

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X048

School Name:

P.S. 048 JOSEPH R. DRAKE

Principal:

ROXANNE CARDONA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 48 School Number (DBN): 08X048
Grades Served: Pre-K - 5
School Address: 1290 Spofford Avenue, Bronx, NY 10474
Phone Number: 718-589-4312 Fax: 718-842-6993
School Contact Person: Mrs. Judith Friedman Email Address: Jfriedm4@schools.nyc.gov
Principal: Mrs. Roxanne Cardona
UFT Chapter Leader: Mrs. Jeanette Cano-Lawson
Parents' Association President: Mrs. Sandra DeJesus
SLT Chairperson: Ms. Erica Ledee
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2116

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Mr. Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Mrs. Roxanne Cardona	*Principal or Designee	
Mrs. Jeanette Cano-Lawson	*UFT Chapter Leader or Designee	
Mrs. Sandra DeJesus	*PA/PTA President or Designated Co-President	
Mrs. Wanda Aviles	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	
Mrs. Judith Friedman	Member/CSA Representative	
Ms. Erica Ledee	Member/ UFT Representative	
Mrs. Idalia Matos	Member/ UFT Representative	
Mr. Jermaine Shannon	Member/ Parent	
Mr. Anthony Henville	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Josephine Marrero	Member/ Parent	
Ms. Tawanna Madison	Member/ Parent	
Ms. Grisele Reese	Member/ Parent	
Ms. Shanelly Marteno	Member/ Parent	
Ms. Rebecca Webb	Member/ UFT Representative	
	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.

Public School 48 is a Pre-Kindergarten to grade 5 elementary school located on the Hunts Point Peninsula of the South Bronx, one of the poorest congressional districts in the United States. There is a high rate of poverty and crime. The area is surrounded with recycling and waste treatment plants, as well as a tremendous amount of truck traffic. There is a lot of unclaimed space within the food industry section that businesses are looking to fill with an eye on gentrification.

Our school's population is divided between two buildings. Six Pre-Kindergarten classrooms are housed directly across the street in our Early Childhood building. Our main building instructs 7 Kindergarten classes, 4 first grade classes, 5 second grade classes, 4 third grade classes, 4 fourth grade classes, 5 fifth grade classes and 8 self-contained special education classes. Included in these numbers are 1 CTT (inclusion) and 1 ESL class on each grade.

We currently are partnered with HPAC (Hunts Point Alliance for Children). Their goal is to provide families in the Hunts Point community with various health, educational and support services that are otherwise unattainable. They hold monthly meetings, known as Principal Collaborative, where local school principals share issues or concerns, as well as celebrate successes. Bi-monthly meetings are held for all community members and/or stakeholders of Hunts Point. In addition, during the start of the school year, a fair is held where children receive school supplies, books and free vision and hearing screening. A healthy selection of food is served and donated.

Urban Health provides our students and their families with health care, including immunizations, check-ups and hospital referrals.

Our after school affiliates include The Police Athletic League (PAL) and City Year. PAL's program is primarily a sports themed program with time devoted for homework help. City Year's after school program focuses on academics. During the school day, they support our breakfast and lunch program. They incorporate school wide attendance initiatives. Each member is assigned a third, fourth or fifth grade classroom. Their focus is behavior management and targeting struggling students.

PS 48 has always had a strong arts program. We have two full time music teachers, and one art teacher. We are especially proud and lucky to have acquired our teachers through our partnership with Education Through Music. Our music teacher was one of the first recipients of The Big Apple Teacher of the Year Award. She has single handily raised more than \$200,000 in funds and over \$100,000 in musical instruments for our students. She won the Glee Give a Note Grant, the VHI-Save the Music contest, and the Mr. Holland's Opus Grant. She even starred on the Ellen DeGenres show and was given thousands of dollars worth of instruments, as well as a check for \$50,000. She has formed a P.S. 48 band that now includes 40 fifth graders and a chorus of 30 members. All students, in all grades, perform in a Spring and Winter concert. Along with HPAC (Hunts Point Alliance for Children), a few of our children perform yearly in a Shakespeare production.

Technology continues to be a focus of the school and to this end, we have purchased 40 Smart Boards for our classrooms. Most classrooms in the main building have a SB and we will continue purchasing these boards until every room has one.

Writing in all grades continues to be a priority at PS 48. At year end, writing celebrations are held. Parents are invited to hear their children share stories and poetry. It concludes with refreshments and a viewing of all student pieces.

Our school's vision is as follows:

63 classrooms of excellence;

827 kids getting smarter every day;

A thousand committed adults.

Our school's mission is as follows:

Along with our devoted parents and community; the mission of P.S. 48 is to provide a safe haven where the whole child is nurtured with academic opportunities. Using data to drive our standards based curriculum, we will support the needs of all students and guide them through their campaign to become life long learners. Children will be encouraged to discover their own unique voices through writing and immersion in our rich arts programs using proven technologies.

Currently, 28% of our students are in temporary housing, 18% are ELL and 25% are special education students. Their needs range from targeted reading and math instruction, counseling, occupational, physical and speech therapy.

In regards to The Framework for Great Schools, we have made the most progress in the area of Collaborative Teachers. This is based on our 2014/15 Quality Review. Administrators ensure that there is ongoing professional collaborations in the implementation of Common Core Learning Standards and the instructional shifts. This is evident through teacher schedules that show opportunities devoted to teacher team meetings. Teacher teams, grade teams, inquiry teams, professional learning communities meet bi-weekly and monthly to engage in inquiry based work and to examine student work. Interclass visitations with immediate feedback improve pedagogy, as well provide an opportunity for effective teaching practices. Grade leaders collaborate to share their work of their grade teams with their colleagues and leadership by email, and meet with school leaders monthly to discuss issues of school-wide importance such as, professional development offerings and opportunities. They also turnkey instructional practices learned during out of school trainings and network monthly meetings. Surveys support teacher reflection. We have 4 full-time staff developers that support teachers in both ELA and Math in all grades.

A key area of focus is improving Student Achievement and falls under the Rigorous Instruction Framework. This is based on our ELA and Mathematics State Exam scores. For the 2013/2014 school year, an average of 9% of our students scored 3 or 4 on the English Language Arts Exam and 11% scored a 3 or 4 on the Mathematics State Exam. We realize that the implementation of the Common Core Standards and the start of a new reading program affected our results. We plan on continuing are modification of the Ready Gen program and continuing deeper professional development of the Danielson Frameworks. We are currently researching a new Writing Program that will be implemented in the Fall.

08X048 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	870	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
School Composition (2013-14)				
% Title I Population		86.3%	% Attendance Rate	90.8%
% Free Lunch		88.1%	% Reduced Lunch	2.0%
% Limited English Proficient		14.6%	% Students with Disabilities	27.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	26.7%
% Hispanic or Latino		71.0%	% Asian or Native Hawaiian/Pacific Islander	0.1%
% White		1.3%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.21	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	7.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		8.6%	Mathematics Performance at levels 3 & 4	12.1%
Science Performance at levels 3 & 4 (4th Grade)		60.2%	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	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		YES	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		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.

Curriculum lacked a systematic writing component. Although teachers have created and modified writing lessons; we identified a need for a more cohesive writing program.

According to commercial and teacher created test simulations, aligned to the Common Core Standards, it was noted that students need to provide text based evidence for written responses and develop inferential thinking skills. The 2014/15 ELA item analysis data showed similar results.

The Fontas and Pinnell writing assessment, in grades K-2, found a need for addressing prompts with text based evidence.

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.

Based on the evidence of the 2014-2015 Quality Review and PPO presented to school leader , 75% of general education students will make a year or more progress on the Fountas and Pinnell Benchmark Assessment by June 6, 2016.

Time linePart 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 Rigorous Instruction and the Common Core in order to support their children at home. 	<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>We began to create a committee comprised of teachers, staff developers and administrators, across all grades, whose purpose is to research, identify and pilot common core aligned writing programs.</p>	<p>students</p>	<p>Present-October</p>	<p>Assistant Principals and staff developers</p>
<p>ELL, Special Education and General Education teachers will attend district and city writing workshops and turnkey the information to staff members during PLCs throughout the school year.</p>	<p>teachers</p>	<p>September-June</p>	<p>Administrators</p>
<p>Staff developers will promote leadership by working with teachers to facilitate more PD sessions. Essentially, increase the amount of teacher run professional development.</p>	<p>teachers</p>	<p>September-June</p>	<p>Administrators and staff developers</p>
<p>Monthly parent meetings will be held to provide parents suggestions and examples of common core aligned student material.</p>	<p>parents</p>	<p>September-June</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>NYSTL funds will be used to buy the writing program. Title 1 and TL Fair Student Funding funds pay the salary of staff developers and administrators. Contract for Excellence funds also contribute to the ESL coordinator’s salary.</p>										
<p>PLC sessions occur during the mandated Monday periods.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p></p>	<p>Title I TA</p>	<p></p>	<p>Title II, Part A</p>	<p></p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>	<p></p>	<p>SIG/SIF</p>	<p></p>	<p>PTA Funded</p>	<p></p>	<p>In Kind</p>	<p>X Other</p>

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.

Baseline Assessment in grades k, 1,2,3,4,5 in Fountas and Pinnell will be administered in October 2015 and recorded and graphed. In January 2016, there will be another administration of Fountas and Pinnell in grades listed above and a third in April 2016.

In addition, as writing progress informs reading progress, administration will collect writing samples in grades k-5 on a weekly basis. All students in these grades will have assessed rubrics ranging from 1-4. Assessed scores will be recorded. In January 2016, we will review progress by grade and class to measure progress and make the necessary adjustments. Analysis of weekly samples will be discussed during Monday afternoon team meetings.

Lastly, four practice ELA exams, which include writing assessments will be used to track progress. A baseline will be given in October 2015 and then December 2015, January 2016 and March 2016. Item analysis will be reviewed by grade and class. Instruction will adjusted based on resulting testing information.

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.

According to 2014-2015, school survey approximately 25% of teachers strongly agree that they feel safe in the school. This is up 5% from the previous school year, but remains below city average. 42% of parents feel strongly that their child is safe in the school building.

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, we will show an overall 5 % increase in the numbers of strongly agree ratings, for both parents and teachers, in that they feel safe in the school building.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Alarms will be placed on every exit door. Cameras will be installed on every floor and every exit.	Staff and students	July-August	Principal
Monthly safety meetings are held to discuss issues and/or concerns.	Safety Committee	September-June	Principal
Parents will be informed via letters, emails and robo calls informing them of our school safety policies. This	Parents	September-June	Parent Coordinator

will be done in the beginning of the year and several times throughout the year.			
We close our front doors at 7:30 am minimizing the amount of entrances. Staff and safety agents are assigned to each open door. The same is repeated at dismissal.	Entire school community including parents	September-June	Principal and Safety Agents

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.											
TL funds will be used to purchase paper and postage to communicate with parents. We will also contract with School Messenger who provides us the robo call service.											
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		Title II, Part A		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.
<u>In February 2016 , we will survey parents and staff to examine the results on safety in the school building. Results and comments on the results of the survey will be brought up to January School Safety Committee. We will then implement changes and bring these to SLT. Another parent/teacher survey will be done in March 2016 and we will again examine results and comments, adjusting where necessary.</u>
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.

