2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 20K048
School Name: P.S. 048 MAPLETON
Principal: DIANE PICUCCI
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Public School 48 – The Mapleton School

School Number (DBN): 20K048

BEDS Code: 332000010048

Grades Served: Pre K-5

School Address: 6015 18th Avenue Brooklyn, New York 11204

Phone Number: 718-232-3873

Fax: 718-232-3451

School Contact Person: Diane J. Picucci

Email Address: dpicucc@schools.nyc.gov

Principal: Diane J. Picucci

UFT Chapter Leader: Thomas Pascarella

Parents’ Association President: Erica Pantano

SLT Chairperson: Thomas Pascarella

Title I Parent Representative (or Parent Advisory Council Chairperson): Elizabeth Mannino

Student Representative(s): n/a

CBO Representative: n/a

District Information

Geographical District: 20

Superintendent: Karina Costantino

Superintendent’s Office Address: 415-89 Street, Room 410 Brooklyn, NY 11209

Superintendent’s Email Address: KCostantino@schools.nyc.gov

Phone Number: (718) 759-3921

Fax: 718-759-4842

Field Support Center (FSC)
Brooklyn South

FSC:  

Executive Director:  

415-89 Street, Room 410
Brooklyn, NY 11209

Executive Director’s Office Address:  

Cheryl Watson@schools.nyc.gov

Executive Director’s Email Address:  

(718) 759-3921  

718-834-7218

Phone Number:  

Fax:  

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane J. Picucci</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Thomas Pascarella</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Erica Pantano</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Anna MaeCastellano</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Mannino</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Daysi Granada</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Marcela Buckova</td>
<td>Member/ PTA</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>-----------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Katy Mullins</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Monique Cox</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Jessica Vargas</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Michelle DeVincentzi</td>
<td>Member/UFT</td>
<td></td>
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<tr>
<td>Bernadette Sessa</td>
<td>Member/UFT</td>
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<tr>
<td>Theresa Policastro</td>
<td>Member/UFT</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

P.S.48’s Mission Statement is to develop a partnership with parents which results in a program with educates students to think critically, communicate effectively, meet challenging high standards of excellence, possess positive self-esteem, and contribute to their school, their community and the world in which they live.
We are a school with a long and proud tradition of success and achievement. Staff, students and the parents all believe in the school and value it for the way in which it supports, motivates and develops them. High endeavor, high standards and a spirit of team work and cooperation are the hallmarks of the Mapleton School.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 48 is located in the middle-income area of the Bensonhurst section of Brooklyn, New York. This Title I Pre-Kindergarten to fifth grade school serves a population of approximately 601 students from culturally diverse backgrounds. This community where 22 languages are spoken is home to many new immigrants from Eastern Europe, Central America and Asia. The school is a central part of the community to many of the students and families.

The Mapleton School serves as a model for bridging the community and school. Some of our partnerships include: Federation of Italian American Organization, New York Methodist Hospital, Health Plus, Ballet Tech, and Dancing Classrooms. All members of the school community feel part of the historical school family, several generations because of the respect and care they are shown. The administration and the staff encourage and support parents as partners in their children’s education. There is a high degree of communication and shared information about how to help your child at home. As one parent stated, "This school is all about kids".

P.S. 48 uses Teachers College Reading and Writing Project for the teaching of reading. The key components of our literacy program include; Reading Workshop (Mini-Lesson, Independent/Partner Reading), Read Alouds, Guided Reading, Shared Reading and Word Study. We use Teachers College Reading and Writing Project for the teaching of writing. We implement daily writing workshop consisting of Mini-lessons (Connect, Teach, Active Engagement, Link), Independent Writing and Share Time. Go Math is used in all grades and lays the ground work for mathematical thinking. Go Math provides for whole group instruction, small group instruction, partner work, individual activities and RTI. Students are encouraged to explain and discuss their mathematical thinking. Classroom Science instruction is taught using Amplify Science: Next Generation Science Standards-designed core curriculum for grades K-8 and FOSS: hands-on program aligned with the NYC and NYS science standards. A Science Specialist Teacher supplements this instruction using an inquiry-based approach. Social Studies instruction is taught using Passport to Social Studies Curriculum: a NYCDOE developed social studies curriculum. Passport is aligned to the NYC Social Studies Scope & Sequence and integrates the New York State Social Studies Framework to support effective and engaging social studies teaching and learning. Instructional Technology (Smartboards, Laptops, Document Cameras, I-Pads, and Chrome Books) enhances the learning in all curriculum areas. Students participate in Art, Music, Band, Chorus, Library and Physical Education.

3. Describe any special student populations and what their specific needs are.

According to the latest available ethnic data 26% of the students are Hispanic, 48% Asian and other, 24% Caucasian and 1% African American. Approximately 18% of the students have individualized educational plans and receive the full continuum of services (SETSS, Speech, Guidance, Occupational and Physical Therapy). Additionally 32% of the students are English Language Learners with Chinese as a dominant language. The majority of the students are from low income families, and all receive free breakfast and lunch.

4. Identify 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.

P.S. 48 made the most progress over the past year in Collaborative Teachers. According to the 2017-18 School Quality Guide, 95% of teachers say that at their school the principal, teachers, and staff collaborate to make the school run effectively. PS. 48's key focus for the 2018-2019 school year will be strengthening "Strong Family and Community Ties." It is essential that parents are afforded the opportunity to be active in their children's learning.
### School Demographics and Accountability Snapshot for 20K048

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05,SE</th>
<th>Total Enrollment (2017-18)</th>
<th>593</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)

- **# Special Classes (ELA)**: 33
- **# SETSS (ELA)**: 28
- **# Integrated Collaborative Teaching (ELA)**: 50
- **# Special Classes (Math)**: 33
- **# SETSS (Math)**: 22
- **# Integrated Collaborative Teaching (Math)**: 50

#### Types and Number of Special Classes (2018-19)

- **# Visual Arts**: 3
- **# Music**: 3
- **# Drama**: 3
- **# Foreign Language**: 3
- **# Dance**: 3
- **# CTE**: N/A

#### School Composition (2017-18)

- **% Title I Population**: 72.0%
- **% Attendance Rate**: 70.0%
- **% Free Lunch**: 70.8%
- **% Reduced Lunch**: 4.7%
- **% Limited English Proficient**: 29.7%
- **% Students with Disabilities**: 0.0%
- **% Multi-Racial**: 19.2%
- **% Black or African American**: 1.3%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.0%
- **% Hispanic or Latino**: 44.0%
- **% White**: 24.5%

#### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 1.2%
- **% Black or African American**: 1.0%
- **% Hispanic or Latino**: 44.0%
- **% White**: 24.5%
- **% Multi-Racial**: 19.2%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 17.66
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **Average Teacher Absences (2014-15)**: 6.6

#### Overall NYSED Accountability Status (2018-19)

- **Science Performance at levels 3 & 4 (4th Grade)**: 88%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **ELA Performance at levels 3 & 4**: 49.5%
- **Mathematics Performance at levels 3 & 4**: 53.9%

#### Student Performance for High Schools (2017-18)

- **ELA Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- **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**: YES
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: N/A

##### High School

- **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
- **ALL STUDENTS**: 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

- Based on the 2017-2018 DOE Advance school year data, 91 ratings or 91% of the observations were effective or highly effective as measured by the 151 formal and informal observations in Danielson component 3c (Engaging Students in Learning).

**Strengths:**

1. Pacing of the lessons appropriate
2. Lessons have a clearly defined structure
3. Suitable groupings of students

**Needs:**

1. At times, materials and resources do not allow for intellectual engagement
2. Students are not consistently held accountable to reflect on the lesson for understanding
3. Students are not consistently held accountable to explain their thinking as part of completing tasks
4. More modified lessons based on Students with Disabilities and English Language Learner strategies to allow for student discussion.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 95% of the teaching staff will receive an overall rating of effective or highly effective on the Danielson Component 3c (Engaging Students in Learning) as measured by formal and informal observations.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff Members</td>
<td>September 2018- June 2019</td>
<td>Principal Assistant Principals Coach</td>
</tr>
<tr>
<td>All Staff Members</td>
<td>October 2018 – May 2019</td>
<td>Principal Assistant Principals Coach Other Staff Members</td>
</tr>
<tr>
<td>All Parents</td>
<td>September 2018- June 2019</td>
<td>All Classroom and out of Classroom Teachers</td>
</tr>
<tr>
<td>Teachers Students (SWD, ELL and GE)</td>
<td>September 2018 – June 2019</td>
<td>Principal Assistant Principal TC Staff Developers Coach</td>
</tr>
</tbody>
</table>

Utilize Monday Professional Learning time to train the staff via Advanced Literacy, the guidelines of productive struggle, transference and student accountability. Rigorous tasks will be a key focus during pre-observation conferences, observations, post observation conferences and during feedback sessions. Grade teams work on creating mini lessons based on strategies for Students with Disabilities and English Language Learners utilizing small group instruction, flexible grouping, conferencing, and differentiation for all students.

Inter-visitations of teachers who have shown strengths in these areas. Strategies to address the needs of students include: Inquiry Teacher Teams, Research-Based Articles, Book Clubs.

Provide parents with a monthly calendar that describes the work the students will participate in each curriculum area.

Professional Development with Teachers College Staff Developers- on going support aligned to student engagement.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our teaching staff and parent coordinator will engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home by conducting parent workshops and conferences during Parent Outreach on Tuesday afternoons. The parent coordinator will also conduct workshops.
Throughout the year. The teaching staff and parent coordinator in collaboration with the administration will be responsible for implementation. The administration will oversee the workshops.

Part 4 – Budget and Resource Alignment

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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Part 5 – Progress Monitoring

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

- Mid-point will occur after the second round of observations (majority of teacher chose option 4 which is 4 informals). This will occur in February 2019.

