acquisition and vocabulary support, scaffolding instructions. The ELL/SWDs have equal access to grade trips and projects. Our ICT classes use the Imagine Learning, Raz-Kidz, Reading A to Z to provide support and scaffolding instructions with ELLs and SWD students. All ELLs, former ELL and ELL -SWD up to 2 years after exiting ELL status receive a minimum number of units of Integrated ENL.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

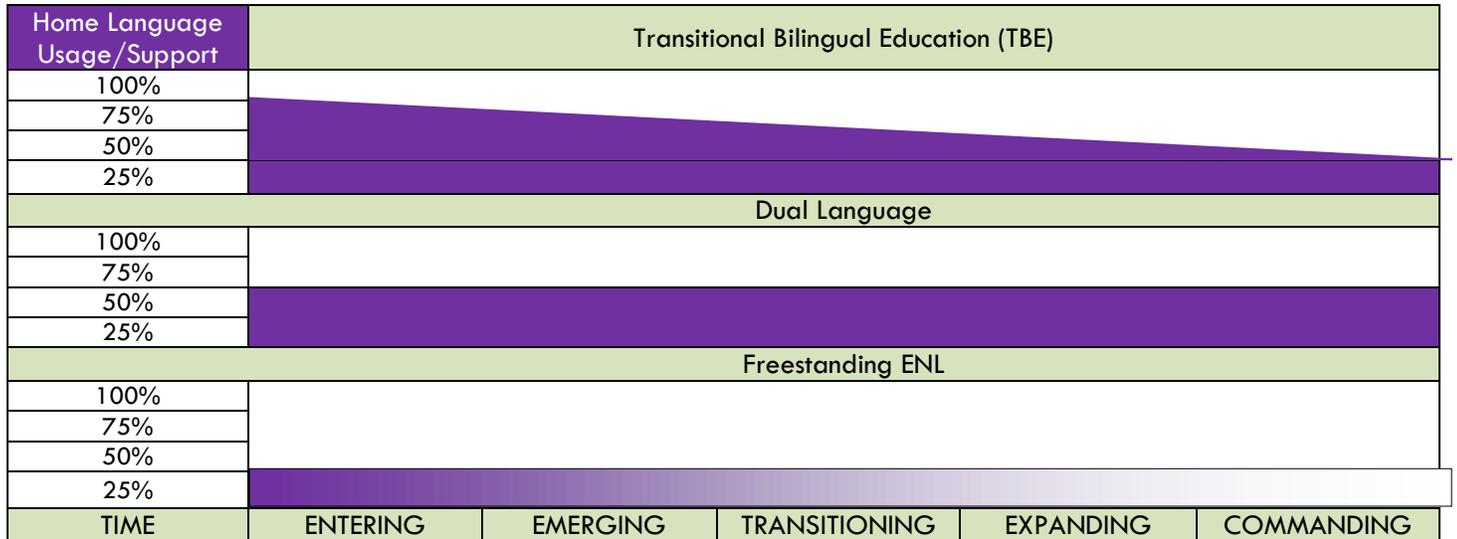


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL materials and strategies used by certified ENL 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our school follows Blue Prints for English Language Learners Success. The mission of the New York State Education Department's (NYSED) Office of Bilingual Education and Foreign Language Studies (OBE-FLS) is to ensure that all New York State (NYS) students, including English Language Learners (ELLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs. The NYSED P-12 Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. All teachers are skilled in how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. All teachers participate in professional development that addresses the needs of ELLs. Teachers provided opportunities to collaborate, design instructions, analyze data and develop rigorous lessons.
- Our school has adopted Teacher's College Reading and Writing Program (TCRWP). General Education teachers and ENL teachers are implementing the strategies from TCRWP to promote language support and development with our ELL students. Early literacy skills of ELLs are assessed through use of Imagine Learning-Computer Program and assessment tool, MOSL, TCRWP running records and on demand writing. Classroom assessments serve as a blueprint for teachers for ongoing planning and scaffolding of instructions. 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. In addition to classroom benchmark assessments we also use NYSESLAT reports, NYC Periodic assessments, and NYS ELA item analysis data. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials.
- We evaluate our students in all four modalities through various formal and informal assessments throughout the school year. NYSITELL tests English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire. NYSESLAT tests our students formally in all four language modalities each spring. Our students are informally assessed daily for speaking through classroom discussions, point to pictures; describe events and formally through presentations multiple times a year. For listening, students are informally assessed by responding to questions during read aloud time or share time, 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.
- 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. The school provides parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access and provides parents with resources that enable them to make informed decisions about their children's education. Our content area teachers are trained and have received extensive professional development in instruction of ELL students.
12. What new programs or improvements will be considered for the upcoming school year?
- Our school will continue to use instructional approaches and intervention programs such as: AIS Reading and Math, Speech, Wilson Language Program-Foundations, Raz-Kidz, Go Math, Reading A to Z, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ENL materials and strategies used by certified ENL 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. 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.
13. What programs/services for ELLs will be discontinued and why?