Based on the 2014/15 Math State Exam, grades 3-5 students performed below average in all areas. In particular, the constructive response questions were the biggest area of weakness. In grade 3, students earned an average of 6 out of 19 points. In grade 4, they earned 6 out of a possible 21 points and in fifth grade, 6 out of a possible 24 points.

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.

Students, in grades 3, 4 and 5 will earn an increased average of 5 points, in the constructed response section, of the 2015/16 State Math exam.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 	Teachers and students	September-June	Teachers, Staff developers and Administrators
Implement strategies that were introduced by NTN (National Teaching Network)(ie: Bilingual math word wall for ELL students)	Teachers and students	September-June	Teachers, Staff developers and Administrators

Students will be required to keep a daily math journal. They will be responsible for explaining solutions for at least one math problem per day.	Students	September-June	Teachers and Administrators
Students will complete STEMS written response pages for each mastered standard in Go Math.	Students	September-June	Teachers
Inquiry focus will include a 3 step approach to problem solving. Targeted ELL, special and general education inquiry students will learn the process. Parents will be sent copies of this strategy to reinforce skills at home.	Students	September-June	Teachers and Parents

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.											
We will purchase additional Go Math books, and STAMS workbooks. We hired NTN (National Teaching Network) to assist with Math Professional Development. A staff member is assigned as a Math Coach.											
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		Title II, Part A		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.										
<u>Periodic (four times a year) constructive response tests to monitor progress. Administrators are reviewing math journals and math writing folders bi-monthly.</u>										
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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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

	Tax Levy		Title I SWP		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

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.

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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.

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.

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) <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>

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.

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

	Tax Levy		Title I SWP		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

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.

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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)	# of students: grade 4: 46 grade 5: 53 NYS ELA cut off scores	Smart board lessons and teacher made materials	Small groups	During the school day
Mathematics	# of students: grade 4: 42 grade 5: 33 NYS Math cut off scores	Teacher made materials Go Math RTI	Small groups and one to one	During school day
Science	# of students: grade 4: 31 based on NYS Science exam scores	Teacher made materials, hands on practice and content review	Small Groups	During school day
Social Studies	# of students: grade 4: 46, grade 5: 53 based on NYS ELA cut off scores and teacher made assessments	Non-fiction reading materials on CCLS grade level topics, teacher made materials.	Small Groups	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grade K: 14 Grade 1: 11 Grade 2: 33 Grade 3: 14 Grade 4: 7 Grade 5: 14 Teacher and Administration referrals IEP meetings	Counseling; art, computer and board games; psychodrama; psycho educational activities	One to one; small groups	During 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.
The majority of our new teachers are acquired through the online NYC Recruitment System. Several teachers are also hired through word of mouth. Each new teacher is assigned a staff developer as a mentor. Detailed support is recorded in the NYC online Recruitment System.

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).
We currently have 3 English Language Arts staff developers, 1 Math Coach and one content area staff developer. In addition to working with new teachers, they facilitate team meetings on Monday and Tuesday afternoons and facilitate book studies. Our teachers also attend several outside workshops, which include ELA and Math Generation Ready sessions, and Ready Gen planning. We have two part-time Generation Ready consultants, one ELA and one Math, who model, help plan and provide feedback to several new and experienced teachers. Inter-class visitations and Learning Walks occur monthly.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

There are planned Pre-K visits to the main building where students spend time in Kindergarten classrooms and tour the school. Pre-K classroom teachers prepare children. A parent/child orientation is held.

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.

Surveys are completed that allow teachers to note strengths and weaknesses with our primary assessment program. These are ideas are discussed during PLCS. PLCs also provide opportunities to review other assessments, such as test simulations and create item analysis of students' work.

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	663,148.00	X	10, 11, 13,14
Title II, Part A	Federal	161,138.00	X	10
Title III, Part A	Federal	18,508.00	X	10, 13, 14
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	4,400,858.00	X	10, 11, 13, 14

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)

Parent Involvement is a significant component within the work P.S. 48 does. Parent involvement leads to individual student success and allows children to perform at their highest capacity. This policy is being created with the goal to continue to include and engage parents and community members in our school. In meeting the requirements of Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, our school is committed to developing an action plan that allows parent involvement to continue to improve student progress. Parents are involved in the decision making process. They are encouraged to attend monthly meetings with the principal, e.g., Breakfast with the Principal, and encouraged to attend the School Leadership Team (SLT) meetings held twice a month as well. Parent Coordinator meetings combined with Parent Association meetings and Title I meetings help support parents and families of Title I students at P.S. 48 by:

- Distributing materials and information regarding parent trainings, volunteer opportunities within our school, and updates on how parents can support the work their children are doing;
- Assisting parents with understanding City, State and Federal standards and assessments;
- Sharing information in languages that are understood by parents, through outreach and distribution of translated materials.

The P.S. 48 Parent Involvement Policy was designed based upon a careful assessment of the needs of parents and guardians. This assessment includes parents of English Language Learners (ELL) and students with disabilities. Annual evaluations of the work being done through this Parent Involvement Policy will allow us to monitor its effectiveness for Title I parents and academic quality within our school. School survey and feedback will also be used as a way to design strategies that help meet parental needs and enhance our Title I program. The information we compile will be maintained by the school. Parents who are members of the Parent Association, along with Title I parents and those who are members of the School Leadership Team have met and were consulted on our proposed Title I Parent Involvement Policy, for input.

As a way to improve parent involvement and the overall school quality, our school will:

- Engage parents in planning and evaluating the effectiveness of the school's Title I program as stated in the Title I Parent Involvement Policy;
- Involve parents in the discussion regarding budget decisions required for Title I students and families, such as parenting skills and literacy;
- Provide support for parents who are members of the School Leadership Team, Parent Association and Title I Parent Committee, through leadership skills development and technical support;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide workshops based on assessed needs of the parents of all children attending our school and will work with parents in need of additional services within our school and within the community. Our Parent Coordinator will ensure the school is a welcoming environment for all parents and will maintain an open door policy for every parent who enters the school building. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and will provide copies of these to the Principal;
- Conduct parent workshops based on parenting issues including: attendance requirements for all students, academic requirements for all grades including grade-level curriculum and assessment expectations; accessing community and support services; technology and literacy training to build parents' capacity to help their children at home, e.g., computer classes;
- Provide opportunities for every parent to understand the accountability systems including State accountability system, student proficiency levels, Annual Report Card, Progress report, Quality Review Report, Learning Environment Survey Report;
- Host required annual Title I Parent Meetings on or before December 1st of each school year to inform 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 meetings with flexible times to share information with parents regarding school educational programs as well as other initiatives of the Chancellor while giving parents the opportunity to give feedback and suggestions;
- Translate all critical documents and provide interpretation during meetings and events as needed.

To further encourage parental involvement within the school level, our school will:

- Host annual Title I Parent Curriculum conferences;
- Have the Parent Coordinator hold parent and family activities and information sessions during Parent-Teacher Conferences and throughout the school year;
- Encourage parent participation within School Leadership Teams, Parent Association, Parent focus group meetings and Title I Parent Committee;
- Establish a parent resource center with information maintained and updated by the Parent Coordinator;
- Support or host Family Day events, e.g., back to school Fair, open school night, fish parade;

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- Design and distribute a monthly newsletter, calendar and a school website to inform parents about school activities, developments and updates in a language that is understandable for all parents;
- The Parent Coordinator will maintain an up-to-date bulletin board with information, events and resources happening in our school and within the community for their enrichment and of their children;
- Continue to have the Parent Coordinator schedule appointments for parents and teachers to meet during a time that is feasible for both, e.g., weekly (Tuesday) Parent-Teacher Phone/Office Conferences.

SCHOOL-PARENT COMPACT (SPC)

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

I. School Responsibilities

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying 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 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, such as mornings and evenings(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 that is clear for parents to 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 observe classroom activities;
- Planning activities for parents during the school year, such as 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 learn more about teaching and learning strategies whenever possible;
- Take part in the school’s Parent Association or serve to the extent possible on advisory groups, such as the 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.
-

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>PS 48: The Joseph Rodman Drake</u>	DBN: <u>08x048</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Title III program consists of supplemental ESL instruction above and beyond the mandated requirements of CR Part 154. The rationale for the supplemental services is to ensure that newcomer ELLs receive intensive language supports from the classroom teacher, a New York State ESL-certified pedagogue. Instead of the students being pulled for required CR Part 154 mandated instruction units of services, these students will receive services in the classroom through the entire school day tailored to research-based ESL methodologies. Then, after school, these students will receive supplemental services through targeted ESL instruction. It will take place on Wednesday, Thursday, and Friday afternoons at the the conclusion of the regular school day (2:20 p.m.) until 4:30 p.m.

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

- One certified ESL teacher with conduct the supplemental program with embedded content and language objectives, using materials such as ReadyGEN and Rigby On Our Way. During additional periods of the day, in small group and one one one instruction, these supplemental basic English language skills continue to be developed. Key curricular components of the program include ReadyGEN and Rigby Our Our Way in English. Conferencing notes, along with formal and informal teacher created assessment and NYCDOE assessments inform the teacher and school community regarding the LEP students' progress in developing English languages skills and functions. A New York State ESL certified teacher provides English phonics and reading comprehension instruction based on assessments, including Rigby ELL Assessment, Fountas and Pinnell, and NYSESLAT data. The group of targeted students has been based on an analysis of the Title III AMAO estimator and NYSESLAT scores to maximize the student gains in learning English.

Part C: Professional Development

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

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

Begin description here: _____ Teachers responsible for teaching the Titile III Program receive collaborative professional development on weekly basis. Teachers collaborate to develop and refine lessons and assessments, as well as an inquiry team to gauge student progress and the success of curriculum materials utilized. Teachers utilize professional literature materials to build the capacity for working with LEP and Immigrant students. These sessions proide the basis for developing the curriculum and applying multicultural strategies. The planning sessions incorporate the use of Rigby ELL Assessments, Fountas and Pinnell assessments, and teacher observations to determine literacy development goals and best practices for using ReadyGEN and Rigby On Our Way in English curriculum

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
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 8	Borough Bronx	School Number 048
School Name The Joseph Rodman Drake 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 Roxanne Cardona	Assistant Principal Laverne Wyre
Coach Susan Friedwald, ELA	Coach Tonja Hattar, Mathematics
ENL (English as a New Language)/Bilingual Teacher Justin Czarka, NBCT ENL	School Counselor Gloria Mitola
Teacher/Subject Area Grace Binuya, NBCT ENL	Parent Sandra DeJesus
Teacher/Subject Area Allison Grabe, 3rd Grade	Parent Coordinator Melissa Rodriguez
Related-Service Provider Celia Abuin	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Karen Ames	Other (Name and Title) Karlene Binuya, ENL Teacher

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	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	790	Total number of ELLs	159	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	<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

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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	159	Newcomers (ELLs receiving service 0-3 years)	135	ELL Students with Disabilities	37
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	135	0	28	23	0	8	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

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 n/a														0
SELECT ONE n/a														0
SELECT ONE n/a														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 n/a																			0	0
SELECT ONE n/a																			0	0
SELECT ONE n/a																			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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	39	28	18	17	25	18								0
Chinese	1	1	2	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	0	0	2	2	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	1	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	0	0	0	0								0
Other	0	1	1	0	0	1								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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	9	6	5	5	10								0
Emerging (Low Intermediate)	6	3	6	3	2	6								0
Transitioning (High Intermediate)	1	6	5	5	9	3								0
Expanding (Advanced)	2	13	6	4	3	6								0
Commanding (Proficient)	0	3	1	0	2	0								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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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	0	0	0	5	2	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	2	0	0	0
4	19	1	0	0	0
5	12	2	0	0	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	13	2	5	0	0	0	0	0	0
4	9	7	9	0	0	0	0	0	0
5	10	6	3	1	1	0	0	0	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	6	3	8	1	6	1	0	0	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.