- Progress will be indicated by the number of observations resulting in teachers moving from developing to effective and highly effective in Danielson component 3C. School’s progress towards meeting the Annual Goal will be based on data from Advance. The Advance data will determine professional development for staff.

- By February 2019, there will be an increase in teacher observations resulting in effective and highly effective in Danielson Component 3c (Engaging Students in Learning).

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

NYC DOE Advance formal and informal observation data.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

A review of the data in this category from the DOE Advance 2017-2018 shows that 154 of informal and formal observations in Danielson Domain 2a (Creating an Environment of Respect and Rapport) and 2d (Managing Student Behavior) as measured by formal and informal observations, 99% of teachers were rated effective and highly effective.

Through P.S. 48’s Have a Heart Program, teachers promote self-esteem and self-regulation by celebrating student success and positive behavioral actions. Faculty and staff know each of the students and monitor the social/emotional aspects of youth development ensuring that every student has the opportunity to be successful. The staff closely monitors attendance, behavior and progress. As a result, students feel supported by the adults in the building.

Strengths on the School Quality Snapshot Report indicates:

- 100% of teachers stated that students are safe in the hallways, bathrooms, locker room, and cafeteria.
- 92% of teachers stated that their students feel it is important to come to school every day.

Needs:

- Keeping students on track for college, career and/or success after high school
- Teacher response to student misbehavior is consistent, proportionate, and respectful to students
- Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of the teaching staff (37 out of 38 teachers) will receive an effective or highly effective rating in Domain 2 of Danielson’s Framework for Teaching as measured by formal and informal observations.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff Members</td>
<td>September 2018-June 2019</td>
<td>Administration Professional Development Team</td>
</tr>
<tr>
<td>All Staff Members</td>
<td>September 2018 – June 2019</td>
<td>Principal Assistant Principal Coach Other Staff Members</td>
</tr>
<tr>
<td>All Staff Members</td>
<td>September 2018– June 2019</td>
<td>Principal Assistant Principal TC Staff Developers Coach Other Staff Members</td>
</tr>
<tr>
<td>All Parents</td>
<td>September 2018 – June 2019</td>
<td>PTA Guidance Counselor School Social Worker CITE</td>
</tr>
</tbody>
</table>

A professional development team was created to ensure that staff members receive support in areas where they feel they need to grow professionally. The PD team meets every other month. The team will provide workshops on Social Emotional Learning through Sanford Harmony to address the needs of all students, including Students with Disabilities, and English Language Learners.

Inter-visitations of teachers who have shown strengths in these areas.

Utilize Monday Professional Learning time to engage the staff in professional development around developing ways to teach students how to self-monitor student behavior. During pre-observation conferences, observations, post observation conferences 2d will be a key focus.

Provide workshops/materials in the languages of the parents:
- Transitioning to Middle School
- ESL/NYSESLAT Workshops
- College Readiness NYSESLAT Workshop
- NYS ELA and Mathematics Testing Workshops
- Internet Safety Workshop
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our teaching staff and parent coordinator will engage families and support their understanding of Supportive Environment in order to support their children at home by conducting parent workshops and conferences during Parent Outreach on Tuesday afternoons. The parent coordinator will also conduct workshops throughout the year. The teaching staff and parent coordinator in collaboration with the administration will be responsible for implementation. The administration will oversee the following workshops:

- Transitioning to Middle School
- ESL/NYSESLAT Workshops
- College Readiness NYSESLAT Workshop
- NYS ELA and Mathematics Testing Workshops
- Internet Safety Workshop

Part 4 – Budget and Resource Alignment

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

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

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>C4E</td>
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<tr>
<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

- Mid-point will occur after the second round of observations. This will occur in January 2019.
- Progress will be indicated by the number of observations resulting in teachers moving from developing to effective and highly effective in Danielson Domain 2.
- The mid-point benchmark to show progress towards meeting the goal will be the number of workshops and/or materials made available to the parents on career and college readiness. By the end of February 2019, the measure to meeting this goal will be determined by the attendance at the workshops.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Review the Office of Safety and Youth Development Report and/or Advance Observation Dashboard on a quarterly basis.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>After review of the New York City Department of Education Dashboard 2017, it was noted that 59% of the students in grades 3-5 scored at a level 1 and 2 on the NYS ELA Exam, a decrease of 7% from the previous year. According to the data, there is a need to continue professional development in the area of ELA to improve both teacher practice as well as student outcomes.</th>
</tr>
</thead>
</table>

**Strengths:**

Consistent growth in students performing at levels 3 and 4.

**Needs:**

An increase in students performing at level 2 and higher.

### Part 2 – Annual Goal

Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2019, 90% of the teaching staff will engage in professional development opportunities designed to improve both teacher practice as well as student outcomes. |
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL professional development with Teachers College staff developers to support questioning and discussion strategies in the Reading and Writing Workshop.</td>
<td>ALL Teachers Students (GE, SWD, ELL)</td>
<td>September 2018 – June 2019</td>
<td>Principal Assistant Principals Teachers College Staff Developer Professional Development Team ESL Teachers.</td>
</tr>
<tr>
<td>Improve the quality of questioning to be more challenging, higher level and increase student reflection.</td>
<td>All Teachers</td>
<td>September 2018 – June 2019</td>
<td>Teachers College Staff Developers Coach</td>
</tr>
<tr>
<td>Professional Development to support acclimating our new ELL students to our school and classroom.</td>
<td>All Teachers Students (GE, SWD, ELL)</td>
<td>September 2018 – June 2019</td>
<td>Principal Assistant Principals Professional Development Team ESL Teachers</td>
</tr>
<tr>
<td>Using learning progressions to increase student engagement and accountability.</td>
<td>All Teachers</td>
<td>September 2018 – June 2019</td>
<td>Teachers College Staff Developers Coach</td>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our teaching staff and parent coordinator will **engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home by conducting parent workshops and conferences during Parent Outreach on Tuesday afternoons. The parent**
coordinator will also conduct workshops throughout the year. The teaching staff and parent coordinator in collaboration with the administration will be responsible for implementation. The administration will oversee the workshops.

Part 4 – Budget and Resource Alignment

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

Teachers College Staff Developers, Teachers College Reading and Writing Program, Coach, guided reading materials, shared reading materials, read alouds, professional development time, Per Diem teachers to provide coverage for inter-visitations and attending workshops.

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

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Part 5 – Progress Monitoring

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

By February 2019, students’ guided reading levels will be assessed utilizing the Teachers College Reading and Writing Project Benchmark Reading Levels and Marking Period Assessments to determine the number of students on grade level and progress shown by students. The students’ On Demand writing pieces will also be analyzed using a grade level rubric for growth and areas of need.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher’s College Running records, post reading and writing assessments/rubrics, and Fall/Spring Benchmark assessments.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
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A review of the Quality Review and Framework for Great Schools Report data from the 2016-2017 school year indicated a Developing rating on quality indicator 1.2.

Strengths:

Teachers used instructional strategies that engaged students at all levels. Teachers align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Needs:

Lessons viewed did not consistently incorporate rigorous tasks and few lessons illustrated participation in deep, peer-to-peer discussions across content areas and grades.

Part 2 – Annual Goal

By June 2019, 35% of the staff will receive highly effective in Danielson Component (4e) - Growing and Developing Professionally as measured by NYC DOE Advance.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>• Evidence-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).</td>
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<tr>
<td>Initial Planning conferences- Teachers select student learning goals aligned to Danielson Domains 3B, 3C, and 3D.</td>
<td>All Staff members</td>
<td>September/October 2018</td>
<td>Principal Assistant Principals</td>
</tr>
<tr>
<td>Create an outline to complete all observations within a timely manner and focus observations around areas of professional development such as guided reading and writing.</td>
<td>All Staff Members</td>
<td>September 2018 – June 2019</td>
<td>Principal Assistant Principals</td>
</tr>
<tr>
<td>Twice Monthly Professional Development Teachers College Staff Developers-Targeted staff development related to Teachers specific learning goals and aligned to Danielson Domains 3B, 3C or 3D.</td>
<td>All Staff Members Students</td>
<td>September 2019 – June 2019</td>
<td>Principal Assistant Principal Professional Development Team</td>
</tr>
<tr>
<td>End of year conference-Teachers and administration discuss growth over the year related to teachers specific learning goal aligned to Danielson Domains 3B, 3C or 3D.</td>
<td>All Staff Members Administration</td>
<td>May/June 2019</td>
<td>Principals Assistant Principals</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our teaching staff and parent coordinator will engage families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home by conducting parent workshops and conferences during Parent Outreach on Tuesday afternoons from September 2018 – June 2019. The parent coordinator will also conduct workshops throughout the year. The teaching staff and parent coordinator in collaboration with the administration will be responsible for implementation. The administration will oversee the workshops.

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.
External Staff Developers - Teachers College Reading and Writing Project

Substitute teachers will be needed to cover teachers that attend on-site and off-site training

Materials and resources distributed at Parent Workshops such as questionnaires, surveys, and feedback forms.

Prep Coverage and prep changes

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

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</table>

**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.

At the end of January/beginning of February 2019, the administration will analyze Danielson Domain 4e: Growing and Developing Professionally using the DOE Advance System. The school should be at the 50% benchmark at that point.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Data from the informal and formal observations utilizing NYC Doe Advance.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2017-2018 New York City Survey, parents have been invited to participate in an event at least 5 times during the school year. The staff at P.S.48 feels that parental involvement is a crucial component to the academic and social-emotional well being of a child and therefore will strive to ensure parents feel welcome within the school community.

- 95% of parents/guardians agreed or strongly agreed that they feel well informed by the communications they receive from their child’s school.