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

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

ELLs have access to computer interactive programs such as Imagine Learning English. Students are taught language arts through the Teachers College Reading and Writing Program. ENL classrooms have leveled libraries particularly aimed at the second language learner. Also, every classroom has Smart Board. 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, LEA charts, variety of dictionaries, glossaries, picture dictionaries, interactive journals, wordless books, pattern books, computer programs, and puppets.

Teachers use ENL strategies to promote language development. Such strategies include the use of visuals, audio and recording equipment, TPR and repetition. ENL classrooms are also resource centers available to the entire school. The use of appropriate materials and strategies in the ENL rooms and push-in rooms are central to the children's language development. All materials and resources are grade and age appropriate. Freestanding English as a new language (ENL) program provide instruction in English with home language support, emphasizing English language acquisition. Student in Freestanding ENL programs come from different countries and backgrounds. As per CR Part 154, there are 2 types of ENL: Stand Alone ENL is instruction to develop English skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e. English language arts, math, science, or social studies). Both methods of ENL instructions include content area subject matter and English language development using ENL strategies.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The materials used in the ENL program are Imagine learning which a computer is 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. TCRWP is a comprehensive Reading/Writing 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.

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 ENL materials and strategies used by certified ENL 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.

All ELLs and former ELLs up 2 years after exiting ELL status receive a minimum number of units of Integrated ENL. Long-term and Developing ELLs (may appear fluent, but are making progress in their English ability at a slow pace. These students need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Teachers use scaffolding and continue to use extra linguistic 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 as per CR Part 154 are entitled to at least a half unit of integrated ENL and additional support through 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, and social skills. Native language books are available in the school library.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

P.S. 48 have 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. Our ENL program supports native language by providing variety of fiction and non-fiction books, glossaries, dictionaries, picture dictionaries, videos, 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.

17. Explain how the school ensures all required services/resources support and 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 ENL classroom libraries have leveled books from Rigby's - On Our Way to English. The ENL 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 ENL 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.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

PS 48 provide a professional development to all teachers that specifically address the needs of English language learners. A minimum of fifteen percent of the required professional development hours for ALL teachers prescribed by CR Part 80, which is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrated language and content instruction for English language learners. Our school supports on-going staff development for ELL teachers, classroom teachers including special education teachers, paraprofessionals, guidance counselors, psychologists, OT, PT, Speech teachers, in understanding and working with ELL students. Staff development is provided during block group preparation periods. The ELL teachers Mrs. Chin, Ms. Kyselova and Mrs. Kantarowitz have attended professional development called Brooklyn South ELL Support Team on a monthly basis. The ENL and all teachers are provided with three hours a month of Danielson Training and how it relates to the ENL classroom. The ENL teachers will also attend Teacher's College workshops that pertain to ELL. These workshops are continuous throughout the school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of Grades Pre- K-5, AIS teachers, and ELL teachers will attend 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. Also, ENL teachers attend Teachers College workshops, that provide teachers with strategies and ability to scaffold the lessons and build vocabulary. Our school provides professional development to ENL teachers to address the needs of English language learners, focuses on best practices for co-teaching strategies and integrated language and content instruction for English language learners.

Workshops for staff include reviewing ELL Standards, Language Acquisition Levels, NYSESLAT and how to incorporate ENL 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional staff developers from CITE (the Center for Integrated Teacher Education), Network Level workshops and Jakayla Consultants have been invited to provide training sessions for staff to assist ELLs as they transition from elementary 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. Division of English Language Learners & Student Support and Brooklyn South ELL Support Team provide monthly Professional development for ENL and all teachers. Weekly department meetings are also held with the ENL teachers, coaches, Assistant Principal and educational consultant. Also, all teachers participate in Teachers College Reading and Writing Project in Columbia University.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school provides professional development to all teachers and administrators that specifically address the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching and integrating language and content instructions for English language learners. After School Professional Development sessions are held to introduce the staff to the curriculum materials and support staff in the implementation of ENL materials. It builds 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. The records, sign in sheets, and Professional Development description is kept in the PD binder at the main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school provides opportunities and invites parents of ELLs to participate in individual meetings in addition to parent-teacher conferences and initial parent orientations throughout the school year. Workshops and individual teacher-parent meetings are scheduled during the "Tuesday Parents Outreach" period. Parents or guardians have opportunities to discuss the goals of the program, their child's language development progress, child's English language proficiency assessment results, and language needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language the parent or guardian best understand.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school working towards the improvement of the academic performance of English Language Learners (ELLs), and encourage parents to increase their involvement and awareness in the academic activities of their children. Our school provides opportunities and invites parents of ELLs to participate in individual meetings in addition to parent-teacher conferences and initial parent orientations throughout the school year. Workshops and individual teacher-parent meetings are scheduled during the "Tuesday Parents Outreach" period. Parents or guardians have opportunities to discuss the goals of the program, their child's language development progress, child's English language proficiency assessment results, and language needs in all content areas. Public School 48 also 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 ENL 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. Parent Coordinator's role is very important in our school. One of the main responsibilities is to create a welcoming environment for all parents in the school. By doing this, we strongly believe the objective of increasing parent involvement in education and PA activities will naturally follow. Parent Coordinator resolves ongoing issues with parents and encourages them to participate in their children's achievements. It is important to create a welcoming, positive school climate with the commitment of the entire school community and collaborate effectively to create a vibrant, fulfilling environment for students and families. Cultural based events such as the Lunar New Year, Thanksgiving, and 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school Community partners with community based organizations and provides workshops for parents of ELLs. Community based organization, 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. The workshops are available for parents with translation. Information is distributed to parents and translated in many languages. Workshops include explanation of services : such as translations, after-school programs, and tutoring services, Go Math and its provided by these agencies to parents of ELLs.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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 ENL 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.