P.S. 48 utilizes various assessment tools in order to comprehensively assess the early literacy skills of ELLs, including NYSITELL, Spanish LAB, Fountas and Pinnell, Rigby ELL Assessment, ELL Periodic Assessments, NYSESLAT, Acuity Interim Assessments, and informal conversations and rubric-based writing analysis. Utilizing various means of investigating students' literacy foundation, along with continual monitoring of progress, allows P.S. 48 to delve into individual students' strengths and weaknesses to accelerate English language development. We are able to provide small group and individual student instruction to students requiring similar instructional needs. We have created school-based tracking tables to monitor English literacy acquisition, based on Rigby ELL Assessment data three times a year. We utilize listening, speaking, reading, and writing NYSESLAT activities in order to develop preparation for the official NYSED NYSESLAT. We track student academic progress with tables and graphs. This data provides multiple perspectives on ELL language development. Through individual analysis and in collaborative settings, ESL and classroom teachers attempt to pinpoint instructional agendas that provide students with instruction as required. We amend lessons and units of study to adapt to the particular skills in which ELLs require additional supports. This data analysis provides multiple insights into each individual student's strengths and weaknesses. Classroom teachers and the ENL teachers use this analysis to provide feedback and instructional next steps. We will focus on units of study and depth of knowledge in order to deepen the understanding of content knowledge and develop literacy skills. Teachers collaborate to develop rigorous tasks for the ELLs, differentiated for specific individual stages of language acquisition. In viewing the data we have determined a critical component for targeted instruction. This is strengthening and deepening the development of written language domains (reading and writing) in the content areas. This reflects shifts in student expectations connected to the Common Core Learning Standards. Students develop a phonetic base of knowledge yet struggle to translate this knowledge into a working comprehension of English reading and writing. Therefore targeted instruction focuses on the use of English as a tool for communication for a purpose and audience. Common Core Learning Standards provide a foundation for translating these assessments into usable instruction based on the students need mentioned above. In the end, the instruction is driven by the students' individual areas of need in concert with Common Core Learning Standards objectives for each grade level.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL

69 students were eligible to be assessed with the NYSITELL during the 2014-2015 school year. 11 students (16%) were proficient. Of the remaining 58 students, 9 students (13%) scored at the advanced level, 16 students (23%) scored at the intermediate level, and 33 students (48%) scored at the beginner level. 19 students (58%) were in either kindergarten or first grade when first identified as new students who are ELLs. NOTE: The school's ELL students are identified as having a home language other than English via the Home Language Identification Survey (HLIS) and associated oral interview, alongside being assessed with the NYSITELL. Based on CCLS academic demands, these students require intensive English instruction in the reading foundational skills, including phonics, word analysis skills, and letter-sound identification. With additional time in an English school setting, students quickly progress to transitioning and emerging levels on the NYSESLAT.

NYSESLAT

133 current students in PS 48 were administered the NYSESLAT in Spring 2015. 38 students (29%) of the students scored at the entering stage. 26 students (20%) scored at the emerging stage. 29 students (22%) scored at the transitioning stage. 34 students (26%) scored at the expanding stage. 6 students (5%) scored at the commanding stage. Noticeable trends can be located in the data. 65% of the students scoring at the expanding or commanding stage are in grade 1, with 60% of students and the commanding level in grade 1 as well. 29% of the students score at the entering stage which highlights the transitory nature of the school's ELL population. Many of these students are admitted for the first time to an English school setting here at PS 48 during the middle of the school year, including 10 out of 25 students (40%) in grade 5. Nearly a third of the school's ELLs obtained either the expanding or commanding stage (31%). Students accelerate their English language acquisition when remaining at PS 48 for multiple years of schooling.

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

Annual Measureable Achievement Objectives (AMAOs) assist PS 48 in improving the instruction and academic outcomes for ELLs. AMAO 1 focuses on the "percentage of students making progress in English as determined by progress on the annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT)." AMAO 2 focuses on the "percentage of students attaining English language proficiency," also measured on the annual administration of the NYSESLAT.

PS 48 utilizes the AMAO Estimator Tool to assist with the automatic estimation of AMAOs 1 and 2. The tool allows schools to project their status through the 2016-2017 school year. This tool allows PS 48 to utilize data from ATS reports, calculate AMAO 1 and 2 statuses, and project these statuses through the 2016-2017 school year. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. We identify best practices in a manner that allows an inquiry approach to drive the investigation of our school's ELL student achievement. However, AMAO and its Estimator Tool prove difficult in providing predictions when the ELL population fluidly moves in and out of the school throughout the school year, inhibiting the ability to meet AMAO goals. As the number of newcomer ELLs increases within a given school year, the AMAO mandate associated with percentage of students scoring at the commanding/proficient level on the NYSESLAT automatically decreases with no reflection upon the instruction provided to the school's ELLs. Nonetheless PS 48 utilizes the AMAO Estimator Tool to drive the school's interest in meeting arbitrary AMAO targets, and more essentially, ensuring the academic and social success of the school's ELL students. PS 48 utilizes the AMAO Estimator Tool to analyze home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification.

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?

A. Patterns Across Proficiencies and Grades

Progress has multiple meanings when analyzing the NYSESLAT. Students can demonstrate progress on individual modalities (i.e. listening), aggregate modalities (i.e. listening and speaking combined), and overall (proficiency level). Progress can be analyzed based on increase in scaled score or in proficiency level when analyzing individual modalities and aggregate modalities. Progress occurs when students move from entering to emerging, emerging to transitioning, transitioning to expanding or expanding to commanding. In order to demonstrate overall proficiency progress, a student must demonstrate reaching the next proficiency level in both aggregate modalities. This makes it very difficult for students taking the NYSESLAT, which is banded across grades (i.e. grades K, 1-2, 3-4, and 5-6). Considering all these factors we looked into the data to locate patterns. Our ELL students typically receive

content area instruction through the use of ENL best practices. As such, they perform better on the administration of exams in English. This tends to be the language of instruction in these areas, with native language supports provided as scaffolds to support understanding of key concepts and terms being studied.

B. Use of ELL Periodic Assessments

The ELL Periodic Assessment provides a model for students as they prepare for the NYSESLAT, which is administered in the spring of each year in grades 3-5. In order for students to accurately demonstrate their level of language proficiency in the NYSESLAT they should understand the testing procedures and conditions. Additionally testing is a genre of study that students should explore, learn and master. PS 48 uses the ELL Periodic Assessment for this purpose. Additionally the data that we receive from the December assessment provides a baseline for gauging students' understanding of required skills during the NYSESLAT administration. Additionally, the Spring administration of the ELL Periodic Assessment provides an early predictor of the success of the ELL program here at PS 48.

C. Informing Instruction Through the ELL Periodic Assessment

The ELL Periodic Assessment is given to ELL students in grades 3-5 periodically throughout the school year in order to assess their progress in reaching English Language proficiency in the following modalities: Reading, Writing and Listening. While it is an optional test administered in the fall and spring for schools, PS 48 utilizes these assessments as a valuable, up to date tool for gauging student progress. These tests help to inform and guide school leadership, classroom teachers and the ENL teachers in meeting student needs during the school year. During ENL planning meetings, results are discussed and lessons formed. Results are downloaded from the ELL Periodic Assessment website in order to analyze trends and patterns. These results are discussed in order to develop lessons that target students English development needs. Schoolwork is being guided by the results analysis.

Homework is devised to target areas of needed improvement. When analyzing this assessment, one can see how a particular student performs in each strand (listening, reading, and writing). We devise lessons that embed strategies explicitly and implicitly to improve students scores and use of the English language.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Response to Intervention (RtI) for ELLs has been proven to be effective for addressing the particular needs of individual students. An RtI framework provides ELLs with rigorous, culturally responsive instruction. As such, the PS 48 RtI framework adds additional tiers of focused instructional supports. Tier 1 addresses high quality evidence-based instruction that supports our ELLs. Tier II consists of enhanced targeted and intensive academic supports in small groups settings, both inside the classroom and outside the classroom. Tier III consists of highly targeted, intense academic intervention and progress monitoring. Tier II and Tier III interventions incorporate research-based intervention strategies that align to the individual needs of P.S. 48's ELLs. We utilize data longitudinally over the course of a school year (and longer) in order to identify students who are not demonstrating progress based on grade-level monitoring and research-based methodologies into language acquisition timeframes. We utilize Fountas and Pinnel, NYSESLAT, Mathematics chapter pre-test and post-tests, performance tasks in the fall and spring of the school year, ELL Periodic Assessments, student work samples based on rubrics, and informal observations of student progress.

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

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

language programming. To ensure the stages of second language acquisition, various scaffolds within lessons utilize all four language modalities. These lessons are reinforced by the classroom teacher and in small group work with the ENL teacher. The push-in teacher targets vocabulary development within the Writers and Readers workshop by infusing real world science and social studies content into literacy and language development units of study. A particular focus is on writing development, informed by a trend in NYSESLAT scores at P.S. 48x.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Based on parent survey and selection data PS 48 currently does not have a dual language program.

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

The coming two school years we will continue to foster an environment for ELLs that is conducive to ensuring that academic English acquisition, and subsequently meet AYP goals for our ELLs. Additionally we will ensure ELL learning continues to be connected to the Common Core Learning Standard-aligned grade level content. Focusing on the usage of the NYCDOE's AMAO Tool will allow us to provide specific targets for subgroups of ELLs. Whole group and small group periods of ENL instruction include integration with the content areas, along with targeted NYSESLAT preparation, will take place over the 2015-2016 and 2016-2017 school years. These supports will also be afforded to the students who score at the commanding level on the NYSESLAT for 2 subsequent years. These students will remain in ESL homerooms in order to receive transitional supports. P.S. 48x has made significant gains in reaching the ELL population. Students are showing progress on the NYSESLAT. P.S. 48x will continue to make do with the resources and time allotted. We continue to be innovative in seeking on effective approaches to addressing the learning needs of our ELLs. We are fostering a deeper level of conversation with all stakeholders in order to be better informed at ensuring the continued progress of all ELL students.

In addition to the usage of the AMAO Tool to measure annual progress and assess the programs for ELLs at PS 48, teacher and parent feedback helps us modify and mold the program to be continually successful for the ELLs. ESL Homeroom teachers fill our surveys, as well as hold professional development workshops and discussions to inform the school community about techniques and ideas that are successful, need amending, or may need to be abandoned. Additionally they provide innovative suggestions for implementation. Additionally the ESL office maintains a bulletin board that provides space for various stakeholders in ELL success the opportunity for adding ideas for change for future years. Changes in core curriculum have provided opportunities for looking at how we teach our ELLs in order to ensure that they continue to makes progress in academic content as well as in English language acquisition concurrently. Based on trends in NYSESLAT scores over the past five years, our students continue to demonstrate consistent progress in developing English language usage. Additionally, we utilize the NYSESLAT scores to target specific areas of improvement in the programming offered at PS 48 for ELLs.