- Based on the data collected from the NYC School Survey and in consultation with the PTA, P.S. 48 will continue to create events for our community. Some of the areas that we need to work on include: Health, Arts/Music, Testing, English classes, Transitioning to Middle School.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, up to 70% of all PTA sponsored events, 7 out of 10 events will include presentations and/or information sessions facilitated by a community-based organization and/or community partners as reported by an agenda and sign in sheet.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Students</td>
<td>April 2018 – June 2019</td>
<td>Teaching Artist, Teachers, Administration, Coach, PTA</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>Music Teacher, Administration, Art teacher, Teachers, Parents/PTA</td>
</tr>
<tr>
<td>Students in grades K-5</td>
<td>September 2018 – June 2019</td>
<td>Administration, Teachers, Coach, Community Organization, Guidance, Parents/PTA</td>
</tr>
<tr>
<td>All Parents</td>
<td>September 2018 – June 2019</td>
<td>Parent Association Members, Administration, Guidance</td>
</tr>
</tbody>
</table>

### Grade 4 will participate in Dancing Classrooms.
Dancing Classrooms will cultivate essential life skills in children through the art of social dance. They will help create schools and communities where every child is connected, respected, and provided a safe environment in which to thrive. Parents will be invited to a culminating performance in June 2019.

### All students will participate in a music night workshop with their parents consisting of musical techniques.
Grade K-5 will participate in two family art nights.

### Provide parents who are new to the school and to the country with hands-on workshop about school policies, academics, community-based organizations and how to help your child transition to the new school.

### Sending flyers and announcements to support Parents Association events. Communicate with parents via a monthly newsletter by grade and subject areas e.g., Art, Music, Physical Education, Science.
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Ballet Tech, New York Methodist Hospital, Dancing Classrooms NYC.

Part 4 – Budget and Resource Alignment

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

Use of building space and copying of materials. Schedule adjustments made to support Dancing Classrooms program.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By the end of February 2019, the administration will meet with the Parents’ Association’s Executive Board monthly to determine if the school is on course to meet the annual goal. Surveys will be completed at the end of the Dancing Classrooms residency by the teachers. A culminating performance will be held after the residency. By June 2019, the school will meet with Parents’ Association Executive Board to review the events held and success of each as well as to discuss the teacher survey results, plans/changes going forward.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas and attendance sheets.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | ● Teachers College Reading Levels  
● School Work  
● Writing Levels as determined by grade appropriate rubrics  
● Pre and Post Assessments  
● State Scores grades 4 and 5  | Leveled Literacy Intervention/Small Group Instruction  
● Independent Reading  
● Phonics  
● Guided Reading  
● Shared Writing  
● Independent Writing  
● Strategy Instruction  
Small Group Intervention  
● Independent reading  
● Guided Reading  
● Strategy Instruction  
Saturday Academy  
● Reading  
● Writing  
● Test Prep | Small Group  
Small Group  
Small Group  
Small Group  | During the School Day  
During the School Day  
Saturdays  |
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Go Math Unit Assessment Results</td>
<td>● Small Group Intervention</td>
<td>● Small Group Intervention</td>
<td>During the School Day</td>
</tr>
<tr>
<td>● Exemplars</td>
<td>● Problem solving strategies</td>
<td>● Problem solving strategies</td>
<td>Saturdays</td>
</tr>
<tr>
<td>● State Math Scores 4 and 5</td>
<td>● Multi-step problems</td>
<td>● Multi-step problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Content</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Fluency/drills</td>
<td>● Fluency/drills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday Academy</td>
<td>Test Prep</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Science</td>
<td>Science Cluster</td>
<td>Whole Class</td>
<td>During the School Day</td>
</tr>
<tr>
<td>● NYS Science Test Results Grade 4</td>
<td>Content Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Hands-on skills</td>
<td>● Hands-on skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Chapter/ Unit Test</td>
<td>● Vocabulary Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Hands on Experiments</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Social Studies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
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<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Guidance</td>
<td>Whole Class</td>
<td>During the School Day</td>
</tr>
<tr>
<td>● OORS Reports</td>
<td>● Social/Emotional Needs</td>
<td>Small Group</td>
<td></td>
</tr>
<tr>
<td>● Teacher anecdotal Notes</td>
<td>● At risk services</td>
<td>Individual Students</td>
<td></td>
</tr>
<tr>
<td>Parent Consultations</td>
<td>● Proactive intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   There are currently two students attending our school.

2. Please describe the services you are planning to provide to the STH population.

   Title I set-aside funds will be used primarily for educational services to ensure homeless children and youth progress academically. P.S. 48 is planning to provide emergency supplies such as school supplies, clothing, books, and/or glasses.

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

The administration ensures that all new hires and current staff are working in their license area. P.S. 48 offers a wide variety of professional development and workshops for teachers. These workshops provide training and support in reading, writing, math and technology as well science and the arts. The professional development sessions and workshops are held throughout the school year and provide teachers the support they need to refine instructional practices. Additionally, teachers are given the opportunity to request professional development in areas that align to their professional goals. This is accomplished through the use of professional development surveys and teacher goal setting.

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).

On-going Teachers College Staff Development

- Staff development emphasizes instructional practices that promote high levels of student thinking and participation. These strategies are introduced at the Teachers College Staff Development Sessions held at P.S.48 for grades K-5 in cycles for the school year. All staff are involved in these workshops with the TC Staff developer.

Grade Level Meetings/Grade conferences facilitated by Staff Developers and Grade Leaders

- At the grade level meetings and conferences, teachers and staff developers/coach discuss students’ unit assessments, performance tasks and benchmark assessments to analyze trends and modify instruction to ensure that all students are meeting the Common Core Learning Standards.
Inter-class visitations

- Facilitating inter-class visitations gives teachers the opportunity to observe lessons and the classroom environment with the goal of improving teaching strategies and best practices in the classroom.

Fundations

- Level-specific workshops provide the practice and guidance needed to effectively begin teaching the Fundations curriculum. The Fundations Workshop focuses on procedures and strategies for implementing Fundations as an early intervention program.

Go Math

- Participants explore instructional processes that emphasize the mathematical practices and the content they support. Participants will engage with high cognitive demand tasks, selected from the Go Math! curriculum, and how to support them during instruction.

Chancellor’s Professional Days

- Staff development related to the implementation of high learning standards and assessments.

On-going Technology Professional Development

- Workshops conducted on SmartBoard training, RazKids, Mathletics, Learning A – Z

Part 3: TA Schools Only

3a. Use of Program Resources

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

\[ N/A \]

3b. TA Coordination with the Regular Program

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

\[ N/A \]

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Turning 5 Evaluations

- Students are evaluated for possible placement and services based on student needs.

Kindergarten Orientation

- Parents learn about different aspects of the curriculum and what to expect throughout the year in relation to the Common Core curriculum.

Pre-K Orientation

- Parents learn about different aspects of the curriculum and what to expect throughout the year in relation to the Common Core curriculum. The guidance counselor monitors the Pre-K and Kindergarten students in the first weeks of school for adjustment issues and meets with parents.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>424,008.00</td>
<td>X</td>
</tr>
</tbody>
</table>

2018-19 CEP
Title II, Part A | Federal | 30,641.00 | X | X 
Title III, Part A | Federal | 21,582.00 | X | X 
Title III, Immigrant | Federal | 3,389.00 | X | X 
Tax Levy (FSF) | Local | 3,715,295.00 | X | X 

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The **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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 048, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. P.S. 48’s school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

P.S. 048 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 48 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
<tr>
<td>● holding an annual Title I Parent Curriculum Conference;</td>
</tr>
<tr>
<td>● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
<tr>
<td>● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</td>
</tr>
<tr>
<td>● supporting or hosting Family Day events;</td>
</tr>
<tr>
<td>● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</td>
</tr>
<tr>
<td>● encouraging more parents to become trained school volunteers;</td>
</tr>
<tr>
<td>● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</td>
</tr>
<tr>
<td>● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</td>
</tr>
<tr>
<td>● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 048, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.</td>
</tr>
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<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
</table>
P.S. 48 provides high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

P.S. 48 provides 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.

**Parent Involvement Policy (PIP) Template**

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

Diane J. Picucci Teresa M. Zabala-Dwyer Maria Lopopolo-DeSilvio Principal Assistant Principal Assistant Principal

Public School 48 Parent Involvement Policy

2018/2019
1. Public School 48 – The Mapleton School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESSA:

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

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

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

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

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

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

● The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and other school involvement functions. They will gather and evaluate the information from the evaluation forms from previous Parent Workshops. They will use the results from the parent learning environment survey.

● Members of the Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.

5. Public School 48 – The Mapleton School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. The State’s academic content standards;

ii. The State’s student academic achievement standards;

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

iv. The requirements of Title I, Part A;

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

vi. How to work with educators.

P.S. 48 will continue to encourage parents to attend Meet The Staff night to learn about the grade level curriculum and student expectations.

P.S. 48 will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Chinese speaking population.

P.S. 48 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology (Acuity) to foster parental involvement.

P.S. 48 will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings and Monthly News Letter.

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

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

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

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

Adoption

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

This policy will be adopted by Public School 48 – The Mapleton School on June 26, 2018 and will be in effect for the period of September 2018-June 2019. The school will distribute this policy to all parents of participating Title I Part A children on or before December 10, 2018.

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

Date: September 9, 2018

School-Parent Compact

Required of all schools

May be last years but must be updated

Public School 48

The Mapleton School

6015 18 th Avenue

Brooklyn, New York 11204

(718) 232-3873

Fax (718) 232-3451

Diane J. Picucci Teresa M. Zabala-Dwyer Maria Lopopololo-DeSilvio Principal Assistant Principal Assistant Principal

Public School 48 School Parent Compact

2018/2019

Our school, in compliance with the Section 1118 of Title I, Part A of the ESSA is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.
School Responsibilities

Public School 48 – The Mapleton School will:

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

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

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

● Parent Teacher Conferences will be held in November and in March.

