



**P.S. 28M
WRIGHT BROTHERS SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 06M028

ADDRESS: 475 W. 155TH ST. NEW YORK N.Y. 10032

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M028 SCHOOL NAME: Wright Brothers School

SCHOOL ADDRESS: 475 W. 155th St. New York, N.Y. 10032

SCHOOL TELEPHONE: (212)690-3014 FAX: (212)368-5978

SCHOOL CONTACT PERSON: Elsa Nuñez EMAIL ADDRESS: 06m028@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Murawski

PRINCIPAL: Elsa Nuñez

UFT CHAPTER LEADER: Diana Rincon

PARENTS' ASSOCIATION PRESIDENT: Domitila Vasquez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 SSO NAME: Leadership

SSO NETWORK LEADER: Larry Block

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elsa Nuñez	*Principal or Designee	
Diana Rincon	*UFT Chapter Chairperson or Designee	
Domitila Vasquez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools;</i>	
	CBO Representative, if applicable	
Jessica Murawski	Member/Staff	
Christine Miller	Member/Staff	
Courtney Beishline	Member/Staff	
Elizabeth Esterling	Member/Staff	
Daisy Gutierrez	Member/Parent	
Margarita Ramirez	Member/Parent	
Susana Vasquez	Member/Parent	
Vivian Morales	Member/Parent	
Brunilda de la Cruz	Member/Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 28 is located in the Washington Heights section of Manhattan. This Pre K-5th Grade School serves an ethnically diverse population consisting of approximately 856 students. The community is home to many new immigrants from the Dominican Republic, Mexico, Central and South America, Africa, Haiti and the Middle East. Currently Hispanics make up 82.75% and African Americans account for 15.1% of our total population and other ethnicities make up the remaining 1.6%. ELL students make up 43% of our student population and students with special needs make up 12.6%.

Currently, there are two CBO's, Washington Heights Inwood Coalition and the Association of Progressive Dominicans (ACDP) who operate after-school programs at PS 28. Both programs service over 350 students. After-school tutorial programs and sports programs are also offered to students. In order to integrate the arts and sciences into the curriculum, P.S. 28 has developed partnerships with the Guggenheim Museum, Bronx Arts Ensemble and the New Victory Theater. The school is a central part of the community to many of the students and their families. We take great pride in our mission statement "To create an environment in which all children will learn - our continued challenge." The school building is well kept, where pride in our students' accomplishments is evident in the prominently displayed student work.

The major focus at P.S. 28 is to increase student achievement in Literacy. The academic performance of English Language Learners and special needs students is of particular concern, as both groups represent a large achievement gap between them and general education students. Therefore, P.S. 28's Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on interventions for ELL and special needs students not meeting state standards. All students receive targeted small group instruction during a grade-wide intervention period. Over the past five years, P.S. 28 has developed data-gathering methods and interventions that have brought it local and national attention. Of particular note have been practices around collaborative professional development involving effective instructional provisions for English Language Learners. P.S. 28 collaborates with Teachers College to provide on-going professional development in reading and writing.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 028 Wright Brothers						
District:	6	DBN:	06M028	School BEDS Code:	310600010028		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	35	64	37		92.2	92.0	93.2
Kindergarten	191	149	137				
Student Stability - % of Enrollment :							
(As of June 30)	2006-07	2007-08	2008-09				
Grade 1	235	172	150		94.3	93.7	91.0
Grade 2	197	160	157				
Grade 3	202	155	132				
Grade 4	204	155	132				
Grade 5	195	157	155				
Poverty Rate - % of Enrollment :							
(As of October 31)	2006-07	2007-08	2008-09				
Grade 6	0	0	0		92.8	83.1	90.7
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	2	1				
Total	1261	996	916				
Students in Temporary Housing - Total Number :							
(As of June 30)	2006-07	2007-08	2008-09				
	18	21	185				
Recent Immigrants - Total Number :							
(As of October 31)	2006-07	2007-08	2008-09				
	30	17	16				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	39	44	39	Principal Suspensions	28	18	11
# in Collaborative Team Teaching (CTT) Classes	6	8	22	Superintendent Suspensions	8	13	3
Number all others	47	47	49				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	204	178	304				
# in Dual Lang. Programs	173	147	155	Number of Teachers	79	83	81
# receiving ESL services only	184	153	156				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	27	0	8	Number of Administrators and Other Professionals	12	23	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.8	61.4	64.2
				% more than 5 years teaching anywhere	49.4	53.0	53.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	78.0	75.0	79.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.4	95.2	91.9
American Indian or Alaska Native	0.3	0.0	0.0				
Black or African American	18.6	16.6	15.2				
Hispanic or Latino	78.5	81.5	83.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.4				
White	1.9	1.4	0.9				
Male	50.4	53.4	53.3				
Female	49.6	46.6	46.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 2						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	99.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.8	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.8	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	56		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	10.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Strong systems are in place for collecting data. P.S. 28 uses various sources of student data to plan for and differentiate instruction. Both formative and summative data is used by teachers, administrators and support personnel to plan and implement instructional programs to facilitate student progress. Examples of data sources used are:

- Standardized reading/math scores
- Analysis of NYSESLAT data
- Running records
- Monthly assessment of student reading levels
- Conference notes
- Review of student writing folders/notebooks
- Periodic analysis of unit math assessments
- Class checklist (math)
- Intervention/Articulation Sheets
- TCRWP ITA's
- ELA Predictive Exam
- Math Predictive Exam
- Learning Walks

Student progress in literacy and math is also closely monitored as it relates to NCLB/SED accountability status. Currently, we are a School in Good Standing in ELA, Math and Science. Close analysis of data demonstrates that there are still sub-groups that need to make progress in order to narrow the achievement gap, as follows:

<u>ELA</u>	<u>Math</u>
ELLs	ELLs
Special Needs	Special Needs
Boys	

School created forms for student and classroom data collection facilitate the analysis of student performance by group, by class, and on an individual basis. This data is used school-wide to analyze student needs and to plan for and develop precise instructional practices. As all schools, we closely analyze standardized data. We compare the performance of how one grade compares to the previous. We also track cohorts, to measure how a group of students makes progress throughout the testing grades. We analyze the percentage of students at each level and how effective we are at decreasing the number of students in levels one and two, while increasing the number of students at levels 3 and 4.