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 ELL identification process at PS 48 involves 4 critical components completed by licensed pedagogues, overseen by the school's ELL Coordinator under the guidance and supervision of the school administration. Component 1: administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language completed by licensed pedagogues; Component 2: determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL) completed by licensed pedagogues; Component 3: the administration of the NYSITELL completed by licensed pedagogues; and Component 4: the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish completed by licensed pedagogues.

Component 1: HLIS and Informal Interview

When new entrants to the NYC Public Schools register at P.S. 48, as part of the registration protocol the parent/guardian is required to complete the Home Language Identification Survey (HLIS) for the child, along with an informal interview of the child and the parent. Trained bilingual staff, including the pupil secretary, parent coordinator, and/or ESL teachers provide assistance to parents in

the native language as they complete the HLIS survey which is completed by licensed pedagogues. Additionally we utilize the New York City Department of Education's Translation and Interpretation Unit, if necessary, to accommodate the preferred language of communication. In addition to the HLIS, an informal oral interview is conducted. The interview includes the following individuals: the parent/guardian, new entrant student, and ESL coordinator and/or bilingual designee. The interview also takes place in the native language and in English. Once the HLIS is completed the ESL coordinator reviews the responses. At PS 48 student home language is determined solely based on a combination of the interviews with the parent and student by licensed pedagogues, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). If the home language of the student is determined to be English, the ELL Identification Process terminates at this step. If it is determined that the parent/guardian specifies a language other than English as the home language for the child, the new entrant is administered the New York State Identification Test for English Language Learners (NYSITELL). This determination of a home language other than English is derived from the HLIS. If the HLIS indicates a language other than English (by selecting at least one question on Part 1: questions 1-4; and at least two questions on Part 2: questions 5-8 as a language other than English). Again, PS 48 utilizes the NYCODE Translation and Interpretation Unit services as necessary during the registration process, as well as at any other time that communication needs require such services throughout the school day and school year.

Component 2: Identifying NYSITELL Eligibility

Once students are determined to have a home language other than English through the informal interview and HLIS process, an in depth interview in both English and the home language is completed by licensed pedagogues, alongside an age and grade-appropriate informal, culturally sensitive, school-based assessment by one of the school's licensed pedagogues familiar with second language acquisition. For students with IEPs, the Language Proficiency Team determines eligibility for the NYSITELL. The Language Proficiency Team is comprised of the school administrator for ELLs, a certified-ENL teacher, a special education administrator, and the student's parent/guardian. Once a student has been determined to be eligible, the student is administered the NYSITELL.

Students with Interrupted Formal Education (SIFE) identification takes place concurrently up to 30 days on enrollment at PS 48 for students in grade 3-5. SIFE students are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. If students are in grades 3-5, newly identified as ELLs, and score at the beginner/entering or low Intermediate/emerging level of proficiency on the NYSITELL results are administered an oral interview questionnaire and Literacy Evaluation for Newcomer SIFE (LENS).

Component 3: NYSITELL Administration

Students are administered the NYSITELL within 10 days of first enrollment at PS 48. Students who score at or below the NYSITELL cut scores for the age appropriate grade are considered ELLs.

A student who scores below the cut score on the NYSITELL is an Entering, Emerging, Transitioning, or Expanding ELL, depending on student grade level and score. The NYSITELL is immediately scanned at PS 48 (but no later than 10 days after first enrollment) in order to ensure students are efficiently placed in an appropriate program for students learning English based on parental program choice.

Component 4: Spanish LAB Administration

Students administered the NYSITELL who score at or below the cut score for their grade level and whose home language has been determined to be Spanish must also be administered the Spanish LAB within the same 10 day initial enrollment window as the NYSITELL. The results are scanned and upload into ATS. We administer the Spanish LAB in order to identify language dominance, and to guide initial instructional practices with the student as he/she begins learning English. Spanish LAB results are not used to determine ELL status or service entitlement. This entire initial identification process takes place within 10 days of the new entrant commencing school at P.S. 48. The entire process is part of ELL student registration.

Students who reenter New York City public schools after having been enrolled in a school outside of New York City and/or New York State for 2 or more years go through the ELL Identification Process again to determine ELL status.

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).

PS 48 identifies SIFE students within the first 30 days of first time entering New York City public schools. The two-pronged approach includes the Oral Interview Questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS). The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling and to develop a better understanding of a newcomer ELL's instructional needs pertaining to literacy and language practices. The LENS is

a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. The LENS allows PS 48 to identify students' range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses, which are essential for teachers to plan instruction. The LENS is utilized with students that have home languages of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Additionally, if available school work from the previous school and within the initial days of entrance to PS 48 helps identify SIFE.

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).

NYSITELL eligibility for students entering school with Individualized Education Plans (IEPs) from within the United States is based on the determination of the PS 48 Language Proficiency Team (LPT). The PS 48 LPT is comprised of the school administrator for ELLs, a certified-ENL teacher, a special education administrator, and the student's parent/guardian. The LPT meets with a qualified interpreter/translator of the language or mode of communication the parent or guardian best understands. The LPT considers various components of the student's English language development, including, but not limited to the following: a) the student's history of language use in the school and home or community; b) results of the individual evaluation of the student, which includes assessments administered in the student's home language; c) information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the PS 48 LPT determines that the student may have second language acquisition needs or whether the student's disability is determined to be affecting the student's demonstrated proficiency in English, the student is administered the NYSITELL. If the PS 48 LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Our principal either accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The superintendent or superintendent's designee will make the final decision regarding NYSITELL eligibility. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent/guardian.

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.

Entitlement and Non-entitlement letters are distributed within 5 days after NYSITELL administration. School contact information, include the ENL coordinator's phone number and email address, provides parents with opportunities to discuss the information with the school. Parents are invited to visit the school to discuss their child's progress with the ENL teachers and parent coordinator as part of a Parent Orientation. Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. PS 48 notifies parents of their child's eligibility for ELL services and provide information and program selection through these parent orientations, which are critical to fostering parental involvement in the educational progress of the students. The Parent Survey and Program Selection Forms are distributed and collected at the orientation meeting. Prior to the orientation meeting, parents have received a copy of the NYCDOE ELL Parent brochure, "A Guide for Parents," in the preferred home language, along with a link to access the parent information video from the NYCDOE website

(<http://schools.nyc.gov/Academics/ELL/FamilyResources/ParentInformationVideo.htm>). The PS 48 ENL Department reviews these forms to verify that every child is in the appropriate program, based on parent choice. A placement letter is subsequently sent home after the parent orientation is conducted to order to ensure that parents are fully informed of the decision they made. If not, follow up meetings occur in order to facilitate the appropriate program for every child. Bilingual interpreters and translators are on hand to provide assistance if needed. Copies of all records are retained the student's cumulative record folder, as well in ELL Compliance Binders. Furthermore, PS 48 provides information on Common Core Learning Standards, curriculum, and assessments. The parent orientation session also informs parents about school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programming.

This information is recorded at the school level in spreadsheets each year in order to track both the paperwork and that the parents' rights are being met individually and collectively. As mentioned above, all written communication with parents is photocopied, documented as sent, and stored in binders in the ELL Office and classroom. The ENL Coordinator, in collaboration with the parent coordinator, provides phone calls to parents who have not responded to written attempts at communication. This process continues throughout the school year in order to ensure that parents receive the opportunity to participate in the educational decisions that affect their child. This outreach serves as an invitation to parents to partner with P.S. 48 to ensure the academic and social success of the students. Parents are additionally notified of the ability to transfer the student to another school that offers the specific model for learning English that they desire, should PS 48 not have sufficient numbers to accommodate the program choice.

This tracking and outreach framework ensures that all ESL teachers spend more time on task meeting CR Part 154 mandates for required units of service for ELLs and less time mismanaged meeting the paperwork demands of both the NYSED and NYCDOE. Additionally this information is logged in ATS through the ELPC screen to ensure that NYS and NYC policies and guidelines are followed at each step in the process.

Lastly, PS 48 staff meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

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).

PS 48 allows students who have undergone the ELL Identification Process to go through the ELL Re-identification Process within the first 45 days of initial enrollment. Parents are notified via the Entitlement letter, which indicates that the students will receive supports for the learning of English. 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 that the ELL Identification Process be administered a second time. This process is only utilized for students who: a) have a home language other than English; b) are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent/guardian, teacher (if the teacher's request includes written consent from the parent or guardian). The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

When parents receive the Entitlement letter, they receive the NYCDOE "Guide for Parents" in the preferred written language, which discusses their rights as the parent of a student learning English. Then during the parent orientation, which occurs within the first 10 days, the agenda and Parent Orientation video discusses the three programs offered by school in New York City public schools. P.S. 48 continues to follow CR Part 154 of the NYS Education Law, along with NYCDOE regulations. In terms of placing ELL students in English instructional programs, P.S. 48 is prepared to offer transitional bilingual education (TBE), dual language, and English as a New Language (ENL) programs. At the Parent Orientation, the parent is provided the Parent Survey and Selection Forms, which must return completed and signed within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists for the grade level; otherwise, the student is placed in ENL program. Regulations require 15 students with the same home language on two contiguous grades in order to open up either a transitional bilingual education (TBE) or dual language program. As such, PS 48 offers free standing English as a New Language (ENL) currently in multiple settings, including self-contained, push in and push out programs, based on parent selection data. The trend has been a request for ENL services for ELLs from parents. PS 48 offers an immersion ENL program due to the success of the ENL push in program in prior years. Native language supports are provided through a computer programs, glossaries, and texts in the native language.

As mentioned above, parents are advised in the home language that PS 48 currently only offers an ENL instruction program until enough students requesting TBE or dual language programs can be attained to open up such a class on a particular grade level (minimum threshold of 15 students on two contiguous grades- monitored by spreadsheets annually to track parental programmatic choice). Detailed conversations are held with parents to ensure that they understand this requirement. We maintain records of Parent Survey and Selection Forms in a spreadsheet in order to verify when enough parents request an alternate program to our ENL program. When this minimum threshold is met, we will open up our TBE and/or Dual Language program, based on planning based on research and best practices in second language acquisition. Although we do not currently offer TBE or dual language programs, parents are advised of their right to place their child in such a program at neighboring schools offering the program. These parents are referred to the Parent Coordinator for consultation and advisement on placing the student entitled to services in the appropriate program desired by the parent/guardian. PS 48 contacts the NYCDOE Department of English Language Learners and Student Support to provide assistance and coordinate transfers. The ENL Coordinator and Parent Coordinator both maintain records of schools across the district, and citywide that offer TBE and dual language programs, and consult with these schools when parents request such a program.

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.