● Additional conferences will be scheduled as needed throughout the school year.

● Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved.

● Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education.

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

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

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

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

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

Kindergarten parents will receive Progress Reports in November.

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

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

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

Parents may meet with teachers before school from 8:00a.m -8:20a.m., during the lunch period from 11:00a.m.- 11:50a.m. in grades K-2, 12:00p.m. – 12:50p.m. in grades 3-5 and during one prep period per week designated by each
grade. Parents must inform teachers of the need for a conference in writing or by leaving a message with the secretary in the main office. The teacher will then schedule the conference. Translators are available for all parent meetings.

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

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

Parents will be encouraged to participate during class excursions.

- provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community

- supporting parental involvement activities as requested by parents

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs

Parent Responsibilities

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

- supporting my child’s learning by making education a priority in our home by

  - making sure my child is on time and prepared everyday for school

- monitoring attendance

- talking with my child about his/her activities every day

- scheduling daily homework time;

- providing an environment conducive for study

- making sure that home is completed

- monitoring the amount of television my children watch

- volunteering to accompany my child on class excursions
● participating, as appropriate, in decisions relating to my children’s education

● participating in school activities on a regular basis

● staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate

● reading together with my child every day

● providing my child with a library card

● communicating positive values and character traits, such as respect, hard work and responsibility

● participate in or request training offered by the school, district, central and or/State Education Department learn more about teaching and learning strategies whenever possible

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time

● participate, as appropriate, in the decisions relating to my child’s education

● respond to surveys, feedback forms and notices when requested

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and the Compact

● respecting the cultural differences of others;

● helping my child accept consequences for negative behavior;

● being aware of and following the rules and regulations of the school and district;

● supporting the school’s discipline policy;

● express high expectation and offer praise and encouragement for achievement.

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn

Name Signature Date

<table>
<thead>
<tr>
<th>School Staff-Print Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s) – Print Name</td>
<td></td>
</tr>
<tr>
<td>Student (if applicable)- Print Name</td>
<td></td>
</tr>
</tbody>
</table>

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. 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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. High quality professional development that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

Part A: School Information

Name of School: _______ DBN: _______

This school is (check one): ☒conceptually consolidated (skip part E below) ☐ 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):
☐ Before school ☐ After school ☒ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
☐ K ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
## 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:

- Assessments serve as a blueprint for teachers for ongoing planning and modification of instruction. Literacy and Mathmatic skills are assessed through the use of TCRWP, Running Records, On Demand Writing, Imagine Learning, Mathletics, Teacher-Made assessments, Conference Notes, EDAT (ELL Data Analysis Tool), and NYS ELA/Math/NYSESLAT levels. Based on qualitative and quantitative data, our ELL students need additional development of their academic vocabulary, phonemic awareness, decoding skills, content writing, inferential and problem-solving skills in ELA.

### The Saturday Academy Program

- The Saturday Academy provides supplemental instruction in a Saturday Academy Program. The instruction will be provided in the English Language. The program will focus on CCLS by increasing students’ background knowledge and the use of academic language to improve reading comprehension, content writing, and mathematics. Instructional strategies include close reading, rigorous discussion and questioning. Teachers will utilize small group instruction, flexible grouping, conferencing, and differentiation for all students.

- The targeted population is our English Language Learners and Non-English Learners Immigrant Students (students in Grades 3-5). The Saturday ELL program services identified ELL students who are at the entering, emerging, transitioning, expanding, and command levels. Approximately 155 (27.8%) English Language Learners in Grades 3-5 are invited to Saturday Academy. Parents are notified through letters that are sent home in the parents’ preferred (native) language.

- The Saturday Academy’s seven certified General/Special Education/ENL teachers provide supplemental ELL and non-ELL instruction for approximately 120 students in 7 classes. The program will begin on Saturday, January 5th, 2019, and continue through Saturday, March 30th, 2019. The duration of the program (approximately 12 sessions) will consist of 3 hours per session on Saturdays (8:00 AM-11:00 AM).

- According to the EDAT, it was identified:

  - Number of ELLs: 155 (27.8%)
  - Non ELL who scored at or below 25 growth percentile and scored at level 1 or 2 on Math: 8 (2.0%)
  - Non ELL with at risk level 3 or greater 27 (6.7%)
  - Non ELL who scored at or below 25th growth percentile and scored at level 1 or 2 on ELA: 10 (2.5%)
  - NYSESLAT test takers that advanced 2 proficiency levels: 2
Part B: Direct Instruction Supplemental Program Information

NYSESLAT test takers that advanced 1 proficiency level: 40
NYSESLAT test takers that scored commanding: 21 (15%)
NYSESLAT test takes that scored expanding and 3 or 4 on ELA: 5
NYSESLAT test takers that remained at same proficiency level: 47

The Saturday Academy Program will use the following materials: Rigby on the Way to English, Empire State NYSESLAT ENL/ELL, Crosswalk Coach for the Common Core, Options - Open Ended Questions. Our Technology include: personal laptops and iPads for internet research, the use of Smartboards for interactive learning, and videos for instructional support, RAZKids, Mathletics, and Imagine Learning (an award-winning language and literacy software program). Teachers will focus on language literacy and math content areas via visuals, Total Physical Response and repetition to demonstrate growth in their English Language proficiency as measured by the NYSESLAT.

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: ______

P.S. 48 supports continuous staff development for ENL teachers, classroom teachers including Special Education and Cluster teachers. Strategies, materials and information are made available to all staff members. Professional development supports the needs of English Language Learners, focusing on best practices for co-teaching strategies, integrated language and content instruction. Learning opportunities are provided during a 45 minute period block of time and/or the 80-minute block of time allocated for staff members on Monday afternoons. Workshop topics are based on our inquiry work and are currently tentative. Workshop topics include: Implementing Research-Based ESL Strategies, Supporting ELLs in the Common Core Standards, Analyzing Student Writing, and Creating Scaffolds/Supports.

Professional Development will be held for teaching staff on a continuous basis throughout the school year (TBD). All of the Common Branch/Special Education/Cluster teachers will participate in all of the sessions. Professional learning opportunities will ensure that P.S. 48 meets the Adequate Yearly Progress for the sub group of ELL students. Professional learning opportunities will ensure that P.S. 48 meets the AYP Adequate Yearly Progress for the sub group of ELL students.

Brooklyn Field Support Network Level workshops provide targeted professional development that is focused around best practices with regard to ELL instruction and are facilitated by Aaron Perez, Lucia Perez Medina Christine Etienne, and Ronny Roriguez. ENL teachers attend workshops which include: ELL Kick Off (October 2018), EDAT & Training (October 2018), ELL-Compliance and Instructional Support (September 2018), ATS/Stars Programming ELLS Workshop (October 2018), and Teaching Advanced Literacy Skills to Enhance Instruction for Culturally and Linguistically Diverse Learners Study Group ((10/30/18, 11/27/18, 01/17/19, 02/13/19, 03/13/19). ENL teachers will also attend professional development conducted by outside sources such as Fordham University: ELL Students & the NYS Next Generation ELA Learning Standards Series (October 2018), ENL teachers will turnkey the information from the Network Level and
Part C: Professional Development

Fordham University Workshops to staff during the Monday Professional Development (TBD). The ENL teachers will also attend yearlong Teacher's College workshops that pertain to ELL.

- ENL teachers will meet with administrators and the staff developer monthly for planning and facilitating professional development. Academic language development, differentiation, and scaffolding strategies, as well as cultural sensitivity, will be several of the areas targeted for professional development. The Pre-K-5 teachers will attend professional development workshops on a monthly basis with ongoing support including: Analyzing the EDAT, Implementing the New Language Arts Progressions in the Classroom, Helping ELLs to Succeed during Reader's and Writer's Workshop and the Common Core Standards, Analyzing the NYSESLAT and Enacting Common Core Learning Standards Practices to Support Achievement for ELLs, Small Group Work with ELLs, and how to incorporate ENL methodologies into all classrooms.

- We will utilize an Educational Consultant from CITE to provide ongoing direct curriculum and strategy development for the Saturday Academy program. Throughout the school year, professional development will be provided by our ENL teachers (no cost) and ENL Educational Consultants from CITE (Center for Integrated Teacher Education) which is at cost. The following 80 minute workshop will be held every third Monday of the month starting November, 2018.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting ELLs in the Mainstream Classroom</td>
<td>80 minute session 10 Teachers</td>
<td></td>
</tr>
<tr>
<td>ELL Strategy Development (Part 1)</td>
<td>80 minute session 10 Teachers</td>
<td></td>
</tr>
<tr>
<td>ELL Strategy Development (Part 2)</td>
<td>80 minute session 10 Teachers</td>
<td></td>
</tr>
<tr>
<td>Introduction to Saturday Academy Curriculum Materials</td>
<td>80 minute session 10 Teachers</td>
<td></td>
</tr>
<tr>
<td>NYSESLAT Strategy Development</td>
<td>80 minute session 10 Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Professional development is a comprehensive, ongoing, and intensive approach to improving teachers’ in advancing student achievement. The impact of the professional development is very important for teacher’s practices. The positive outcomes for ELLs and for all learners are:

- Customizing teaching and learning using new technologies
- Differentiating instruction and providing scaffold/supports that meet the varied learning needs of diverse student populations
- Connecting curriculum to real world contexts that build upon student and community resources
- Using multiple measures to assess student outcomes, including performance-based assessments
- Developing coherence and consistency in teaching practices

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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: ______

· We believe that parents are an integral part in the education of ELL students. As a result, our school encourages parents to become involved in all aspects of their children’s education. P.S. 48 goal is to increase parent involvement in the school and to promote their participation in regular, two way, and meaningful communication involving student academic learning and other school activities to ensure: a. parents play an integral role in assisting their child’s learning, b. parents are encouraged to be actively involved in their child’s education at school, c. parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