P.S. 28M State ELA Assessment 2008-2009													
Year	Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4		Total Levels 3 & 4		Levels 3 & 4 % Change
			#	%	#	%	#	%	#	%	#	%	
2008	3	134	20	14.9%	69	51.4%	44	32.8%	1	0.7%	45	33.5%	+18.6%
2009	3	140	19	13.5%	48	34.3%	71	50.7%	2	1.4%	73	52.1%	
2008	4	150	25	16.7%	51	34.0%	73	48.2%	1	0.6%	74	49.3%	-6.1%
2009	4	125	7	5.6%	64	51.2%	53	42.4%	1	0.8%	54	43.2%	
2008	5	153	12	7.8%	64	41.8%	73	47.7%	4	2.6%	77	50.3%	+10.8%
2009	5	149	2	1.3%	56	37.6%	86	57.7%	5	3.4%	91	61.1%	
Grade 3 2008		134	20	14.9%	69	51.4%	44	32.8%	1	0.7%	45	33.5%	+18.6%
Grade 3 (08) Grade 4 (09)		125	7	5.6%	64	51.2%	53	42.4%	1	0.8%	73	52.1%	
Grade 4 (09)		150	25	16.7%	64	41.8%	73	47.7%	1	0.6%	74	49.3%	+11.8%
Grade 4 (09) In Grade 5 (09)		149	2	1.3%	56	37.6%	86	57.7%	5	3.4%	91	61.1%	

P.S. 28M State Math Assessment 2008-2009													
Year	Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4		Total Levels 3 & 4		Levels 3 & 4 % Change
			#	%	#	%	#	%	#	%	#	%	
2008	3	157	1	0.6%	11	7.0%	98	62.4%	47	29.9%	145	92.3%	-6.3%
2009	3	146	1	1.0%	19	14.0%	107	73.0%	19	13.0%	126	86.0%	
2008	4	147	8	5.4%	21	14.2%	101	68.7%	17	11.5%	118	80.2%	-0.7%
2009	4	122	6	4.9%	19	15.6%	77	63.0%	20	16.4%	97	79.5%	
2008	5	145	13	8.9%	16	11.0%	94	64.8%	22	15.0%	116	80.0%	+8.4%
2009	5	156	7	4.4%	11	7.0%	86	55.0%	52	33.3%	138	88.4%	
Grade 3 2008			1	0.6%	11	7.0%	98	62.4%	47	29.9%	145	92.3%	-13.3%
Grade 3 (08) Grade 4 (09)			6	5.0%	20	16%	80	63.0%	21	16.0%	101	79.0%	
Grade 4 (09)			8	5.4%	21	14.2%	101	68.7%	17	11.5%	118	80.2%	+7.8%
Grade 4 (09) In Grade 5 (09)			7	5.0%	11	7.0%	83	54.0%	52	40.0%	135	88.0%	

Year	Total # of Students at Levels 3 & 4	Total # of Math Students at Levels 3 & 4

2007	30.9%	2007	67.4%
2008	44.9%	2008	80.2%
2009	53.0%	2009	85.0%

As indicated in the chart above, the percentage of students attaining levels 3 & 4 on the State ELA and Math exams have steadily increased over the past 3 years. This has partly been accomplished through the implementation of small group instruction in ELA and Math during grade level intervention periods, and the Extended Day for grades 2 – 5. Challenges that we have experienced have been the high mobility of our student population and a large number of ELL students.