During Parent Orientations, parents are notified that they have 5 school days to return the Parent Survey and Selection Forms with a program choice for the student. If parents do not return the form, follow up letters and phone calls in the preferred language of communication are conducted. These follow up communications are recorded in a spreadsheet to document the ongoing outreach. Communication is conducted via the classroom teacher, the Parent Coordinator, the ENL Coordinator, and school

administration in order to obtain parental choice regarding programming options for the student. All parent program choice selections are monitored annually in spreadsheets to track and align programming to the choices parents indicate.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Selection Forms are collected and photocopied. One copy is retained in the ELL Compliance Binders. The original is housed in the student's cumulative record folder. A spreadsheet tracks whether or not parents have returned the form, the specific program choice selected, and the number of times outreach has been conducted to obtain parental choice. PS 48 utilizes the ATS ELPC screen to track and document the outreach and choices selected by the parents.
9. Describe how your school ensures that placement parent notification letters are distributed. A binder that contains each form of communication required through the ELL Identification Process, in all languages, included copies of the placement parent notification letter. A flow chart is included in the binder to ensure that every step and form of communication along the way to provided to the parent. Immediately after the Parent Survey and Selection Form is returned and the child officially enters the program of choice, the placement parent notification letter is sent home in the preferred written language. A spreadsheet is maintained that details the date when the placement parent notification letter has been sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). PS 48 maintains original copies of all ELL documentation for each child in the student's cumulative record file. Additionally, ELL Compliance Binders retain copies of all ELL documentation for each student in the school that goes through the ELL Identification Process. The binder includes HLIS, non-entitlement letters, entitlement letters, program placement letters, and pertinent ATS printouts and parental communication pertaining to the academic progress of the students.
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.
Every student identified as an ELL is administered the New York State English as Second Language Achievement Test (NYSESLAT) annually during the spring of every school year. These students are identified as eligible for the NYSESLAT in one of two manners: a) current school year's administration of NYSITELL; or, b) previous school year's administration of the NYSESLAT. Students are identified as eligible for the NYSESLAT by scoring at the Entering, Emerging, Transitioning, or Expanding levels on the NYSITELL during the current school year as a first time entrant or reenrolled ELL. Students who were in the school since the prior school year are identified as eligible to take the NYSESLAT due to scoring at the Entering, Emerging, Transitioning, or Expanding levels on the NYSESLAT the previous school year. This process occurs for students who have always attended P.S. 48 and for students who are transfer students from other NYS schools.

The NYSESLAT assesses students in the following four language modalities Listening, Speaking, Reading and Writing through 4 sessions in order to measure students' progress in developing language proficiency. The NYSESLAT is the only assessment that determines if students are entitled to continue receiving ELL services and when students should no longer receive LEP/ELL services. Students who score at the Commanding level on the NYSESLAT receive 2 years of transitional services to assist them in mastering academic English in various settings.

We use the ATS RLER report to identify students eligible to take the NYSESLAT. The report indicates NYSESLAT eligible and NYSITELL eligible students. In order to ensure that each eligible student is administered all four modalities of the NYSESLAT, P.S. 48 uses spreadsheets to track each session for each child, alongside providing IEP-based modifications.

PS 48 uses spreadsheets the downloaded ATS: RLER report to create a master list and check off sheet for each modality on a daily basis throughout the test administration window. This ensures that each child is given each modality of within the NYSESLAT within the allotted time frame. Students who are absent for any modality are listed on a separate make up sheet in order to monitor, who is missing a modality and to provide make up test administration dates. When discrepancies occur, usually with new students admitted shortly prior to the NYSESLAT administration, phone outreach to previous schools typically solves these discrepancies.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. A binder that contains each form of communication required through the ELL Identification Process, in all languages, included copies of the placement parent notification letter. A flow chart is included in the binder to ensure that every step and form of communication along the way to provided to the parent. At the beginning of the school year within the first 5 days of school parents are notified regarding either continued entitlement or transitional support for the current school year based on the results of the NYSESLAT (or NYSITELL, for students admitted after the prior school year's administration of the NYSESLAT). A spreadsheet is maintained that details the date when the continued entitlement or transitional support parent letter has been sent home. A copy is retained in the cumulative record folder for each students and in the ELL Compliance 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).

Over the past years a trend shows that parents tend to choose ENL services. We track the program requests of new admit ELLs through spreadsheets that track trends annually, based solely on the Parent Survey and Selection Forms, and requests for changes of program. This way we are able to have continued access to student records and monitor when the minimum threshold has been met in order to open a TBE or dual language program on particular grade. This is based solely on parent choice. During the 2014-2015 school year, 86 students were administered the NYSITELL, with eligibility determined based on the HLIS and informal interview. Of these 86 students, 63 students were determined to be ELLs (based on NYSITELL cut scores for the particular grade band). 73% of these parents either attended a parent orientation (if applicable) or received information that their child was not eligible for English language services. When analyzing parental option data on the Parent Survey and Program Selection Forms for new admits for the 2014-2015 school year, 65% of parents of the 63 students determined to be an English Language Learner during registration based on the HLIS and NYSITELL attended an orientation and completed Parent Survey and Program Selection Forms. We strive for 100%, and as such, we will improve the parental orientation process for the current school year's new admit students, as well as prior school year's. Our goal for the 2015-2016 and 2016-2017 school years is to ensure that 100% of parents exercise their parental rights as guardian of a child learning English and continue to partner with PS 48 to ensure the academic success of the students. In order to meet this goal, the parent coordinator will begin increased phone calls for inviting parents to attend the orientations. We will extend the range of hours that we offer parent orientations. Additionally, we will increase the role of classrooms teachers in process by developing a system of notification whereas when the teacher has communication with parent, the parent coordinator and/or ENL coordinator is notified. This is particularly focused on Parent Teacher Conferences days, Parent Association meeting days, and School Leadership Team (SLT) meeting days.

For the 2014-2015 end of school year review of completed Parent Survey and Program Selection Forms, 10% (4 parents) of these forms indicate the TBE option (2 kindergarten, 1 first grade, and 1 fifth grade), 5% (2 parents) indicate the Dual Language Option (both in kindergarten), and 85% (37 students) selected the ENL option for their child. In the past, most parents who prefer their child to enter a TBE or dual language program still enroll their students at P.S. 48x instead of selecting another school that has a TBE or dual language program, even when offered assistance with the process, as they are more interested in having their child attend P.S. 48x than having the child moved to another school. These parents are notified that P.S. 48x continues to offer TBE and Dual Language programs, and as such, will open up TBE and/or Dual Language programs when the threshold of parent of 15 students on two contiguous grades select these program choices. We maintain records over previous years to determine if and when the threshold will be met.

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.

A. Organizational Models

PS 48 has a blended model for instruction of English Language Learners. This flexibility allows the school to program services for ELLs in a targeted manner tailored to student needs that meets CR Part 154 requirements in stand alone ENL and integrated ENL. Stand-alone ENL instruction develops English language skills so that students can succeed in core content course works, delivered by PS 48's certified ENL teachers. Additionally, integrated instruction builds English language skills through content area instruction delivered by dually certified teachers of ENL and common branches/elementary education or, depending on the class, co-teaching by an ENL teacher and common branch/elementary education certified teacher. This depends on the grade level and particular teacher's certifications.

Entering and emerging ELLs receive additional periods of intensive pull out instruction. This is based on current research. We strive to ensure that students demonstrate continual progress is reaching English language proficiency within three years of schooling. Still P.S. 48x provides every student entitled to receive ENL services this instruction until they pass the NYSESLAT. Students who become commanding/proficient in English, as determined by the spring administration of the NYSESLAT, receive testing modifications for two additional school years as 'former ELLs,' and placed in ENL homerooms (blend

of ELLs and non-ELL English language 'model' peers), another two school years in order to provide integrated ENL transitional supports to meeting at a minimum of 90 minutes per week.

This additional two years of transitional ENL supports ensures that the students deemed commanding, based on the NYSESLAT, received continued instruction language supports as they deepen and internalize the structures of English. These students continue to receive NYSED testing modifications that they are eligible to receive while ELLs.

B. Program Models:

Blended ENL homeroom and push in ENL classrooms are put together heterogeneously by looking at NYSITELL and/or NYSESLAT levels. Expanding and transitional ELL students provide links and language models for newcomer ELLs, as well as assisting in providing native language supports. ELL student needs, informed by NYSESLAT modality levels (Reading/Writing and Listening/Speaking), determine which ENL homeroom to place specific students. Blended ENL Model: Students receive mandated CR Part 154 Instructional Unit Requirements for ELLs (360 minutes for Entering and Emerging students, and 180 minutes for Transitioning and Expanding students) by the classroom teacher who is certified or in the process of receiving certification in ENL. However, differentiation, scaffolding and thematic planning are always embedded on our school-wide curriculum, which are the key ingredients for a successful ENL classroom. Therefore, students who are learning English are already comfortable and exposed to collaborative group work, thematic instructions through content areas i.e. social studies and science and oral development lessons through songs, partner reading and writing, choral and echo reading and monthly grade assembly performances when they were placed in an ENL self-contained classroom this school year. In a blended ENL homeroom classroom, all instructions are done in English with scaffold in regards to students' language levels based on their NYSESLAT or NYSITELL scores. Newcomers in the class are grouped with someone who speaks the same language like them for cognitive and social-emotional support in the classroom. PS 48 provides stand alone ENL and integrated ENL/ELA and content area instruction for the ELLs.

Push In Model: The ENL-certified teacher pushes into the classroom and co-teaches alongside the ENL homeroom classroom teacher, who is not certified in ENL. During the push in period (typically 50 minutes a session, up to the total number of minutes required weekly for each individual child based upon CR Part 154 Instructional Unit Requirements for ELLs (360 minutes for Entering and Emerging students, and 180 minutes for Transitioning and Expanding students), a whole class mini-lesson occurs, after which the students are broken up into small groups for strategy work based on student needs. The whole class mini-lesson is usually co-taught, sometimes led by the classroom teacher and sometimes led by the ESL push in teacher. The targeted ratio is 50% ELLs to 50% native English speakers who serve as language models and mentors for students who are learning English. PS 48 provides stand alone ENL and integrated ENL/ELA and content area instruction for the ELLs.

ENL Pull Out Model: groups are placed homogeneously where entering and emerging students requiring the same language supports are placed in the same groups. While difficult to accommodate student scheduling and other mandated services, we strive to ensure an appropriate education setting conducive to effectively learning the English language. Groups are formed upon CR Part 154 Instructional Unit Requirements for ELLs (360 minutes for Entering and Emerging students, and 180 minutes for Transitioning and Expanding students). ELL-SWD students receive pull out instruction in order to maintain their IEP-mandated classroom settings.

In addition to targeted and tailored classroom supports for ELLs, PS 48 ensures that all students, including ELLs, have access to all school programs. Some of these programs include: Fall and spring school performances and talent shows, after school programs sponsored by Police Athletic League (PAL) and City Year, service learning projects such as The Daffodil Project and the Hunts Point Slave Burial Ground Project, physical education programs, school-based gardening programs in The South Bronx Schoolyard Garden and Outdoor Classroom, the school music program where students learn different instruments, songs and participate in school-wide concert performances, school nurse and nutrition sessions. ELLs are afforded the opportunity to be included in all activities of the school. There is no differentiation between non-ELL and ELL when determining student participation in school and community programs. PS 48 provides stand alone ENL and integrated ENL/ELA and content area instruction for the ELLs.

b. TBE program. *If applicable.*

P.S. 48 currently does not have a sufficient number parent/guardians of students on contiguous grades to offer TBE programming. When the minimum threshold is met, the school will offer TBE programming.

c. DL program. *If applicable.*

P.S. 48 currently does not have a sufficient number parent/guardians of students on contiguous grades to offer DL programming. When the minimum threshold is met, the school will offer DL programming.