· Public School 48 offers a welcoming environment to families of ELL (27.8%) and non ELL students. Our Parent Coordinator is in constant contact with parents and assists with parental needs throughout the school year. She has received training from the Translation and Interpretation Unit on working with ELL parents. Information is distributed to parents and translated in diverse languages. The parent engagement activities are facilitated by the ESL teachers: - Preparing for the NYSESLAT - reviews the format and question types of the NYSESLAT exam (March 2019)
- EL Parent Workshop - offers an overview of the New York State tests as well as the NYSESLAT, and helpful hints for parents to prepare their children at home for the standardized tests. (February 2019)
- Understanding the New York State Testing Programs - introduces the structure and organization of the NYS ELA and Math tests, how to support their children, and understanding the data reports. (February 2019)
- Helping Your Child Learn English - reviews strategies and resources available to parents to help their children become successful English Language Learners. (October 2018)
- Parent Orientation and Program Choice selection (September 2018)
Part D: Parental Engagement Activities

- P.S.48 offers an orientation meeting where language service programs are discussed and explained, so that parents may make an informed decision for the preferred program to deliver language service to their children. In addition to parent-teacher conferences, we provide parents or guardians’ initial parent orientations, quarterly progress meetings to discuss the goals of the program, their child’s language development progress and child’s English language proficiency assessment results, and language development needs in all content areas. PS 48 provides individual conferences and meets with the parents or guardians of English language learners. Teachers also conduct individual meetings with parents of ELLs during our Tuesday parent outreach time.

- The classroom teacher and the ENL teacher schedule meetings with the parent(s) of the ELL students in order to discuss goals, language development, and progress as well as next steps. The classroom teacher and the ENL teacher discuss the agenda prior to the meeting. These additional meetings include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English and in the child’s home language. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We have staff in our school who translate languages such as Spanish, Urdu, Arabic, Chinese, and Russian. If an interpreter or translation is needed the Translation and Interpretation Unit is contacted and arrangements are made.

- Also, during the parents’ teacher conference, teachers discuss language progression of the students. Workshops are offered throughout the school year and information is distributed to parents and translated in the preferred languages spoken by our ELL population. This information includes how the ENL program is delivered, expectations, strategies for parents to utilize at home, questions and concerns addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test and transitioning from elementary to middle school. We also have a section in our school library with resources for our parents that we will continue to update with books in different languages. The school library computers are also accessible to our parents. The following workshops are hosted by the parent coordinator:
  - Conflict Resolution
  - Flu and Germs Prevention
  - Healthy Homes
  - Nutrition
  - Stress Management
  - Happy Hands

Information is distributed to parents and translated in many languages. Parents are invited to PS48 for Curriculum Night meetings, publishing, cultural and other celebrations, PTA events and participation in school trips. In addition to that parents are invited to participate in the following:

- Curriculum Night; September 13, 2018
- September - June Tuesday afternoons for Parent Outreach
- Parents/Teacher conferences; November 15, 2018 (12:40 PM-2:40 PM/ 5:00-8:00 PM) & March 14, 2019 (12:40 PM-2:40 PM/ 5:00 PM-8:00 PM), January 24, 2019-Parent Teachers Conference Holdover Meeting (5:00 PM-8:00 PM)
## Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>n/a</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>n/a</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n/a</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Brooklyn</td>
<td>048</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>The Mapleton School</th>
</tr>
</thead>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Diane J. Picucci</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Maria Lopopolo / Teresa Zabala</td>
</tr>
<tr>
<td>Coach</td>
<td>Bernadette Sessa</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Nataliya Kantarowitz</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Nicole McConnell</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>Parent</td>
<td>Michelle DiVincenzi/General Ed</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Judy Magenta</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Thomas Pascarella</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Lucia Perez-Medina</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Karina Costantino</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Elena Laguzzi</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 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 | 0 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| 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 | 1 |
| Number of certified ENL teachers not 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) | 0 |
| Number of special education teachers with bilingual extensions | 601 |

#### D. Student Demographics
### Part II: ELL Demographics

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s): SELECT ONE</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td></td>
<td>SELECT ONE</td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
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<td></td>
<td>SELECT ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Language</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tr>
<tr>
<td>TBE</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>TBE</td>
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<td>n/a</td>
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<tr>
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<td>n/a</td>
<td>96</td>
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</table>

PS 48 is Teachers College school. We use Teachers College Pre-reading/ On Demand Writing assessments, TCRWP Running Records, MOSL, TC sight word recognition, Fundation/Wilson assessments, periodic assessments, portfolios, observations, checklists, Language Progressions, ELL Data Analysis Tool, and Go Math assessments to assess the progress of ELLs. According to research in this field, it is well known that ELL students require more time to be fully proficient in the language skills needed to achieve academic success in the content areas. Although tests may be provided in their native languages, some...
children may not have been taught materials in these content areas from their previous schooling. For these children, the school provides programs to improve their achievement by integrating explicit and implicit research based vocabulary instruction. The school provides mentoring during the extended day, and before and after school programs which support these students by using ENL methodology to make content area material more comprehensible to ELLs. Students in Freestanding ENL programs come from different countries and backgrounds. As per CR Part 154, there are 2 types of ENL: Stand Alone ENL and Integrated ENL. Stand Alone ENL is instruction to develop English skills, so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or by co-teaching (certified ENL teacher and a certified content area teacher (i.e. English language Arts, Math, Science, or Social Studies). Both methods of ENL instruction include content area subject matter and English language development using ENL strategies. Based on the data we collect on monthly and unit assessments from the main programs used (Teachers College) teachers form individual instructional plan. On the TCRWP, the data shows our ELL students need additional development of academic vocabulary, phonemic awareness and decoding skills. The data also indicates a need for additional instruction of strategies to answer inferential questions. There are 173 ENL students in P.S. 448. There are 72 new admits for kindergarten, 30 of them were identified as English Language Learners. 16 of them are Entering/Emerging level. There are 4 students who passed NYSELAT in grade one. There are 2 students who passed NYSELAT in grade two. There are 7 students in grade three who passed NYSELAT. There are 6 students who
After reviewing and analyzing the assessment data, answer the following:

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**
   
   Classroom assessment serves as a blueprint for teachers for ongoing planning and refinement of instruction. The components of the assessment tool are aligned to goals, standards and indicators to maximize teachers’ ability to gain comprehensive information about their students. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are the tools to help determine promotion of students in accordance with the Chancellor’s Promotion Policy. Early literacy skills of ELLs are assessed through use of the Imagine Learning (Computer Program) assessments, and TCRWP. Based on the data we collect on monthly and unit assessments from the main programs used Imagine Learning and TCRWP, teachers come up with individual instructional plan. On the TCRWP, the data shows our ELL students need additional development of academic vocabulary, phonemic awareness and decoding skills. The data also indicates a need for additional instruction of strategies to answer inferential questions. Based on the data we collect on monthly and unit assessments from the main programs used (Imagine Learning and On Our Way to English) teachers form individual instructional plan.
   
   On the TCRWP, the data shows that our ELL students need additional development of academic vocabulary, phonemic awareness and decoding skills. The data also indicates a need for additional instruction of strategies to answer inferential questions.

2. **What structures do you have in place to support this effort?**
   
   The teachers evaluate our students in all four modalities through various formal and informal assessments throughout the school year to ensure that students are making progress. NYSESLAT tests our students formally in all four language modalities each spring. Our students are informally assessed daily for speaking through classroom discussions and formally through presentations multiple times a year. The students are tested by asking questions, pointing to pictures, assessing their reading level (MOSL), and variety of writing assessments such as writing on demands by the TC Teaching model. For listening, students are informally assessed by responding to questions during read alouds, and also responding to directions and questions in a classroom situation. Formal assessment of listening skills is conducted on a monthly basis through use of benchmark unit assessments. For reading, we formally assess our students using TCRWP running records and informally assess during daily guided reading. Writing is assessed through our use of TCRWP writing component across the genres, their ability to write essays for the tasks, and writing and responding to short answer questions. Informal classroom assessments are aligned with the NYS CCLS. ELLs' home language and cultures are regarded as assets and are used by the teachers in bridging in prior knowledge to new knowledge, and in making connections meaningful and comprehensible. Children’s new language development is diagnosed on an on-going basis. Their progress and needs are considered in planning instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know. Freestanding English as a new language (ENL) program provides instruction in English with home language support, emphasizing English language acquisition.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
   
   Teachers target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. Progress informs how at-risk students are responding to instruction. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services.
When progress is monitored, the expected rate of an ELL’s progress takes into account language development and background. The student’s progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

4. What structures do you have in place to address interventions once the summative data has been gathered?

For each English language learner who scores below specific levels of performance on the annual English language proficiency assessment, the school determines the additional support services to provide the students, taking into consideration evidence such as the following: number of years of instruction in a bilingual education or English as a new language program, English and home literacy, content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE), English and home language literacy needs of long term ELLs, results from the annual English language proficiency exam, content area teacher recommendation, parent or guardian request, and sample of student work in English. Collaboration in the service of jointly constructing knowledge provides students with opportunities to positively engage with one another and with their teacher around rigorous academic content. Such interactions boost academic development and academic motivation. Also, our school is developing Language and Literacy across the Curriculum. Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. We are making Lessons Meaningful. Teachers leverage students’ funds of knowledge and skills as a foundation for new knowledge. Quality core instruction necessarily links students’ background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world situations. The Response to Intervention (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support, one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. Our students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Our school follows these steps: 1. Universal screening is administered to all students, 2. strong Tier 1, tier 2 instructions, 3. intensive targeted intervention, and 4. progress monitored.