Learning walks in literacy and math also provide valuable information regarding the instructional program and professional development practices. Learning walks involve administrators, staff developers, teachers, and parents representing every grade and visit at least two classes on each grade. The main objective of learning walks is to gather data on what instructional initiatives are systemic throughout the school. Data from learning walks is also used to plan long term instructional goals. When long term professional development goals are identified, plans for professional development are put in place by a team of staff developers and lead teachers. Professional development practices are rooted in this analysis, and a wide range of staff is involved in gathering and analyzing data. The data is widely distributed in the school community. Assessing how students make progress at P. S. 28 involves looking not only at standardized data, but also at instructional practices.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
Goal 1: By June 2010, the percentage of ELL students who are reading at grade level in grades 3-5 as per Fountas and Pinnell reading levels will increase by 20%	An analysis of Fountas and Pinnell reading levels in October demonstrate that 44% of ELL students in grades 3-5 are currently below grade level reading. Through appropriate interventions, research, professional development and monitoring of student progress our goal is to increase, by 20%, the number of ELL students who are at appropriate grade levels as per Fountas and Pinnell.
Goal 2: By June 2010, 25% of all students in grades 3, 4 & 5 with an IEP will demonstrate the equivalent of a year and a half growth in Reading Levels as determined by Fountas and Pinnell.	An analysis of Fountas and Pinnell reading levels in October demonstrate that 86 % of all students in grades 3, 4 and 5 with an IEP are currently below grade level in reading. In addition a review of the 2008 School Report indicates that special education students trail General Education students who scored at level 3 and above by as much as 45%. Through appropriate interventions and professional development and an infusion of technology into the instructional program our goal is to increase student reading levels by the equivalent of one and a half years progress as per Fountas and Pinnell.
Goal 3: By June 2010, the percentage of boys in grades 3, 4 and 5 who are reading at grade level as per Fountas and Pinnell reading levels will increase by 15%.	An analysis of Fountas & Pinnell reading levels was conducted that demonstrates that in October 2009, 43% of the boys in grades 3, 4 and 5 are currently reading below grade level. In addition, an analysis of the 2008-2009 ELA school scores indicates that 44% of the boys, in comparison to 61% of the girls, are performing at levels 3 and 4. Through the implementation of motivational programs such as book clubs focusing on Social Studies and Science concepts, our goal is to increase the percentage of the boys on grades 3, 4 & 5 who are currently reading at grade level as per Fountas and Pinnell by 15%.
Goal 4: By June 2010, 20% of all students in grades 3, 4 & 5, in self-contained Special Education classes will demonstrate an average of 60% mastery of all grade level secure goals as indicated on RSA summary sheet.	An analysis of the 2008-2009 data indicates that general education students in grades 3, 4, and 5, who scored at level 3 or 4 on the State Math Exam, out-perform students with disabilities in grades 3, 4 and 5 by an average of 44%. In an effort to reduce the achievement gap between special needs students and general education students we will conduct a monthly analysis of grade level goals, as noted on the Everyday Math Progress Check, to identify mathematical concepts in need of additional instructional support. Additionally we will conduct an aggressive cycle of curricular planning and assessment with teachers of the targeted special needs students.
Goal 5: By June 2010, the percentage of students in grade 2 achieving levels 3 or 4 on end of unit Math portfolio pieces will increase by 20%.	A school wide analysis of end of unit math portfolio pieces indicates that the quality of student writing in math is not systemic across grades. An analysis of 2008-2009 data on the state Math Exam indicates that students demonstrate a 13% decline in scores from the 3 rd grade exam to the 4 th grade math exam which requires extensive written responses. To address this decline in student scores our goal is to increase the quantity and quality of Math related writing through professional development and grade level inquiry.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts (Hispanics, ELLs and subgroups not making AYP)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of ELL students who are reading at grade level in grades 3-5 as per Fountas and Pinnell reading levels will increase by 20%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All target students will receive additional literacy instruction during an intervention period three times a week. Students will receive reading strategy instruction based on reading level 2-3 times a week. Additional literacy instruction will be provided by AIS personnel and the classroom teachers. The intervention period is in addition to the literacy block. • Target students will be invited to participate in an After-school ELL Literacy Academy. Instructional strategies used during this after-school program are as follows: <ul style="list-style-type: none"> - Exposure to various genres through read-alouds (non-fiction, fairy tales, legends, expository texts) - Vocabulary development through shared reading - Sight word development <p>All teachers will receive professional development on the following topics:</p> <ul style="list-style-type: none"> - Interpreting the NYSESLAT - Using the LAP for class to differentiate instruction - Vocabulary development for ELLs - Using reading level behaviors to plan for strategy instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>PS 28 ELL specialists funded through Title I will provide professional development in interpreting the NYSESLAT and using the LAP to plan for instruction to all teachers during grade conferences and scheduled individual meetings.</p> <ul style="list-style-type: none"> - AIS personnel funded through Title I will provide additional literacy instruction during the intervention period - ELL specialist from LLSO will provide professional development for teachers on effective

vocabulary development strategies for ELL students during grade conferences

- After-school and Saturday tutorial program funded through Title III
- Lead teachers funded through C4E will provide demo lessons and coaching on using reading level behaviors to differentiate literacy instruction

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Reading levels of all targeted students will be collected and analyzed on a monthly basis to track progress

Monthly Reading Level Targets									
Grade	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3	J/K	L	M	M	N	N	O	O	O
4	M/N	M	N	N	O	P	Q	R	S
5	Q/R	S	T	T	U	U	V	V	W

- Reading logs of targeted students will be collected each month to analyze development of reading stamina

Monthly Reading – Stamina Targets									
Grade	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
3	25	26	28	30	32	34	36	38	40
4	30	31	32	34	36	38	40	42	44
5	40	41	42	44	46	48	50	52	54

- Predictive Assessments (October, May)
- ITA's (3 times per year)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the percentage of boys in grades 3, 4 and 5 who are reading at grade level as per Fountas and Pinnell reading levels will increase by 15%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Target population will participate in book clubs focusing on Social Studies and Science concepts for each grade • Books selected will target specific reading skills • Reading Response notebooks will be provided for students • Culminating activities will be planned for each grade celebrating the completion of each book • Reading levels will be monitored monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I funds to purchase additional books and supplies for students Per session hours for teachers to collaborate in study groups Per session hours for teachers to plan lessons for book clubs and assessments</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Reading levels of target population Lesson plans Reading Response notebooks</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Math/Students in Self-Contained Classes

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 20% of all students, grades 3, 4 and 5, in self-contained Special Education classes will demonstrate an average of 80% mastery of all grade level secure goals as indicated on RSA summary sheet</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Develop Differentiated Curriculum</p> <ul style="list-style-type: none"> • Math Team will meet twice weekly to develop matrix for differentiated lessons • Math Lead Teachers will meet monthly with teachers of target population to plan for differentiated lesson activities <p>Monthly monitoring of RSA Streaming of select students to general education setting for Math instruction</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Lead Teachers, paid for by Contract for Excellence Funds to provide professional development for teachers in self-contained classes grades 3, 4 and 5 Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • RSA Data Sheet • PD Logs • Lead Teacher Logs • Differentiated Planning Matrix

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA Students with IEP

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 25% of all students in grades 3, 4 and 5 with an IEP will demonstrate equivalent of a year and a half growth in Reading Levels as determined by Fountas and Pinnell</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Infusion of technology into the instructional program</p> <ul style="list-style-type: none"> • Scientific Learning: Reading Assistant Program • Smart Board • Laptop cart for classroom <p>Smaller class ratio during Intervention Period – 5x per week</p> <p>Professional Development in components of Balanced Literacy for classroom and Intervention teachers:</p> <ul style="list-style-type: none"> • Calendar days at Teachers College • Guided Reading, Read-Aloud, Focused Strategy Lessons • Shared Reading and Shared Writing • Identifying reading behaviors at every level (Fountas and Pinnell) • Analyzing text characteristics at every level (Fountas and Pinnell) • Create level specific teaching points <p>Professional Development on the use of various data sources to plan for differentiation of instruction for classroom and intervention teachers</p> <ul style="list-style-type: none"> • NYSESLAT • Reading Levels (Fountas and Pinnell) • IEP Goal development • Use of SCANTRON assessment to identify students skills in need of improvement • Monthly monitoring of Rewarding Levels as per Fountas and Pinnell