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)?

Students scoring at the Entering and Emerging English proficiency level on the NYSESLAT or NYSITELL (if no NYSESLAT) receive a minimum of 2 units of study (360 minutes) per week. For students scoring at the Entering English proficiency level, this included a minimum of 1 unit of study (180 minutes) of Stand-alone ENL and 1 unit of study in Integrated ENL/ELA (180 minutes) for a total minimum of 360 minutes per week. For students at the Emerging English proficiency level, this includes at minimum 0.5 units (90 minutes) of Stand-alone ENL, 1 unit (180 minutes) of Integrated ENL in ENL/ELA, and 0.5 units (90 minutes) of Integrated ENL/Content Area, for a total minimum of 360 minutes per week.

Students scoring at the Transitioning English proficiency level on the NYSESLAT or NYSITELL (if no NYSESLAT) receive a minimum of 0.5 units (90 minutes) of Integrated ENL/ELA and 0.5 units (90 minutes) of Integrated ENL/Content Area, for a total minimum of 180 minutes per week.

Students scoring at the Expanding English proficiency level on the NYSESLAT or NYSITELL (if no NYSESLAT) receive a minimum of 1 unit (180 minutes) of Integrated ENL/ELA or other Content Area, for a total minimum of 180 minutes per week.

Former ELLs continue to receive 0.5 units of study (90 minutes) of Integrated ENL in ELA and/or Content Area (mathematics, science, and social studies) depending on individual student needs, for an additional 2 years. Students are determined to be former ELLs by one of two ways: a) Students scoring at the Commanding level on the prior spring's administration of the NYSESLAT; or b) or receive a 3 or 4 on the NYS ELA Assessment and at the Expanding English proficiency level on the NYSESLAT (relevant for students in grades 3-5 in our school).

Targeted grouping for ENL instruction takes place on no more than 2 contiguous grades, except for ELLs in special education classes, to ensure the academic progress and English language development of the ELLs within our school.

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.

In order to make content learning comprehensible in mathematics, science, and social studies, PS 48 teachers make concerted efforts to employ successful research based strategies and methodologies. These strategies ensure that language development is fostered while addressing the demands set forth by the Common Core Learning Standards. Specific strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA) are utilized, alongside technology and Internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study. We utilize the Rigby On Our Way to English and Readers for Writers curriculum, as well as BrainPOP ESL to accent the core curriculum in literacy, ReadyGEN, and in mathematics, GoMath.

A gardening program has been developed to provide contextual basis for science and literacy learning. See the program website at: <http://sci-wiki-tific.wikispaces.com/Gardening>. Additional technologies that will assist ELLs in learning English, concurrently with content knowledge and processes, include laptops, iPads, Livescribe smartpens and notebooks, iPods, SmartBoards digital storytelling, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, and audio/visuals. These tools will be utilized by the students themselves in the various units of study.

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

The content areas, such as Mathematics, Science, and Social Studies are embedded into the units of study. During regular and ongoing weekly planning sessions, teachers collaborate in planning cross-curricular units, based on content areas knowledge development that is infused in the Common Core Learning Standards in ELA and Mathematics, and following the scope and sequence developed by the New York City Department of Education. Content area instruction forms the core, or hinge, of instruction, by providing concrete and authentic opportunities for developing English language skills across the listening, speaking, reading, and writing strands by accessing the content knowledge the students already possess and/or are required to possess.

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

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

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

We utilize available assessments in literacy, mathematics, and the content areas to gauge authentic progress through the academic school year. These assessments include: NYSITELL, NYSESLAT, Fountas and Pinnell, Periodic Assessments, informal teacher assessment, NYS ELA, NYS Mathematics, performance tasks for each unit of study, and (for fourth grade) NYS Science. These formal and informal assessments provide the foundation for our plan for ensuring that ELLs are evaluated in all four modalities (listening, speaking, reading, and writing) in an authentic manner that provides rich data for determining academic language development.

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

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

A. SIFE

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

B. Newcomer

Regarding newcomers, defined as ELLs who have been receiving English language instruction in the United States for less than 3 years, we begin instructional plans by looking at available data: NYSITELL, NYSESLAT, Fountas and Pinnel, Periodic Assessments, informal teacher assessment, and NYSED testing program assessments. From this base, students are placed into appropriate classrooms in order to acquire and learn English. These students learn through the classroom curriculum. Through TPR and sheltered-instruction model, we develop

Student-capacity for understanding the language and grade specific content, and, based on Stephen Krashen's research, transition

into productive skills utilizing comprehensible input just above where the student is able to function independently. Additionally we provide additional pull out periods for ENL services for these students utilizing school-based “newcomer” lessons to assist students in adjusting to learning in our school. At the end of each school day these students receive intensive English language supports in the ENL classroom. The above strategies are utilized to improve the learning outcomes for our newest ELLs.

C. Developing

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

D. Long Term

Available assessments, such as NYSITELL, NYSESLAT, Fountas and Pinnell, Periodic Assessment, informal teacher assessment, NYS ELA, NYS Mathematics, performance tasks for each unit of study, and (if available) NYS Science, provide the foundation for developing targeted instruction of long-terms ELLs. Based on the data, we develop plans for these ELLs. Particularly, if these ELLs are not demonstrating progress on the NYSESLAT we have concerns about their language needs, utilize RtI supports. Many of these long-term ELLs are also ELL-SWD. We employ and utilize IEP-based instructional goals for these students with IEPs. We collaborate with classroom teachers to identify student needs and formulate units of study connected to the classroom that addresses these English language learning needs.

E. Former ELLs up to two years after exiting ELL status

Students who become proficient in English, as determined by the spring administration of the NYSESLAT, receive testing modifications for two additional school years as ‘former ELLs,’ and are placed in ESL homerooms for another two school years in order to provide transitional ENL supports. This additional length of time of transitional ESL supports ensures that the students deemed proficient, based on the NYSESLAT, received continued instruction language supports as they deepen and internalize the structures of English. These students continue to receive NYSED testing modifications that they are eligible to receive while ELLs.

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.

For students re-identified as ELLs, we will monitor the progress of the student over the course of the next 6-12 months to verify that academic and linguistic progress based on grade level expectations and standards are met. Should additional supports be required RtI and AIS will be introduced in order to accelerate the learning of the students. PS 48 ENL methodologies are aligned with best practices and Common Core Learning Standards which ensure a high level of academic and linguistic demand for all students. PS 48 utilizes a comprehensive look at student work, teacher and parent interviews, and local and state assessment data to monitor the progress of students re-identified as ELLs. This process is conducted by NYS Certified-ENL teachers and licensed pedagogues, under the supervision of the school administration.

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?

ELL-SWDs receive instruction based on their individual IEP, which informs us of the particular needs of our ELL-SWDs population and ensures that all ELL-SWDs receive mandated services. These ELL-SWDs receive instruction based on their individual IEP. These students tend to be spread out amongst various classes on varying grades, making it difficult for the ESL teacher to push into their classrooms. Instead, with articulation between the ESL teacher and the classroom teacher, English language development is connected to classroom content in a pull out setting tailored to their English learning and IEP- based learning needs. These students learn through the classroom curriculum. The IEP assists the ENL teacher in determining effective and expected language gains and targeted areas of instruction. PS 48 ensures that ELL-SWDs learn appropriate grade level material in preparation for NYS tests in ELA and Mathematics. In order to effectively ensure these students success, the ENL teachers utilize the Readers for Writers curriculum in a pull out programs to deepen the foundation in English literacy. Specific grade level and developmentally appropriate strategies are employed, such as Response to Intervention (RTI), Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA), alongside technology and Internet resources for developing visual understanding of content concepts and hands on use of manipulatives, realia, and objects pertaining to particular units of study. We utilize the Rigby On Our Way to English and Readers for Writers curriculum, as well as BrainPOP ESL with ELL-SWDs. A gardening program has been developed to provide contextual basis for science learning. See the program website at: <http://sci-wiki-tific.wikispaces.com/Gardening>. Additional technologies that will assist ELL-SWDs in learning English, concurrently with content knowledge and processes, include laptops, Livescribe smartpens and notebooks, iPods, SmartBoards digital storytelling, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, iPads, and audio/visuals. These tools will be utilized by the students themselves in the various units of study.

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?

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

Additionally we utilize the SESIS online system. This report enables us to know if a child comes into the school needs language services and we can seamlessly provide the services from the beginning of the student's entry into the school. We look at each

individual student's IEP to make sure that they receive the appropriate IEP-mandated instruction necessary for the success of the student.

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

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)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

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 DUALY 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.

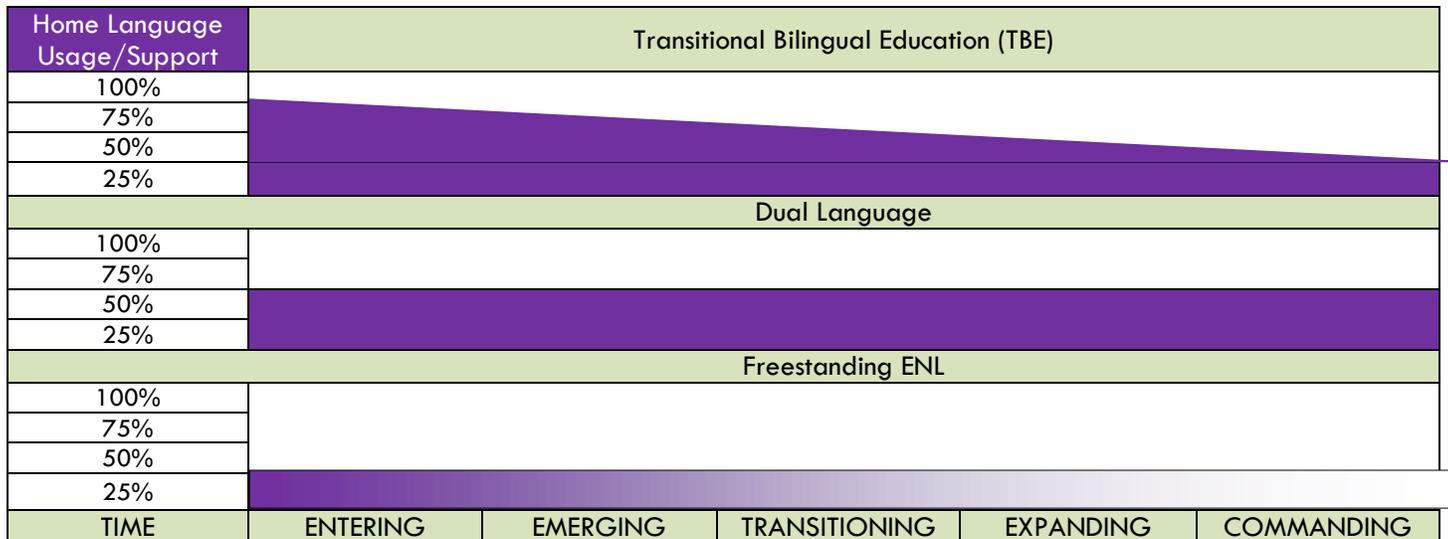


*Note: “other approved services” does not apply to New York City at this time.