5. How does your school use 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.]

As children advance in grade level, achievement in Listening and Speaking improves. Oral language development progresses as ELLs increase vocabulary. Reading and Writing skills emerge in later stages of language acquisition. As ELLs acquire Listening and Reading skills, they start to achieve goals in Reading and Writing. For children at the pre-production stage, teachers provide opportunities for active listening, and visuals. Students are surrounded with language such as chants, songs and simple poems. The use of physical movement in language activities (TPR) and the encouragement of art, mime and music are used throughout the curriculum and are excellent forms of creative expression. Children at the speech emergent stage of language acquisition benefit from our teachers focusing on communication in meaningful contexts and the use of asking open-ended questions. Teachers model, expand and enrich student language. At this stage, shared reading, guided reading and storytelling are very beneficial to language acquisition. At the intermediate and advanced stages, teachers facilitate more advanced literature studies and provide opportunities for children to create oral and written narratives. Realistic writing experiences, such as writing letters, are also used at this stage. Teachers also continue on-going language development through integrated language arts, scaffolding of instruction and content-area activities. The ENL teacher makes instruction comprehensible to ELLs through a variety of means, which may include but not be limited to the use of gestures, visuals, or concrete examples, and through the routines of the school day. Materials and activities are meaningful and natural for learning to occur in a meaningful communicative context. Language skills are assessed and assessment used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation. Students are provided with the opportunities to participate in communicative use of language in a wide range of activities. Early literacy skills of ELLs are assessed through use of the Teachers College running records, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, and teacher-made assessments. Teachers able to adjust instructions based on students needs; it is aligned to goals, standards and indicators to maximize students’ ability to gain comprehensive information. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The school sets clear expectations for teachers regarding collecting, recording, and analyzing soft and hard data along with analyzing student work. At the beginning of the school year, ELL students will be screened using a baseline assessment and TCRWP. We identify resources on how to effectively use information provided by assessments to inform teachers on how to use the assessment data to drive instruction to meet the specific needs of individual ELL students, small groups of ELL students and/or whole group. The school develops and implements a process for collaborating with the PPT team to monitor student movement between Tier I and Tier II. The school uses a push-in/push-out model to support ESL students in content areas to enhance language development. Students have access to the ELL computer program Imagine Learning and Raz-Kids. The Saturday Program is grouped according to proficiency level. Staff development is provided for teachers on ELL strategies and best practices. Early literacy skills of ELLs are assessed through use of the Teachers College running records, Imagine Learning (Computer Program) assessments, On Our Way to English Unit Assessments, Raz-Kidz and teacher-made assessments. Teachers able to adjust instructions based on students’ needs; it is aligned to goals, standards and indicators to maximize students’ ability to gain comprehensive information. Periodic assessments are used to evaluate the progress of students and the success of the programs. Based on what is gleaned from assessments, teachers can make changes in instruction and/or materials; assessments are also a tool to help determine promotion of students in accordance with the Chancellor’s Promotion Policy.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

According to the amended CR Part 154m, the organizational models used are integrated and stand-alone. In the integrated model there are heterogeneous (mixed proficiency levels). The stand-alone model is homogeneous (organized by grade and proficiency level). Students identified as Entering (Beginner) will receive a total 360 minutes per week the breakdown of which is 180 minutes stand-alone ENL and 180 minutes of integrated ENL/ELA. Students identified as Emerging (Low Intermediate) will receive a total 360 minutes per week the breakdown of which is 90 minutes standalone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes minimum of stand-alone or integrated ENL (with ELA or other content area). Students identified as Transitioning (Intermediate) will receive a total of 180 minutes per week the breakdown of which is 90 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL (with ELA or any other content area). Students identified as Expanding (Advanced) will receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Students identified as Commanding (Proficient) are entitled to a total of 90 minutes integrated ENL/ELA or other content area. The school emphasizes small group work in the classes with students because we believe that interaction is essential and heterogeneity is beneficial. Teachers have common prep time and they develop work for ELLs together based on data that is gathered from classes. Teachers also work together on student management. We regularly review data which enables us to maintain the program and/or to propose changes that will ensure the acceleration of their students’ accomplishments. A variety of tools and resources are used by the school to organize and analyze data. Classroom instruction and grouping are strategic, timely, and responsive. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets. Our school is using two teaching models: Push in and Pull out. Pull-out ENL is a program model that allows ELL students to be taken out of their classes for one or two periods a day to receive ENL instruction in smaller class sizes with students of similar proficiency levels. ENL teachers incorporate intensive vocabulary, phonics and grammar instruction to enable them access to academic content. ENL teachers work closely with classroom teachers and differentiate instructions to ensure that the students receive same instructions during the pull out services. Push-in ENL model is when the ENL teacher and the classroom teacher work and plan together to insure that students receive instructions and understand the lesson. 1. Team-Teaching

The ENL teacher and the ELA teacher take turns delivering and focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ENL teacher is the expert on making the content area material accessible to all learners. In Small-Group Instruction Model, the ENL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. In One-on-One Instruction Model, the ENL teacher provides the one-on-one instruction to assess student’s reading and writing.
skills during independent reading time or independent work time. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A variety of tools and resources, such as graphic organizers, visuals, picture books, are used by the school to organize and analyze data. Classroom instruction and grouping are strategic, timely, and responsive. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets.

Part IV: ELL Programming

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.
      N/A
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      According to the amended CR Part 154, the organizational models used are integrated and stand-alone. In the integrated model there are heterogeneous (mixed proficiency levels). The stand-alone model is organized by grade and proficiency level. Students identified as Entering (Beginner) will receive a total 360 minutes per week the breakdown of which is 180 minutes stand-alone ENL and 180 minutes of integrated ENL/ELA. Students identified as Emerging (Low Intermediate) will receive a total 360 minutes per week the breakdown of which is 90 minutes stand-alone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes minimum of stand-alone or integrated ENL (with ELA or other content area). Students identified as Transitioning (Intermediate) will receive a total of 180 minutes per week the breakdown of which is 90 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL (with ELA or any other content area). Students identified as Expanding (Advanced) will receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Every child identified as ENL receives full services. Each ENL teacher has a program that incorporates full coverage depending on the students’ mandated allotted time.

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)?

   Curriculum by grade is followed by content areas using ENL methodology and CCLS. The content areas (math, science and social studies) are interrelated. Thematic organization helps the ENL teachers connect the different content areas during the day. Math lessons reinforce and expand the concepts and language introduced in content area lesson. Stories read during ELA time are used to unify and develop academic vocabulary. ENL teachers work with classroom teachers in planning literacy instruction aligned with CCLS as well as content area instruction. ENL teachers also take part in grade curriculum meetings and individual grade meetings. This ensures coherence in instruction while aligning to the Common Core Learning Standards. The materials used in the ENL program are Imagine Learning, Reading A to Z, Raz-Kidz which are computer based programs used throughout the school. They are language and literacy software programs that feature interactive activities, videos, and games. It’s research-based and instructionally differentiated. TCRWP is the reading program used by our ENL Teachers. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online tools using SMART Board technology, IPADS, and computers to motivate English language learners.
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.

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

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

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

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

Developing and Long-term ELLs may appear fluent. However, they need language support to make gains in language and content area. They are identified and receive interventions which target their area of need. These interventions include AIS services in Reading and Math, At-Risk Resource Room and the Saturday Day Academy Program. Teachers use scaffolding and continue to use extra linguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language. Teachers also use flexible grouping to differentiate instruction for Developing and Long Term ELLs because it provides students with the opportunity to work with others that have similar learning styles, readiness, or interests.

Former ELLs as per CR Part 154 are entitled to at least a half unit of integrated ENL and additional support through AIS services, Saturday Academy and the state mandated test accommodations. ELLs who test commanding/proficient in years one and two after testing proficient will receive support from the ESL teacher. At this time the ESL teacher uses the push-in model to help support the needs of a student who scored proficient in the spring. The classroom teacher and the ESL teacher discuss these students in the beginning of the year in order to make the teacher aware of the child’s ELL status as well as academic challenges. The classroom teacher closely monitors ELLs for academic support. Depending upon the purpose of the lesson, teachers plan their activities based on student needs, then use flexible grouping to group students accordingly. Also, teachers adjust their questions (DOK) and level of complexity based on what fits that particular child. Teachers use Bloom’s Taxonomy to develop queries from the very basic to the more advanced. This is a great way for teachers to design a more effective curriculum for students at different levels on the learning spectrum. In addition, we break them into differentiated groups according to data. One of the ways we differentiate instruction is giving our students options based on student interest or learning style. They are given choices as to what will be learned or how they will learn the information. Options include
activities, learning centers, independent study, partnerships, and small group projects. Choice activities are well-known for improving student’s motivation based on their needs.

5. 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

ELL-SWDs receive the mandated ENL services. ENL teachers review IEP requirements for students in special needs programs. Two of our three ENL teachers are NYS licensed Special Education teachers. The school provides bilingual paras for SWDs. P.S. 48 does not have a TBE program since parents have regularly selected ENL. The technology used to support ELLs includes Imagine Learning as well as Raz-Kidz which are computer-based programs used throughout the school. These are language and literacy software programs that feature interactive activities, videos, and games. It’s research-based and instructionally differentiated. TCRWP is our Reading Program for Grades K-5. It is a comprehensive English language development program. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.

6. 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?

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

7. 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?