	<ul style="list-style-type: none"> • Intervention Articulation Monthly Sheets
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Special Education teacher paid for by Contract for Excellence funds to provide small group instruction for students with IEPs</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim Assessments (3 times a year) • Intervention Planning Sheets (monthly) • Tracking of Monthly Reading Levels

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math – Grade 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the percentage of students in grade 2 achieving levels 3 or 4 on end of unit Math portfolio pieces will increase by 20%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Math Lead Teachers will provide professional development to 2nd grade teachers on strategies to increase/improve Math writing for monthly rubric-based math portfolio pieces</p> <p>AP and Math Lead Teachers will schedule classroom intervisitations for grade 2 teachers to observe best practices in integrating writing in Math</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Lead Teachers funded with Contract for Excellence, Title I and Fair Student Funding Incremental allocations, to improve Teacher Quality</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • PD attendance sheets • Intervisitation schedules and feedback • Teacher generated rubrics • Samples from grade 2 student math portfolios reviewed weekly • Math bulletin boards in grade 2 classrooms

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	50	n/a	n/a	6
1	146	146	146	N/A	18	n/a	n/a	26
2	145	145	145	N/A	10	n/a	n/a	28
3	130	130	130	N/A	10	n/a	n/a	36
4	129	129	129	N/A	15	n/a	n/a	20
5	88	88	83	88	10	n/a	n/a	20
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Academic Intervention Services are provided daily during scheduled intervention periods. The schedule is as follows: Monday-Wednesday: ELA Thursday: Science Friday: Math During the AIS period, students are placed in small groups that are developed based on student need in ELA. Materials used include Wilson, Kaplan and Guided Reading. AIS instruction was also provided during the After-School and Saturday ELA Academy.</p>
<p>Mathematics:</p>	<p>Academic Intervention Services are provided daily during scheduled intervention periods. During the AIS math period, students are placed in small groups that are developed based on student need in mathematics. Materials used included Kaplan, Math Literature and the Everyday Mathematics curriculum. AIS was also provided during the After-School and Saturday Math Academy.</p>
<p>Science:</p>	<p>Academic Intervention Services are provided during a scheduled intervention period once a week. During the AIS science period, students are placed in small groups that are developed based on student need in ELA. Materials used included the Harcourt Brace, Measuring Up and the Foss Curriculum.</p>
<p>Social Studies:</p>	<p>Academic Intervention Services in Social Studies was provided during the scheduled intervention period and the Extended Day Programs. During the months of September – November, fifth grade students received additional push-in services. Materials used included Social Studies Coach Kits.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referrals to outside agencies are provided when necessary.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referral to outside agencies, including Columbia Presbyterian’s MOORE Program, are provided when necessary. Several Mental Health toolkits are utilized to assess student participants.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referrals to outside agencies, including Columbia Presbyterian’s MOORE Program are provided when necessary. Several Mental Health toolkits are utilized to assess student</p>

	participants.
At-risk Health-related Services:	Group and individual workshops are provided based on the needs of student participants. Workshops are sponsored by the New York City Department of Health.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

School ELL Profile

The Language Allocation Policy consists of nine members. Principal- Elsa Nunez, Assistant Principal- Rosa Pena, Parent Coordinator- Teresa Montano, Bilingual Coordinator-Arelis Martinez-Abreu, Data Specialist-Faith Kluger, Literacy Coach-Heidi Peguero, Literacy Coach-Magda Medina, ESL Teacher-Trish Zilliox and Parent-Margarita Ramirez

All staff supporting English Language Learners at P.S 28 are highly qualified and certified.

ELL Identification Process

The initial identification of those students who may possibly be ELLs includes administering the Home Language Identification Survey. This process also includes the informal oral interview in English and in Spanish, as well as the formal initial assessment.

During the registration process, a brief orientation on how to fill out Home Language Identification Survey and its implication is provided to parents/ guardians. The screening process is conducted by the ELL and Data Specialist. The administration of the formal initial assessment is also conducted by the above mentioned and ESL teachers. Once the school year is in progress and a family comes to register, an application packet is given out to the parents. Bilingual Coordinator and parent coordinator conduct an informal interview. If indeed it is determined that the child is LEP, parents will be informed of the programs offered at the school, as well as the opportunity to view the Orientation Video.

1. During the first few weeks into the school year, parents are invited to an orientation session where information on the available programs, including full description of each is given. During this orientation, parents are also shown the program orientation DVD (in the appropriate language(s) explaining the programs, and the benefits of each. Parents are given the opportunity to ask questions about services and program models. At this orientation session parents are also given the program selection form. They are encouraged/ invited to select a program.
2. For the most part all parent selection forms are submitted on the day of the orientation, however there have been times in which parents have requested to take them home and bring them to the school the next day. ELL Specialist and Parent Coordinator track these forms by noting child's/ parent name and class. In the event that the form is not returned, one of us places a call to the parent. Entitlement letters are sent home, offering the parents the opportunity to come in and ask questions regarding its content.
3. In order to place identified ELL students in bilingual or ESL programs, PS 28 first uses the LAB-R/NYSESLAT data to ensure proper placement of the students. In conjunction with the assessment, parents are consulted in the language they are most comfortable with. Parents/guardians are provided with an overview of available programs, and parents are allowed to select the option they feel would most benefit their children.
4. After reviewing parent survey for the past few years, the trend in program choices that parents have been requesting is the following: Based on parent request Dual Language is first choice, second choice is ESL, and third choice is Transitional Bilingual. Data on RADP indicates a total of 87 new admits.

The programs offered at P.S 28 are aligned with parent's request, as we offer all three programs.