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

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

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

We continue to foster an environment conducive to ensuring that academic English acquisition and learning continues to be connected to the classroom content. Whole group and small group periods of instruction, along with targeted NYSESLAT preparation, will take place over the 2015-2016 and 2016-2017 school years. As for the NYSESLAT proficient students, they will remain in ESL homerooms in order to receive transitional supports. P.S. 48x has made significant gains in reaching the ELL population. Students are showing progress on the NYSESLAT. PS 48 will continue to make do with the resources and time allotted. We continue to be innovative in seeking on effective approaches to addressing the learning needs of our ELLs. We are fostering a deeper level of conversation with all stakeholders in order to be better informed at ensuring the continued progress of all ELL students.

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

We will be investing professional development time on aligning the curriculum in a coherent manner that ensures ELLs are successful in ELA, math, science, and social studies content. Additionally we are implementing improved cohesion within curricular units of study aligned vertically and horizontally throughout the school to deepen student knowledge and make relevant connections that foster accelerated English language growth. This implementation is occurring in concert with the Common Core Learning Standards. Furthermore, we continue to develop our understanding and implementation of Depth of Knowledge (DOK) levels and rubrics for ELLs. These tasks require thoughtful implementation to accommodate the unique challenges embedded in learning a new language (L2) concurrently with the requirement of learning content in the L2.

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

We did not discontinue any major programs/services for ELLs. Nonetheless we decided not to renew our license for two computer programs. The first program for an online reading program as a result of Inquiry Team data analysis. It was determined that the program did not sufficiently accelerate English language development. The second program had prohibitive costs associated with its use. Additionally, if possible we look forward to utilizing Title III funding for additional after school programming that targets the ELLs specifically. We have tried to enhance programs, even though budgetary constraints have limited our ability to do as such. However we continue to seek smart solutions to ensuring the most effective instruction for ELLs with the resources provided.

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

PS 48 operates under an integrated programmatic student schedule. This entails all students across all grades and in all classroom settings and restrictions participating completely in the full school schedule and programming. ELLs participate alongside

monolingual English speakers in the Arts, Physical Education and Health, Music, Drama, Science, Social Studies, Ballroom Dancing, Dance, CookShop Classroom, Technology, Library, and Band programs. Additionally all ELLs are afforded an opportunity to participate in field trip experiences, school performances, the Hunts Point Slave Burial Ground Project, service learning opportunities such as The Daffodil Project, and after school sports and academic programs sponsored by the Police Athletic League (PAL) and City Year. There is no differentiation between ELL and non-ELL when it comes to programming and/or selecting students to participate in activities. This inclusive practice ensures that every student develops cultural understanding through our culturally relevant pedagogy. When the programs are developed, English language learning does not play a prohibitive role in the decision process. In essence, each student and each class is viewed as requiring these essential components of a well-rounded education. To that end, we carefully address the social, emotional, and academic needs of ELLs as they participate in the program offerings of the school.

After School and Supplemental Services for ELLs:

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

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.

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

Total Physical response (TPR) activities, realia, and hands on use of science (magnifying lens, rocks, animals, etc.), social studies (maps, money, and songs) and literacy materials foster language development. Additionally we use storytelling, singing songs and poems, role-play scenarios, plays and skits, oral presentations, and group projects that facilitate authentic language use within a specific unit of study. Embedded grammar and mechanics instruction, with small mini-lessons develop confidence and fluency. In listening, many of the same activities utilized for speaking development are used as well. The ESL teachers devise speaking and listening activities in such a way that the speaking activity provides a context for listening and vice versa. When one student or group of students presents orally, the rest of the group is responsible for listening. Strategies are emphasized for making the oral presentation comprehensible as a listener, such as learning about visual cues and writing notes in graphic organizers. Additionally students listen to books read aloud, on CD/cassette tape, and on the computer with visual aids. Oftentimes reading and writing activities are connected to these activities as well, based on students' proficiency levels in the 4 language modalities. In reading, students are exposed to multiple genres throughout the school year, including non-fiction (i.e. magazines, books, newspapers, advertisements, textbooks) and fiction (i.e. poems, fairy tales, folktales, myths, plays). Visual cues, realia, and frontloading of vocabulary ensure that students are successful at comprehending written text. P.S. 48x starts instruction for beginner ELLs with texts that are picture-based and concerning tangible, accessible topics. Slowly these supports are dropped as students develop their reading skills (such as comprehension, fluency, vocabulary development, and decoding). Additionally, components of Reading Workshop, such as Shared Reading and Independent reading provide modeling of appropriate reading strategies. The ESL teacher ensures that reading and writing language modalities are connected to each other, and to listening and speaking (sharing with others about the text that the student read or listened to, orally reading the writing piece to others, asking questions of classmates). Particular focus on the Writing Workshop mini-lessons modeled by the ESL teacher and classroom teacher provide exemplary models of strong writing. Small group strategy-based groupings within the classroom challenge ELLs to develop their writing mechanics, academic vocabulary (CALP), paragraph structure, and grammar. Genre studies, author studies, and character studies provide deep levels of understanding.

Specific technologies include Additional technologies that will assist ELLs in learning English include laptops, Livescribe smartpens and notebooks, FLIP cameras, the BrainPop suite (BrainPop, BrainPop Jr., and BrainPop ESL), Gizmos, SmartBoards, and audio/visuals. These technologies will be used to instruct ELLs, but more importantly enhance students' learning experience. These tools will be utilized by the students themselves in the various units of study. Technology implementation through the use of Smart Boards, iPads, iPods, voice recorders, and digital storytelling provide high interest avenues for developing all language modalities. ESL teachers attend specific professional development sessions in maximizing the Smart Board for lessons, re-teaching, and independent language activities.

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

Development of one's first language (L1) is essential to second language (L2) acquisition and development. Beverly A. Clark's paper (<http://ceep.crc.uiuc.edu/pubs/katzsym/clark-b.pdf>), "First- and Second-Language Acquisition in Early Childhood" details

this essential necessity by stating, "...continued first-language development is related to superior scholastic achievement. When children do not have many opportunities to use language and have not been provided with rich experiential base, they may not learn to function well in their second language, and at the same time, they may not continue to develop their first language" (184). She cites the research by the following individuals: Collier, 1995a; Grosjean, 1982; Krashen, 1996; McLaughlin, 1984. To that end, P.S. 48 ensures first and foremost that the home school connection continues through validating the home language. During parent orientations, parents are encouraged to foster, develop, and connect the home language to the content and language learned at P.S. 48 and within the community. Nearly 20% of the school population is ELLs, with many more whose home language is not English. We view this as an asset. In the classroom setting, students are encouraged to communicate in the first language when needed, and when relevant, provided glossaries and classroom texts in the native language. Key concepts are provided in the native language in order to frontload the content material being examined. While P.S. 48 currently does not have bilingual programs due to parent selection, we ensure that the native language is valuable to the school.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every ELL at PS 48 enters their initial grade level of instruction based on their age level. We follow NYCDOE guidelines when it comes to first time registration and promotion of ELLs. The guidelines adhered to by PS 48 are CR A-501: parts IV, V, VI, and attachment number 1. Limited English proficiency alone is not the basis for retention. This means that student age determines first time entrants' placement in a class at PS 48. Promotion criteria for newcomer ELLs (two years or less) are based on a holistic examination of each child's academic progress, not solely on English language development. This includes such criteria in addition to ESL, mathematics, science, arts, and social development. English language development takes time, and as such, should not be the sole criterion for promotional determinations. ELLs receive age and grade appropriate instruction through relevant classroom curricular materials in ESL, literacy, mathematics, science and social studies. Required services and supports are based on ELLs' age and consequently grade level. Appropriate developmental activities start with an understanding of what is expected of students at particular ages. We utilize the Common Core Learning Standards to ensure that the academic rigor of instruction aligns with our educational priorities.
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).
Students and families that register prior to the first day of school receive orientations on how the school works. This ensures that parents and children are comfortable with the learning environment, provides parents with opportunities to discuss particular concerns, and begins the transition process for the newly admitted student into the school environment. During the school year, activities include participation in school performances, music programs, garden programs, CookShop Classroom (depending on the class and grade level), Hunts Point Slave Burial Ground Project, physical education, newcomer ESL Club at the end of the school day, and after school programs offered through the Police Athletic League (PAL) and City Year.
19. What language electives are offered to ELLs?
Currently PS 48 does not offer language electives.
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)?

Currently PS 48 does not offer dual language programs, based on parental choice.

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.)
Our school's professional development plan ensures that our ELL students receive effective instruction. We provide teachers with research based language acquisition and content development professional development that is tailored specifically to the needs of our school's ELLs, including co-teaching strategies, and integrating language and content instruction. This includes a targeted 15% of school's total hours of professional development in ELL-specific areas of focus for all teachers within the school. Additionally, teachers of ENL receive 50% of their professional development in ELL-specific areas of focus. The professional development plan includes sessions developed collaboratively by school staff, outside organizations and institutions, including, but not limited to the New York City Department of Education's Department of English Language Learners (NYCDOE DELLS), Fordham University, and the United Federation of Teachers (UFT). Teachers maintain their own records of their 175 hours of professional development. PD topics include language proficiency levels and the specific learning needs of students at this level; identification process, co teaching strategies, integrating content, vocabulary development, content area supports, and cross cultural understanding. Professional development is conducted on a continual basis every Monday that school is in session. This long term plan builds on previous weeks to deepen the understanding of the academic learning and second language acquisition needs of ELLs. The overarching themes for the yearlong professional development align to CCLS Mathematics and English Language Arts expectations, with investment in deeply looking at scaffolds and differentiations for ELLs across all language proficiency levels.
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?
PS 48 understands that the more informed the entire school staff is regarding the instructional need of ELLs, the more successful our ELL population will be. To that end, all staff receives professional development in both formal and informal ways on a continued basis throughout each school year. Professional development for instruction of ELLs includes the following personnel: principal, assistant principals, ESL coordinator and ESL teachers, common branch, special education, and content coverage (prep) teachers, paraprofessionals, counselors, secretaries, SETTS teachers, and the parent coordinator. It is essential that all staff understand the unique learning needs of ELLs, along with the attached social-emotional supports required to nurture their social and academic development. On any given day each week of school PS 48 holds grade level meetings. In these collaborative meetings, teachers, staff developers, and administrators work together to deepen pedagogical practices, often utilizing NYCDOE ELL Briefs. During these meetings, the unique needs of the ELL population are discussed, in relationship to the expectations of all students derived from the Common Core Learning Standards. Additionally, on Mondays and Tuesday vertically integrated teams of teachers provide professional development to their colleagues. The overarching themes for the yearlong professional development align to CCLS Mathematics and English Language Arts expectations, with investment in deeply looking at scaffolds and differentiations for ELLs across all language proficiency levels.

Professional development during these meetings consists of exploring the stages of language acquisition, the various language based tasks relevant to students at any particular stage, understanding the social and emotional context for learning a new language, communicating with parents, state and city regulations regarding services to ELLs, how to assess ELL student work and academic growth.