Effective instructional approaches vary and depend on such factors as student’s age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Fundations, Saturday Academy, Speech Improvement, At-Risk Resource Room, Counseling and Compass After-School Program. The school uses the interim assessments, Math & ELA tasks for ELLs to better target the deficiencies of individual students. Extended day programs utilize ENL materials and strategies used by certified ENL teachers. The programs also use analysis of the individual student’s NYSESLAT scores, so that
teachers may focus on the children’s needs. Long-term ELLs may appear fluent, but are making progress in their English ability according to their levels. These students need language support to make gains in language and content area. They are identified and receive AIS services in Reading and Math, At-Risk Resource Room and Extended Day services. Newcomers who are newly arrived from other countries and cultures are surrounded by a supportive environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a “buddy” system so that newcomer children do not feel isolated and sensitize English speaking students to the newcomers’ challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. In the beginning stages of language acquisition, teachers make language comprehensible by using strategies which convey meaning. Teachers rely on other than language cues to clarify meanings that might not be apparent to the student. Children are also invited to attend after-school programs such as Compass which provides academic support and extracurricular activities which help develop the child’s communication, language, and social skills. PS 48 has established a welcoming committee and a “Newcomers Club” with ENL teachers and the guidance counselor acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. We are continuously extending both class and school libraries to include more books in other languages so that newcomers do not feel excluded from enjoying reading.

8. 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.

Our school will continue to use instructional approaches and intervention programs such as: AIS Reading and Math, Speech, Wilson Language Program-Fundations, Raz-Kidz, Go Math, Reading A to Z, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ENL materials and strategies used by certified ENL teachers. The programs also use analysis of the individual student’s NYSESLAT scores so that teachers may focus on the children’s needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students. All these are offered for the diverse ELL sub-groups. Because of changes on the NYSESLAT, we are looking into new NYSESLAT test prep material. We are also evaluating all programs to ensure compatibility with the CCLS and exploring additional programs which are compatible.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We do not have bilingual program at this time. No programs will be discontinued for this school year.

10. If you had a bilingual program, what was the reason you closed it?

ELLs have equal access to all school programs as well as computer interactive programs such as Imagine Learning English, Raz-Kidz. Students are taught language arts through the Teachers College Reading and Writing Program. ENL classrooms have leveled libraries particularly aimed at the second language learner. The school has acquired programs from Rigby Publishers and Hampton-Brown Publishers. These are comprehensive programs which focus on language, literacy and content areas. Other materials used are poetry and song charts, Smart boards, iPads, LEA charts, interactive journals, wordless books, pattern books, and computer programs. Teachers use ENL strategies to promote language development. Such strategies include the use of visuals, audio and recording equipment, and repetition. ENL classrooms are also resource centers available to the entire school. The use of appropriate materials and strategies in the ENL rooms and push-in rooms are central to the children’s language development. All materials and resources are grade and age appropriate.

All materials and resources are grade and age appropriate. Freestanding English as a new language (ENL) program provide instruction in English with home language support, emphasizing English language acquisition. Student in Freestanding ENL programs come from different countries and backgrounds. As per CR Part 154, there are 2 types of ENL: Stand Alone ENL is instruction to develop English skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e. English language arts, math, science, or social studies). Both methods of ENL instructions include content area subject matter and English language development using ENL strategies.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

Effective instructional approaches vary and depend on such factors as student’s age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Fundations Program, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ENL materials and strategies used by certified ENL teachers. The programs also use analysis of the individual student’s NYSESLAT scores so that teachers may focus on the children’s needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students.

All these are offered for the diverse ELL subgroups.

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

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

Former ELLs as per CR Part 154 are entitled to at least a half unit of integrated ENL and additional support through AIS services, Saturday Academy, Extended Day and the state mandated test accommodations.

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

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

P.S. 48 have an extensive library of Native Language Books and translations are easily given to parents and children when asked. Parents are asked which language they prefer for communication within the school and all efforts are made to accommodate the individual needs. Our ENL program supports native language by providing variety of fiction and non-fiction books, glossaries, dictionaries, picture dictionaries, videos, translators when needed and materials in native languages if requested. Also, NYS test accommodations for content area tests allow for translated editions or translated reading of the tests.

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

Our classrooms have extensive leveled libraries that span across the grades and age levels. Students also have access to the school library which has books on different reading levels and appealing genres. Our ENL classroom libraries have leveled books from Rigby’s - On Our Way to English. The TESOL teachers work across the grade spans and attend the same professional development and grade meetings as our general education teachers so that they are aware of the resources and support that each classroom has available to them. This also gives them the opportunity to best address the needs of the ELL students and better serve them. ELLs have equal access to all school programs. These programs include Band, Chorus, and participation in Art Project and a fourth grade Dance class. All students are invited to our Compass After School Program which is run by FIAO. A Saturday Literacy and Math Academy will be instituted this school year.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The materials used in the ENL program are Imagine learning which a computer is based program used throughout the school. It is a language and literacy software program that features interactive activities, videos, and games. It's research-based and instructionally differentiated. TCRWP is a comprehensive Reading/Writing program. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners.

Effective instructional approaches vary and depend on such factors as student’s age. These intervention programs include AIS Reading and Math, Speech, Wilson Language Program, Fundations Program, Speech Improvement, At-Risk Resource Room, Counseling and One World After-School Program. Extended day programs utilize ENL materials and strategies used by certified ENL teachers. The programs also use analysis of the individual student’s NYSESLAT scores so that teachers may focus on the children’s needs. The school also uses the interim assessments for ELLs to better target the deficiencies of individual students. All these are offered for the diverse ELL sub-groups.

Teachers differentiate their instruction by using lessons that scaffold academic language. Former ELLs as per CR Part 154 are entitled to at least a half unit of integrated ENL and additional support through AIS services, Saturday Academy, Extended Day and the state mandated test accommodations.

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Orientations are held for newly registered kindergarten children before the first day of school. Parents are invited and receive welcome packets with useful information as to support staff, routines and expectations. Newcomers who are newly arrived from other countries and cultures are surrounded by a low anxiety environment with teachers who show genuine interest in the students, their language and culture. Teachers also use a “buddy” system so that newcomer children do not feel isolated and sensitizes English speaking students to the newcomers’ challenges. Teachers establish a regular routine with newcomers, which is an important strategy in creating a low anxiety environment. PS 48 has established a welcoming committee and a “Newcomers Club” with TESOL teachers, the guidance counselor and parents coordinator acting as staff facilitators to help welcome new admits. Computer programs and books with tapes are used for English practice. Also, our school individually meets with the parents or guardians of English language learners 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. This additional meeting include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

16. 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).

N/A

17. What language electives are offered to ELLs?

N/A

18. 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)?
PS 48 supports on-going staff development for ELL teachers, classroom teachers including special education teachers, paraprofessionals, guidance counselors, psychologists, OT, PT, Speech teachers, secretaries, and parent coordinators in understanding and working with ELL students and new teachers in understanding and working with ELL children in the mainstream class. Strategies, materials and information are made available to all staff members who interact with ELL children. Staff development is provided during block group preparation periods. The ELL teachers Mrs. Chin, Ms. Kyselova and Ms. Kantarowitz have attended professional developments sessions provided by the Brooklyn South on a monthly basis. The ELL teachers are provided with in house professional development that will be given through CITE by an ENL specialist. These professional developments will take place bimonthly. The ENL teachers are provided with three hours a month of Danielson Training and how it relates to the ENL classroom. The ENL teachers will also attend Teacher's College workshops that pertain to ELL. These workshops are continuous throughout the school year. Teachers College workshops, that provides teachers with strategies and ability to scaffold the lessons and build vocabulary. Our school provides professional development to ENL teachers to address the needs of English language learners, focuses on best practices for co-teaching strategies and integrated language and content instruction for English language learners.

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

### 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 and non-pedagogic staff.) 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?

   We will utilize an Educational Consultant and ENL coordinator to provide ongoing direct curriculum and strategy development for the minimum of 15% of total hrs. of training. Coaching, lessons design, and planning facilitate implementation of new and effective practices. Academic language development, differentiation, and scaffolding strategies, as well as cultural sensitivity, were some of the areas targeted for professional development.

   Professional staff developers from CITE (the Center for Integrated Teacher Education), Network Level workshops and Jakayla Consultants have been invited to provide training sessions for staff to assist ELLs as they transition from elementary to middle school. These professionals provide workshops for the parents of these students so that helping the children transition to middle school is a team effort on the part of school and family. These team workshops are also offered in the evening in order to facilitate parent attendance. Division of English Language Learners & Student Support and Brooklyn South ENL Support Team provide monthly Professional development for ENL and all teachers. Weekly department meetings are also held with the ENL teachers, coaches, Assistant Principal and educational consultant. Also, all teachers participate in Teachers College Reading and Writing Project in Columbia University.

   Our school provides professional development to all teachers and administrators that specifically address the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all is dedicated to language acquisition, including a focus on best practices for co-teaching and integrating language and content instructions for English language learners. After School Professional Development sessions are held to introduce the staff to the curriculum materials and support staff in the implementation of ENL materials. It builds the capacity to better meet the AYP for the sub group of ELL students. Coaching, lesson design, and planning facilitate implementation of new and effective practices. Academic language development, differentiation, and scaffolding strategies, as well as cultural sensitivity, were some of the
2. 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.

Teachers at PS 48 always start parent teacher conferences with a positive input. It is important to start meetings/conferences on a positive note. Teachers are always prepared and have assessment results available for the parents as well as students’ sample of work in class. Teachers use the ELL Data Analysis Tool, conference notes, and The New Language Arts Progression to scaffold and plan appropriate instruction for their ELL students. It is important to involve parents with ongoing meetings. In addition to parent-teacher conferences, we provide parents or guardians’ initial parent orientations, quarterly progress meetings to discuss the goals of the program, their child’s language development progress and child’s English language proficiency assessment results, and language development needs in all content areas. PS 48 provides individual conferences and meet with the parents or guardians of English language learners. Teachers also conduct individual meetings with parents of ELLs during our Tuesday parent engagement time. The classroom teacher and the ENL teacher schedule meetings with the parent(s) of the ELL students in order to discuss goals, language development, and progress as well as next steps. The classroom teacher and the ENL teacher discuss the agenda prior to the meeting. These additional meetings include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English and in the child’s home language. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We have teachers in our school who translate languages such as Spanish, Urdu, Arabic, Chinese, and Russian. If an interpreter or translation is needed the translation and interpretation unit is contacted and arrangements are made. Also, during the parents’ teacher conference, teachers discuss language progression of the students.