D. Additional Information

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

Paste response here:

School Name: The Maplton School

School DBN: 20K048

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Picucci	Principal		6/19/15
Teresa Zabala-Dwyer	Assistant Principal		6/19/15
Judy Magenta	Parent Coordinator		6/19/15
Nataliya Kantarowitz	ENL/Bilingual Teacher		6/19/15
Erica Pantano	Parent		6/19/15
MAry Grace Altilio/Reading	Teacher/Subject Area		6/19/15
	Teacher/Subject Area		
Bernadett Sessa	Coach		6/19/15
	Coach		6/19/15
Nicole McConnell	School Counselor		6/19/15
Karina Konstantino	Superintendent		6/19/15
Nilda Kraft	Borough Field Support Center Staff Member _____		6/19/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K048** School Name: **The Maplton School**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents are asked which language they prefer for communication with/ and from school. 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 accessed 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. The translation and Interpretation Unit supports families who need help communication in English. Our school offers free interpretation services which can be given for families by asking school administration and/or parents' coordinator. The Unit offers written translation, on-site, and over the phone services. The HLIS includes an interview with the parents to determine the home language. This is part of the general registration procedure. The Translation and Interpretation Unit and the school designated access coordinator are used as representatives to assist with parents' communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. The RPOB

collects the Place of Birth, Language and GEO report. From these we are gathering information telling us what languages are indicated by our parents.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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 education and related services, and notifications involving transfers and/or discharges. Students' specific information is provided to parents in their home language. We also use the services provided by the Department of Education Translations Unit and outreach to parents by Parents Coordinator. The following contain critical information about educational programs and services are translated-annual handbooks, calendars, after school information, New York State testing dates, general overview of student curriculum, letters from school leadership, monthly newsletters with calendar dates, Parents-Teacher conference announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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 education and related services, and notifications involving transfers and/or discharges. The parents are invited to participate in Curriculum nights, Go Math workshop, meeting with Guidance, Pupil Performance Secretary. There is a face-to-face Parents Outreach day on every Tuesday in the afternoon, when parents have an opportunity to come to school and discuss the child's progress with the teacher.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 48 translates and communicates using a variety of methods: DOE pre-translated documents (found on-line), DOE translation and Interpretation Unit and school staff who are available to translate in person, by phone, mail or e-mail. Our school communicates 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. Gathering information from staff for their need of translation services before meeting with parents in order to effectively communicate with limited English speaking parents. 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 do 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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 48 has available staff to support interpretation services needed (if needed). The DOE Interpretation and translation Unit is an option which staff is aware of. Also, gathering information from staff for their need of translation services before meeting with parents in order to effectively communicate with limited English speaking parents. Over-the phone interpreters via the Translation and Interpretation Unit will be used during IEP meetings, Parent Teacher Conferences and registration as needed. On site interpreters by in-house staff are available on a daily basis to parents in Chinese, Spanish, Urdu, Russian and Arabic.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 48 ensures that all staff members are aware of translation services during staff meetings. Through use of e-mail, notifications and information guidelines distributed to all. Staff will be given information concerning language needs of families of their students.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school fulfills the parental notification requirements for translation and interpretation services after careful analysis of language data for the school. The Welcome Poster, Parents' Bill of Rights, Parents' Guide to Language Access and Language ID Guide are available in all languages. The first point of contact will also have the Language Guide readily accessible. PS 48's ENL info binder has a section included parents language needs. With the assistance of faculty staff and DOE, Translation and Interpretation Unit families will have the services they require.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 48 will provide surveys and outreach materials to families to evaluate our services and outreach. Dual language parents' volunteers will also be used to glean feedback from families. Parent feedback is monitored through the Parent Coordinator who speaks to parents and assesses their needs. Needs are also monitored by the Parent Survey. ENL teachers and classroom teachers are in constant contact with the parents of their students and will be monitoring needs of quality and availability of services through their Tuesday Parent-Outreach conferences..