- ESL
- Dual Language

- Transitional Bilingual

Programming and Scheduling Information

1. ESL teachers use a push-in approach on a daily basis. They work with teachers in the planning/teaching of instruction in the areas of reading and writing to ensure the need of each student is met in every area of the curriculum.
An intervention period a day is offered. Both ESL and intervention teachers push –in to support small group instruction that targets areas of weakness in reading/writing using scaffolding methods. Classroom teachers, ESL teachers, and support personnel have been trained on how to use the NYSESLAT data to differentiate instruction in the areas of reading, writing, listening and speaking.
2. Mandated number of instructional minutes is implemented in each program model. Teachers are provided with professional development on Language Allocation Policy.
The ELL Specialist, along with Assistant Principals and the Data Specialist, meet the teachers to ensure the proper guidelines surrounding the Language of Instruction is understood and implemented according to Levels of Proficiency.
3. ESL (monolingual)-Push-In model into every classroom where a group of English Language Learners are being serviced by the ESL teachers. The ESL teacher supports the classroom instruction using ESL strategies.

Dual-Language/Transitional Bilingual teachers deliver ESL instruction through the content areas. ESL Strategies are used through the modalities of listening, speaking reading and writing. Teachers use a variety of approaches. These include the use of visuals, manipulatives, modeling, repetition and the use of artifacts. In addition, Balanced Literacy activities are also used. This includes Read-Aloud, shared reading, guided reading and shared writing.

4. PS 28 differentiates instruction for ELL sub-groups in the following manner:
 - Our school offers transitional bilingual/Dual Language-Programs to support the learning of a second language while receiving instruction in the native language. For students whose native language is other than Spanish, we offer ESL. ELLs in all three programs receive one intervention period a day, in which support is given to the students according to identified areas of need.
 - Inquiry
 - Students identified as having special needs are first given At Risk Intervention Services in identified areas of need based on formal and informal assessments, teacher observations and Student Portfolios. Students referred to Special Education receive AIS services as specified on their IEP. Special Need students are invited to participate in all after school enrichment programs.
5. The intervention period allows small group instruction for our ELLs in the areas of ELA and Math. This same small group instruction is also done on a daily basis during our extended day activities. We offer our ELL population an after-school tutorial and Saturday Academy, to support and extend their proficiency in all areas of academics.
6. For students who reach proficiency on the NYSESLAT, ongoing support will be provided in the mono-lingual and Dual Language classrooms. Teachers will work with students during Readers and Writers workshops. This will ensure continuity and extra support of English Language Literacy Skills by reinforcing strategies being taught

7. The establishment of Inquiry Groups is a new and innovative approach. This small group approach has allowed a deeper understanding of a student's individual strengths and areas requiring development. The Inquiry Groups use a method of "Strategy Lessons" to differentiate instruction.
8. N/A
9. There is no differentiation between ELLS and Non-ELL's on programs, services or support activities available. After-School and supplemental activities available are:
 - Tutorial Program, ACDP, 21st Century are examples of available activities.
 - After school tutorial program, and Saturday academy to support small group instruction.
 - For the past three years, we have also worked with the Center for Urban Environment to provide support in the implementation of hands-on science.
 - We work with the Guggenheim Museum on a 20 week residency. The children learn through art, based on an essential question in social studies.
10. As a TC school, we use the Readers and Writers Workshop model, which focuses on small group instruction, differentiated instruction, and frequent conferencing by the teacher to continually assess and monitor children's progress. This also ensures that the students are reading on the appropriate grade level. We have Smart Boards in all our classrooms, and the Imagine Learning Program on the computers to support our ELLs.
11. Transitional/Bilingual – each Bilingual class utilizes differentiated instruction (whole group, small group, and individual approach) based on the student's English and Native Language proficiency and academic achievement. Native Language instruction and English instruction is fully aligned with the NYC Language Allocation Policy and reflects 40/60 instruction in English and Native Language for beginners, 50/50 instruction for intermediate, and 25/75 for advanced students.
12. Yes, support and resources use for the learning of our ELLs correspond to ages and grade levels.
13. During the summer, a Curriculum Planning Team is created. Part of the responsibilities of this team is to look at the units of study, and implement the scaffolding methodology, which helps our new arrivals to acquire more proficiency in the second language. Before the start of the school year personnel is put into place to work specifically with the new arrivals in a small group setting. Ongoing professional development is provided to the staff explaining and demonstrating examples on how we can better serve the ELL population identified in each classroom.

Schools with Dual Language Programs

In our Dual Language program different models of instruction are implemented throughout the grades. The amount of time of Native Language is determined by proficiency level and need of Native Language support.

K-1 has a side by side model, in which the students receive literacy instruction in their Native Language, and instruction in English through the content area.

2-4th also has a side by side model using a balanced literacy approach in English/Spanish fifty-fifty model.

5th has a self contain model in which, the languages of instruction are English/Spanish incorporating fifty- fifty model.

Professional Development and Support for School Staff

1. P.S 28 collaborates with several professional development providers to support teachers in the implantation of literacy and content instruction. This is the sixth year that we have worked with Teachers College to provide professional development in reading and writing. Since approximately 50% of our student body is classified as ELLs, and many more are former ELLs, scaffolding of the units of study in reading and writing, vocabulary development, and building prior knowledge are planned and demonstrated during lab sites. All staff members at P.S 28 engage in study groups. The group meets twice a month to discuss/ research instructional approaches to enhance the ELL learning experience. In addition, through Title 3 funding, we will continue to work with consultants from Rigby to provide teacher support in implementing balanced literacy in English and Spanish. Topics that will be addressed are as follows:
 - Guided reading
 - Shared reading/writing
 - Read-alouds
 - Interactive reading/writing
 - Vocabulary development
 - Small-group instruction
2. Our fifth grade staff (the transitional grade) is provided with information from the Guidance Counselors, who visit the classrooms to discuss middle schools. The teachers are also trained to deal with the social issues that arise as children change schools. Teachers, in conjunction with the parent coordinator and the guidance counselors, also discuss middle school with the parents throughout the year. This year we are working on a new approach, our school in conjunction with M.S. 329 are collaborating with each other in planning and exposing our students to the middle school curriculum and expectations. Giving our students the opportunity to gradually be exposed to structure and systems in place in a middle school setting.
3. The professional development plan for all personnel of ELL's at P.S includes providing teachers with ongoing professional development in the teaching of ESL through the content areas. In, addition, consultants from Teachers College, Reading Reform, and Rigby have delivered professional development sessions surrounding planning instruction to meet the needs of our