Parental Involvement

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

Our Parent Coordinator is in constant contact with parents and follows through with parental needs throughout the school year. Community based organizations, such as the Federation of Italian-American Organizations, Reaching Out Community Services and NEA are utilized as resources for parents in acquiring information for services and also as resources for English language instruction for parents. Information is distributed to parents and translated in many languages. The school also has a monthly grade and ERL newsletter that is sent home for parents. Parents are invited to PS48 for curriculum meetings, publishing, cultural and other celebrations, PTA events and participation in school trips. Parents are an integral part in the education of ELL students. Public School 48 offers a welcoming environment to families of ELL students. The school encourages parents and foster parents to become involved in all aspects of their children’s education. All school staff members strive to create a welcoming environment to all parents. Public School 48 offers an orientation meeting where language service programs are discussed and explained so that parents may make an informed choice for the preferred program to deliver language service to their children. Workshops are offered throughout the school year and information is distributed to parents and foster parents and translated in the languages spoken by our ELL population. This information includes how the ENL program is delivered, expectations, strategies for parents to use at home, questions and concerns which should be addressed to teachers, helpful hints for parents to use with their children, resources and materials, and guidance on the NYSESLAT standardized test and transitioning from elementary to middle school. Workshops are also offered helping parents access the school website, ELL page, and Benchmark reports. Use of the school library computers for access to these sites is also offered. Cultural based events such as the Lunar New Year, Thanksgiving, and December holidays are held throughout the year. Parents are invited and included in the planning of these events which include introduction to different foods, music, dances, and cultural traditions and holidays.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
N/A

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.
Diane Picucci
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, The Mapleton School, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined  
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.  
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.  
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.  
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.  
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.  
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.  
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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<td>Karina Costantino</td>
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<td>Lucia Perez-Medina</td>
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<tr>
<td>Lucia Perez-Medina</td>
<td>Field Support Center Staff Member</td>
<td>Maria Lopopolo</td>
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**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 20K048  **School Name:** The Mapleton School  **Superintendent:** Mrs. Costantino

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judy</td>
<td>Magenta</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Parents are asked which language they prefer for communication to/ and from school. Home Language Surveys are used to determine what languages are spoken in the home. Based on these and other ATS reports such as the Home Language Aggregation Report, Biographical Data Reports, Place of Birth Report, Biographical Roster Report the translation and oral interpretation needs of the parents are accessed and appropriate information is acquired. We also use the services provided by the Department of Education Translations Unit and Outreach to parents by the Parent Coordinator. Parents receive notifications of upcoming meeting and events in their home language. The translation and Interpretation Unit supports families who need help with communication in English. Our school offers free interpretation services which can be given to families by asking the school administration and/or parent coordinator. The Unit offers written translation, on-site, and over the phone services. The HLIS includes an interview with the parents to determine the home language. This is part of the general registration procedure. The Translation and Interpretation Unit and the school designated access coordinator are used as representatives to assist with parents’ communication.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARABIC</td>
<td>27</td>
<td>4.19</td>
<td>27</td>
<td>4.19</td>
</tr>
<tr>
<td>Bengali</td>
<td>10</td>
<td>1.55</td>
<td>10</td>
<td>1.55</td>
</tr>
<tr>
<td>Chinese</td>
<td>198</td>
<td>30.7</td>
<td>179</td>
<td>27.75</td>
</tr>
<tr>
<td>Chechen</td>
<td>1</td>
<td>0.16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0.78</td>
<td>6</td>
<td>0.93</td>
</tr>
<tr>
<td>Georgian</td>
<td>5</td>
<td>0.78</td>
<td>5</td>
<td>0.78</td>
</tr>
<tr>
<td>Hungarian</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>Moldavian</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>2.17</td>
</tr>
<tr>
<td>English</td>
<td>215</td>
<td>33.33</td>
<td>213</td>
<td>33.02</td>
</tr>
<tr>
<td>Polish</td>
<td>5</td>
<td>0.78</td>
<td>5</td>
<td>0.78</td>
</tr>
<tr>
<td>Russian</td>
<td>20</td>
<td>3.1</td>
<td>21</td>
<td>3.26</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Spanish</td>
<td>121</td>
<td>18.76</td>
<td>121</td>
<td>18.76</td>
</tr>
<tr>
<td>Turkish</td>
<td>3</td>
<td>0.47</td>
<td>3</td>
<td>0.47</td>
</tr>
<tr>
<td>Urdu</td>
<td>21</td>
<td>3.26</td>
<td>22</td>
<td>3.41</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>Uzbek</td>
<td>6</td>
<td>0.93</td>
<td>6</td>
<td>0.93</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td>0.31</td>
<td>2</td>
<td>0.31</td>
</tr>
<tr>
<td>Albanian</td>
<td>3</td>
<td>0.47</td>
<td>3</td>
<td>0.47</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Teachers distribute monthly newsletters.</td>
<td>Students’ specific information is provided to parents in their home language. We also use the services provided by the Department of Education Translations Unit and outreach to parents by the Parent Coordinator. The following contain critical information about educational programs and services which are translated in the parents’ preferred language: after school information, New York State testing dates, general overview of student curriculum, letters from school leadership, monthly newsletters with calendar dates, Parents-Teacher conference announcements. Translators are available for the parents during the specific workshops and meetings by our staff members (e.g., paraprofessionals, ENL teachers) such as in Arabic, Chinese, Urdu, Russian, and Spanish. We will provide language assistance for languages that our school personnel does not speak by using the NYC DOE Translation and Interpretation Unit.</td>
</tr>
<tr>
<td></td>
<td>- Parent Teacher Conference notices in September, November, March and May, Half-Day Notices in November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Parent Workshops and School Events are distributed throughout the school year.</td>
<td></td>
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<tr>
<td></td>
<td>- Parent Outreach days are every Tuesday in the afternoon, when parents have an opportunity to come to school and discuss the child’s progress with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Written translations (as per the data indicated in Part A) in the following areas: registration, selection of language programs, conduct, safety and discipline reports, special education and related services, and notifications involving transfers and/or discharges.</td>
<td>Written within 10 days of the student's admit date.</td>
<td>Translators are available to meet with the parent by our staff members such as in Arabic, Chinese, Urdu, Russian, and Spanish. If the parents speak language that translator is not available at our school, we use The Translation and Interpretation Unit who is responsible for translating the majority of the documents into the covered languages and phone conversations with the parents.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September 13, 2018</td>
<td>The parents are invited to participate in Curriculum nights, Go Math workshops, meeting with Guidance, and the Pupil Performance Secretary. There is a face-to-face Parent Outreach day on every Tuesday in the afternoon, when parents have an opportunity to come to school and discuss their child’s progress with the teacher(s). The school provides oral translations for the parents if they need translations during the curriculum night or specific meetings and workshops. Translators are always available for the parents during the specific workshops and meetings such as Arabic, Chinese, Urdu, Russian, and Spanish.</td>
</tr>
<tr>
<td>Parent -Teacher Conferences</td>
<td>November 15, 2018</td>
<td>Parents are provided translation services during the parents teacher conferences.</td>
</tr>
<tr>
<td>Go Math workshop</td>
<td>January 25, 2019</td>
<td>Parents will be able to participate in Go-Math workshop to learn how to help their children with Math.</td>
</tr>
<tr>
<td>Parent Outreach</td>
<td>Every Tuesday Afternoon (Parent Outreach)</td>
<td>Parents are provided with a translator to be able to communicate with the teachers and describe students progress. In addition to that if the parents don’t speak the language the Translation and Interpretation Unit is always available to provide phone translation. The Translation and Interpretation Unit helps our school to reach families who need help communicating in English. The Unit offers free translation services, connects schools with over-the-phone interpretation services and spearheads all system-wide language access efforts. In addition to that we use the use technology, such as Google Translate.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
In the beginning of the school year, parents are asked which language they prefer for communication. In the event of a school emergency, identified staff that speak various languages such as Mandarin, Cantonese, Russian, and Urdu will be utilized for over the phone interpretation with families. Another method would to use the NYC DOE Translation and Interpretation Unit for translation and interpretation services.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The school provides written translations (as per the data indicated in Part A) in the following areas: registration, selection of language programs, conduct, safety and discipline reports, special education and related services, and notifications involving transfers and/or discharges. Students’ specific information is provided to parents in their home language. We also use the services provided by the Department of Education Translations Unit and outreach to parents by Parents Coordinator. The following contains critical information about educational programs and services that are translated in the parents’ preferred language: annual handbooks, calendars, after school information, New York State testing dates, general overview of student curriculum, letters from school leadership, monthly newsletters with calendar dates, and Parent-Teacher conference announcements. Staff members are aware about translations and over the phone interpretation services. The memos have been distributed to the teachers and staff members on how to access the over-the-phone interpretation services. The phone numbers are also available in the main office.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school fulfills the parental notification requirements for translation and interpretation services after careful analysis of language data for the school. The Welcome Poster, Parents’ Bill of Rights, Parents’ Guide to Language Access and Language ID Guide are available in all languages. The Language Cards are readily accessible in the office and notices sent home are in various languages. With the assistance of faculty, staff, Translation and Interpretation Unit, families receive services they require.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

PS 48 will distribute surveys and outreach materials to families to evaluate services and outreach. Parent feedback is monitored through the Parent Coordinator who speaks to parents and assesses their needs. Needs are also monitored by the Parent Survey. ENL teachers and classroom teachers are in constant contact with the parents of their students.
and will be monitoring needs of quality and availability of services through their Tuesday Parent-Outreach, and Parent Teacher conferences.