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

An integral component of the professional development program hinges on the collaboration of classroom teachers and the ESL teachers. The professional development that occurs in these meetings is then turn-keyed to the rest of the school staff (assistant principals, classroom and content teachers, and paraprofessionals) during collaborative common planning meetings that take place every week. During these meetings ESL professional development information is discussed to coordinate our instructional programs and share information on such issues as best practices in second language acquisition, ESL instruction, and testing accommodations for ELLs. Best research based strategies for ESL, ELA, Mathematics, Science, Social Studies, and the Arts. Professional development involves vocabulary development, grammar development, oral language development, test preparation, interacting with parents of ELLs, and using realia. Administration will also ensure that each staff member is aware of the materials and information available regarding ELL instruction in our school.

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

curriculum program, as well as Readers to Writers, to drive instruction and provide a solid literacy foundation for ELLs across the curriculum. Each session provides direct professional development and support through “ESL strategy snapshots,” which provide classroom teachers with a strong background in ESL teaching best practices. Additionally, ESL teachers and ESL homeroom teachers will attend professional development offerings provided by local colleges and universities, as well as the NYCDOE Office of ELLs trainings, to build school capacity in meeting the needs of ELL students. In this manner, classroom teachers develop a repertoire of skills for teaching ELLs that they can utilize throughout the school year. This targeted capacity building additionally ensures that all school staff understands the unique learning challenges facing ELLs and all staff becomes equipped to providing a productive learning environment for all students developing listening, speaking, reading, and writing skills in English.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? In order to improve the transition from fifth grade to middle school communication with parents provides consultation on appropriate school selection. Additionally, the P.S. 48 ESL coordinator discusses ELL needs with the district-zoned middle school in order to ensure a smooth transition academically, socially, and emotionally. School staff, particularly the parent coordinator, collaborates with the local middle school to ensure transitional success for ELLs. Additionally, PS 48 ENL teachers actively attend workshops with the middle school's ENL teachers to discuss best practices for supporting the long-term academic success of the ELLs. The school parent coordinator hosts “Transitioning to Middle School” workshops for families of students entering middle school. The guidance counselor enters fifth grade classrooms to discuss middle school options. Furthermore, embedded into the school curriculum throughout grades 3-5, teachers discuss the expectations, similarities, and differences in the academic learning process in middle school as contrasted with PS 48's elementary school model. This prepares students for the transition to middle school comprehensively.
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.

Teacher teams meet and host professional development for their colleagues on Mondays and Tuesdays. The Language Allocation Coordinator (LAC) and ENL ensure that 15% of the school year's year long PD plan includes topics pertinent to the academic success of ELLs, including language proficiency levels and the specific learning needs of students at this level; identification process, co-teaching strategies, integrating content, vocabulary development, content area supports, and cross cultural understanding. Additionally, teams of teachers of ELLs meet so that 50% of their PD time focuses on tasks that accelerate the acquisition of English. The school's professional development team maintains binders that contain meeting agendas and minutes.

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?

PS 48 utilizes ATS reports to identify and verify all ELLs and former ELLs in order to host individual conferences with the parents/guardians of each ELL and former ELL. This meeting is in addition to the regularly scheduled parent conferences held four times a year. These annual individual meetings with parents of ELLs discuss and review the goals of the PS 48 program offerings for students learning English as a New Language, language development progress, language proficiency assessment results, and language development needs in all content areas. A spreadsheet database is developed with these students that tracks the annual individual meetings with the parent/guardians of these students. The parents are invited to have the annual individual meeting and a sign in sheet is gathered. These annual individual meetings are then recorded in the spreadsheet database. Licensed pedagogues host the meetings on an ongoing basis, and interpretation/translation services are provided by school staff and the NYCDOE Translation and Interpretation Unit. PS 48 maintains a database each year of school personnel who serve as a resource for communicating in languages other than English. We identify the parents' preferred language of communication ahead of each meeting in order to ensure the annual individual conferences connect the families to the PS 48 school community.

NOTE: The following response refers to V.C.Q2, the next question, "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."

PS 48 maintains a database of all ELLs and former ELLs. From this database, we record invitations to parents for annual individual meetings, including data invitation sent, parent response, and when the annual individual meeting took place. Additionally, we maintain sign in sheets to document the process. We outreach to parents via letters of invitation sent home with the individual students. When necessary the school's Parent Coordinator will provide phone calls. We provide translated invitations to families based on the parents' preferred language of communication. Additionally school staff and the NYCDOE Translation and Interpretation Unit, when necessary, provide interpretation/translation services. PS 48 maintains a database each year of school personnel who serve as a resource for communicating in languages other than English.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 48 has partnerships with the Police Athletic League (PAL), City Year, and Hunts Point Alliance for Children (HPAC). The organizations assist parents of ELLs, as well as ELLs themselves. Homework assistance, test preparation, and advocacy meetings

ensure that ELL parents are informed of their rights, and are directed towards services that will assist them. Additionally we collaborate with the Food Bank of New York City to offer nutritional literacy lessons and healthy food to students and their families. We partner with New Yorkers for Park and New York City Parks and Recreation to offer quality extracurricular civics projects for students and their families. PS 48 fosters a spirit of inclusiveness. In order to ensure that the families of ELLs remain engaged in the learning process, we provide translated invitations to families based on the parents' preferred language of communication. Additionally school staff and the NYCDOE Translation and Interpretation Unit, when necessary, provide interpretation/translation services. PS 48 maintains a database each year of school personnel who serve as a resource for communicating in languages other than English.

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

The P.A. and Parent Coordinator assess parent needs with annual surveys sent home to parents requesting information on potential workshops and other needs. This information is informally collected through conversations and open dialogue, along with information collected from classroom teachers on an ongoing basis through written and oral communication with parents. Then the information is brought to the attention of the PS 48 administration, staff developers, and parent coordinator, to formulate workshops, information, and any other pertinent requests of parents. Parent monthly calendars are sent home in various languages to inform parents of various activities occurring in the school and the larger local community. Through the School Leadership Team, parents inform the school leadership of needed workshops and programs to assist parents. Agendas and minutes from these meetings detail particular areas of need. The annual NYCDOE Parent Survey, part of the school report card, is analyzed by this team to locate areas in need of targeted improvement related to parental involvement. This survey provides a comprehensive, data-based understanding of parental concerns regarding the PS 48 school community. As such, we rely heavily on this data to make necessary improvements. Staff developers in English Language Arts and Mathematics conduct workshops alongside the Parent Coordinator for parents, ranging from "helping my child read" to "Math games." The aim is provide parents with the tools in order to help their children succeed. The deeper the level of commitment that parents have in their children's education, the better informed stakeholders P.S. 48x has. Parents who do not speak English are encouraged to use the native language with their children. Workshops discuss the essential role of native language development for developing the English language. The research is emphasized. All workshops are conducted in English and Spanish, as well as other languages requested.

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

The school Parent Association and Parent Coordinator actively monitor parental interest and needs throughout the school year. Parental involvement is, in essence, driven by the interest and needs of the school community's parents. Their input drives the projects, workshops, and programs that the school develops, with parental involvement.

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.

Our school actively supports teachers in obtaining National Board Certification. To that end, currently we have two Nationally Board Certified Teachers of English as a New Language on staff.

School Name: P.S. 48: Joseph Rodman Drake		School DBN: 08X048	
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)
Roxanne Cardona	Principal		10/30/15
Laverne Wyre	Assistant Principal		10/30/15
Melissa Rodriguez	Parent Coordinator		10/30/15
Justin Czarka, NBCT ENL	ENL/Bilingual Teacher		10/30/15
Sandra DeJesus	Parent		10/30/15
Grace Binuya, NBCT ENL	Teacher/Subject Area		10/30/15
Allison Grabe, 3rd Grade	Teacher/Subject Area		10/30/15
Susan Friedwald, ELA	Coach		10/30/15
Tanja Hattar, Mathematics	Coach		10/30/15
Gloria Mitola	School Counselor		10/30/15
Karen Ames	Superintendent		10/30/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/30/15
Celia Abuin	Other <u>Related Services</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X048 **School Name: The Joseph Rodman Drake School**
Superintendent: Karen Ames

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.learn DOE.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.

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

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

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

Arabic, Bengali, English , French, Mandarin, Spanish

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.)

Parent Newsletters, Parent Teacher Conference notices, School Leadership Team dates, NYS testing dates, notices on updates to school policies (ie dismissal procedures), after school programming options (PAL, City Year, The Point), medical office forms, and assembly invitations (graduation, music, dance, and theatrical performances).

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.

Meet the Teacher Night- September 17, 2015
Parent Teacher Conferences- November 4-5
Parent Teacher Conferences- March 2-3
Parent Teacher Conferences-May 12

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.

In order to identify the written language needs, P.S. 48 analyzes ATS home language reports, HLIS, and informal conversations with teachers, parents, and students to determine primary home languages of students and their families. Such information is utilized to guide requisite translation services. Written communication sent home to parents is provided in both English and Spanish. This is based on the primary home languages, as well as the parent's language request on the HLIS. Before all written

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

2. Describe 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.

In order to identify the oral interpretation language needs, P.S. 48 analyzes ATS home language reports, HLIS, and informal conversations with teachers, parents, and students to determine primary home languages of students and their families. Such information is utilized to guide requisite oral interpretation services. Each school year, the school creates a "PS 48 Language Survey" to highlight the language resources within the school building. The survey is sent out to the school staff, who complete the survey, and the data is provided in a spreadsheet. The survey serves as a resource for school staff to access bilingual supports for communicating with families of the school's students. Currently the school has bilingual staff in Arabic/English, Bengali/English, French/English, German/English, and Spanish/English, including the parent coordinator (Spanish/English), who provide oral interpretation and translation services for parents requiring such services. The main office maintains at least one full bilingual Spanish/English personnel during the school day to accommodate parents' oral interpretation needs. For primary home languages other than English or Spanish, the interpretation unit is utilized if requested by the parents. Three way phone calls are utilized in such instances to provide clear oral interpretation assistance. Parents are provided with information regarding the interpretation unit in their primary home language, and the information is posted near both the entrance to the school and the office of the parent coordinator.

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.)

Memos sent out from the Language Access Coordinator at the beginning of the school year, prior to Parent Teacher Conferences, and quarterly, remind all staff members of how to access and use translation services and over-the-phone interpretation services. Additionally, posters are displayed in staff lounges and professional development offices, including phone numbers, emails, and Intranet access. These offerings include T&I Brochure and Language ID Guide. School staff receive a copy of the "I Speak..." card, which includes the phone number for over-the-phone interpretation services each school year. Additionally, information on how to utilize the NYCDOE Translation and Interpretation Unit is listed on the "PS 48 Language Inventory Survey" that is created each school year (see above). A professional development session exclusively on translations and interpretation services is currently being developed.

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

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

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)

Parent Association meetings, School Leadership Team meetings, and individual conferences with parents provide feedback from parents on the services required. Additionally, we utilized ATS data to determine preferred languages of communication (written and orally) to drive and anticipate the needs of the parents. Furthermore we access the data contained in the parent survey to view trends and adapt our school offerings and languages utilized to ensure that parents remains connected to the school community irrespective of language and mode of communication.