Parent Involvement

1. In order to enrich the experience of the parents of the English Language Learners at our school, P.S 28 delivers monthly parents workshops. We have chosen a theme per month based on the content areas of Literacy, Science, Social Studies, and Math. The first session of the workshop is informative and the second part involves an interactive, hand-on activity for parents. During our monthly PA meetings we incorporate an instructional focus, in which parents are informed of the teaching curriculum for each month. In addition, the following activities are offered to our parents:
 - ESL and Technology classes for parents/ primary caregivers

- Field trips to align with students classroom experiences and subject/ topics
 - A parent lending library (labeled Title III) that provides supporting materials aligns to curriculum.
2. Community Based Organization such as 21 Century (Washington Heights Coalition) is involve in contributing books to our existing parent lending library. ESL classes and parent workshops are also offered during after school hours.
- 3 and 4. In evaluating the needs of our parents the parent coordinator sends home surveys to inquire about our parents interest, in which ways we can support their interest. Also, parent coordinator is accessible daily to assists parents with any concerns.

Reviewing and Analyzing the Assessment Data

1. The assessment tool used in the school is TCRWP. This assessment is administered three times a year. The skills assessed include the following:
- K-2 Concepts of print, letter identification, word identification, and spelling assessment.
 - K-5 Reading assessment (fluency, retelling comprehension).

The data is then used to identify reading levels based on the Fountas and Pinnell reading system, helping to form small group instruction (strategy group lessons/ guided reading instruction), and scaffold instruction for ELL's.

2. In examining the LAB-R/ NYSESLAT data we found that our English Language Learners are in most need of Reading and Writing. In the Transitional Bilingual program 90 percent of the students scored at the Beginner or Intermediate level in Reading and Writing.
3. Additional professional development is provided across the grades with classroom academic intervention support to integrate writing and reading. Small groups are supported according to the areas of needs and student levels. An intervention period a day is offered. Both ESL and intervention teachers push –in to support small group instruction that targets areas of weakness in Reading using scaffolding methods. Classroom teachers, ESL teachers, and support personnel have been trained on how to use the NYSESLAT data to differentiate instruction in the area of Reading and Writing.
4. In evaluating the Native Language of our ELL's in our Transitional Bilingual/ Dual Language classes, we analyze the results of the ELE to identify the proficiency level of our students in their native language. Assessment is also used to determine skills areas in need of development. Teachers use results to plan for small group based on student needs.
5. The level of language proficiency in the second (target) language for EP students ranges within levels 3 and 4. In the State and City assessments our Dual Language students are performing better. Based on data in both ELA and Mathematics most of the students in Dual Language attained a level 3.
6. Success of our programs are measured via formative and summative assessments as well as students progress, teachers, and parents feedback.
-

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 06	School Wright Brothers School P.S 28
Principal Elsa Nunez	Assistant Principal Rosa Pena
Coach Heidy Peguero	Coach Magda Medina
Teacher/Subject Area Faith Kluger– Data Specialist	Guidance Counselor Breida Browm
Teacher/Subject Area Arelis Martinez–Abreu	Parent Margarita Ramirez
Teacher/Subject Area Trish Zilliox– ESL	Parent Coordinator Teresa Montano
Related Service Provider Elizabeth Esterling	SAF type here
Network Leader Larry Block	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	30	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	862	Total Number of ELLs	376	ELLs as Share of Total Student Population (%)	43.62%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	2	2	1	2	1				9
Dual Language (50%:50%)	2	2	2	2	2	2				12
Freestanding ESL										
Self-Contained										0
Push-In	2	2	3	3	3	3				16
Total	5	6	7	6	7	6	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	452	Newcomers (ELLs receiving service 0-3 years)	346	Special Education	27
SIFE		ELLs receiving service 4-6 years	106	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	125		10	11		3	0	0	0	136

Dual Language	131	0	40	0	0	0	0	0	171	
ESL	80	10	52	4	1	0	0	133		
Total	336	0	20	103	0	7	1	0	0	440
Number of ELLs in a TBE program who are in alternate placement: <u>N/A</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	37	47	26	15	18	15				158
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	37	47	26	15	18	15	0	0	0	158

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP										
Spanish	30	20	27	18	29	22	29	19	24	19	17	30							156	128
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	30	20	27	18	29	22	29	19	24	19	17	30	0	0	0	0	0	0	156	128

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

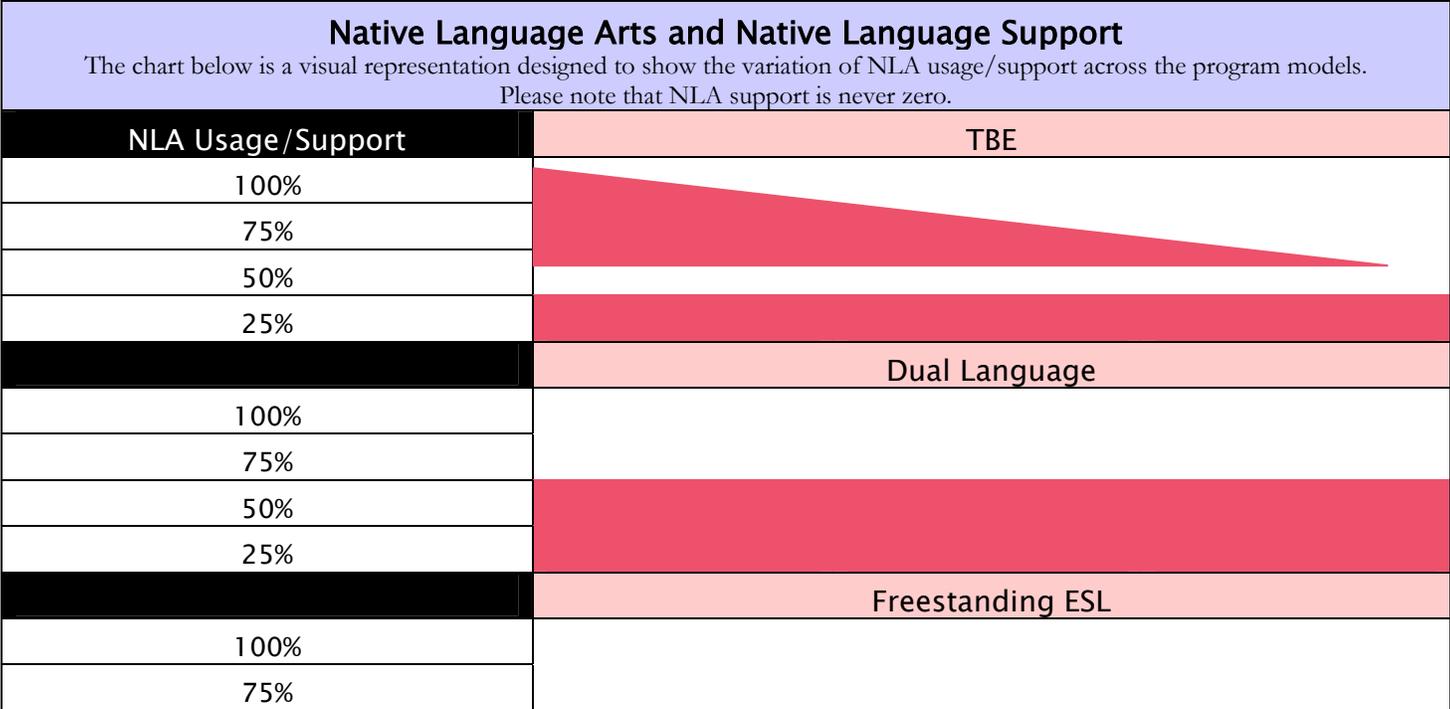
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6	17	21	45	22	34				145
Chinese					1					1
Russian										0
Bengali										0
Urdu										0
Arabic		1	1							2
Haitian Creole					1	1				2
French			2							2
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	1								2

Programming and Scheduling Information

TOTAL	7	19	24	45	24	35	0	0	0	154
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)		31	25	1	3	1				61
Intermediate(I)		33	30	25	11	10				109

Advanced (A)	32	14	31	26	51	22				176
Total	32	78	86	52	65	33	0	0	0	346

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B		20	2	2	0	4			
	I		19	5	14	3	4			
	A		27	19	44	2	21			
	P									
READING / WRITING	B		49	13	6	7	12			
	I		16	22	43	18	12			
	A		4	36	30	36	19			
	P									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6				6
4	3	34	33	1	71
5	2	27	13		42
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	6	2			8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4		1	6	4	58	2	7		78
5	2		7	4	24	2	5	1	45
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1	2		2	3				8

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	4	16	4	12		4	1	47
8									0
NYSAA Bilingual Spe Ed		3			1				4

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)	7	22	20	24	3	2	6	17
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
R. Pena	Assistant Principal		
T. Montano	Parent Coordinator		
T. Zilliox	ESL Teacher		
M. Ramirez	Parent		
F. Kluger	Teacher/Subject Area		
A. Marinez–Abreu	Teacher/Subject Area		
H. Peguero	Coach		
M. Medina	Coach		
B. Brown	Guidance Counselor		
	School Achievement Facilitator		
L. Block	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/7/2010 2:12:00 PM
Change Number: 2
Last Saved On: 1/7/2010 2:12:00 PM
Last Saved By: NYCDOE
Total Editing Time: 2 Minutes
Last Printed On: 4/13/2010 10:12:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,841 (approx.)
Number of Characters: 33,296 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 376 LEP _____ Non-LEP _____

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The instructional programs at PS 28 are:

At PS 28 we have a total of 376 ELLs enrolled in our Dual Language Program, Transitional Bilingual Program and ESL Program. Each Program utilizes differentiated instruction (i.e. whole group, small group and individual approach) based on the students English and native language proficiency and academic achievement. Our instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards and National Council of Teachers of Mathematics Standards.

ELL's in all three programs receive one intervention period a day, in which support is given to the students according to identified areas of need. ESL teachers use a push-in approach on a daily basis. They work with teachers in the planning and teaching of instruction. Specifically in the areas of reading and writing to ensure the need of each English Language Learning Student is met in every area of the curriculum. Dual Language/Bilingual Transitional teachers deliver ESL instruction through the content areas. ESL strategies are used through the four modalities of listening, speaking, reading and writing. Teachers use a variety of approaches. Teachers serving English Language Learners participate in the Teacher's College Calendar for ELL students.

With the Title III grant we will offer an After School Program and a Saturday Academy.

After School Program:

The program will focus on literacy, math and test preparation for the ELA/NYSESLAT. The program will serve ELLs in the 3rd, 4th and 5th grade (total of 80 students). There will be 4 classes that meet 4 days per week for one hour with one bilingual teacher per class. The program will begin in October 2009 of the new school year and run through April 2009.

Materials: Attanasio and Associates – NYSESLAT Preparation Guides and literacy library solely for the use of the Title III program. These books will be labeled as such:

Curriculum Associates – Focus, Levels A-D

Saturday Academy:

The Saturday Academy will focus on 80 ELLs in grades 3 to 5 with less than three years in the school system, and who will be taking the ELA. The program will also focus on activities to support the science and math curriculums, and the NYSESLAT. There will be no more than 15 students in each class, a total of 4 classes per grade meeting for 3 hours each Saturday. There will be a total of 4 bilingual certified teachers supporting the program. The program will meet for 10 sessions, beginning January through April of 2009.

Materials: Test Preparation

The grant will also fund 118 computer licenses for our bilingual students. Imagine Learning is a computer-based program that teaches children English and develops their literacy skills. Students receive one-on-one instruction through engaging and interactive activities specifically designed to meet the individual needs of the students.

For the Title III program we will purchase 2 Smart Boards and two lap-tops that will be shared among classes within the Title III program. The Smart Boards, as well as the lap-tops will be labeled Title III and will be used as such.

Overall Rationale: PS 28 will continue to provide ELLs with individualized and small group instruction inserting scaffolding methodology and building vocabulary/language.

Monitoring Student Gains: In order to monitor the students advancement, various assessment methods will be used:

- Teacher observations
- Conferencing
- Benchmark assessments in reading and mathematics (grades 3 to 5)
- Reading levels
- NYSESLAT

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In-house professional development sessions for teachers of English Language Learners will be provided.

These include:

- **How to interpret the NYSESLAT scores, and how it affects planning**
- **Implementing ESL strategies in content areas**
- **Scaffolding Instruction for English Language Learners**
- **Study Groups – review and discussion group on book focused on teaching-related topic**

Per-session/training rate for teachers that conduct/attend professional development sessions

- **To provide professional development that will offer staff members appropriate tools and strategies to help English Language Learners meet/exceed city and state content and performance standards in all content areas.**
- **Participation will vary upon activities, but all teachers will participate during appropriately focused activities (ex. Grade specific training will be offered to the teachers of the particular grade level).**
- **Frequency/duration of activities will vary, but will be offered both during school hours and off-hours.**
- **Number of teachers involved in each activity will vary upon grade level.**
- **Measurement/assessment indicators used to monitor teachers progress will include evaluation sheets, teacher surveys formal/informal observations and implementation of best practices in the classroom as observed via Walk-Throughs.**
- **Title III grant will fund a consultant from Harcourt Achieve (Nicole Davenport) who will lead 9 days of school-wide professional development sessions addressing the needs of our English Language Learners.**

The focus of the professional Development will be on: Scaffolds that support Reading Comprehension, and Oral Language Development: Timelines:

- **Nov- March 2010**

Audience:

- **Bilingual Teachers**
- **Monolingual Teachers**
- **Intervention Teachers**
- **ESL Teacher**

Parent and Community Participation – Describe the school’s programs and initiatives focusing on parental and community involvement to support English Language Learners.

Parental involvement has a direct positive impact in the learning of students. With this in mind, the following activities for parent and community involvement have been selected:

- ESL and technology classes for parents/primary caregivers
- Literacy and mathematics workshops for parents/primary caregivers
- Field trips to align with student classroom experiences and subjects/topics
- A parent library (labeled Title III) that will provide supporting materials that aligns to curriculum.

Overall Rationale: In choosing these activities, the rationale highlights:

- To support parents/caregivers ability to learn a second language (English)
- To actively engage parents with their children’s academic setting
- To facilitate communication between parents and teachers
- To provide literacy program workshops to parents/primary caregivers in order to support/facilitate the teaching and learning at home
- There will be 10 in-house parent workshop sessions for two hours each. The Bilingual Coordinator and the Math Coach will conduct the workshops. The topics will cover literacy and mathematic skills.

Form TIII – A (1) (b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$17,902.80	<ul style="list-style-type: none"> • Title III after-school tutorial program to provide additional service and support to English Language Learners – literacy, math & science <ul style="list-style-type: none"> ○ 3 certified teachers 4 hours @ 49.73per hour for 30 sessions • Saturday Academy program <ul style="list-style-type: none"> ○ 4 teachers, 10 sessions in total, 3 hours each session @ \$49.73 per session ○ 1 supervisor 10 sessions in total for 4 hours each sessions @ \$51.34 per session • Parent Involvement <ul style="list-style-type: none"> ○ In-House parent workshop, 10 sessions, 1 hour each session conducted by the bilingual coordinator, math coach @ \$49.73 per session rate(2 teachers x 10 sessions x 1 hour per session) • Parent Involvement
	\$5,967.60	
	\$2,053.60	
	\$994.60	

	\$1,500.00	
Purchased services such as curriculum and staff development contracts	29,000	<ul style="list-style-type: none"> Professional Development for teachers of ELL students Harcourt Achieve: 10 days of ELL focused professional development, demo lessons and one-on-one coaching sessions @ rate of \$2,900.00 Per day (2,900.00x 10 = \$29,000)
Supplies and materials	\$ 17,700.00 \$ 2,400.00 \$ 6,508.76 \$ 1,080.00 \$2,000.00	<ul style="list-style-type: none"> Imagine Learning Software licenses (118 licenses @ \$150/per license in Title III classes) 2 Lap Tops (2@ \$1,200.00of use with Smart Boards in Title III classes) 2 Smart boards (2 @ \$3,259.38 each 64” Smart board bundles for Title III classes) Books <ul style="list-style-type: none"> – Getting Ready for the NYSESLAT <ul style="list-style-type: none"> - Grades K-1 (1 pack of 30 books @ 495.00 each) - Grade 2 (1 pack of 30 books @ 495.00 each) – Lectorum Customized Parent Library 1 Library @ \$2,000.00
Travel		
Other		
TOTAL		

Form TIII – A (1)(b)

School: P.S. 28M BEDS Code: 310600010028

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language Survey is used to assessment the school's translation and interpretation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Home Language Surveys indicate the following: Total student population: 863 English: 218, Spanish:627, Arabic: 4, Chinese: 3, French: 3, Haitian Creole: 3, French-Haitian-Creole: 2, Soninke: 1, Wolof: 1,

Part B: Strategies and Activities

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

All school generated documents are translated into Spanish. NYCDOE documents are downloaded in al covered languages and sent home to parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided by in-house staff and parent volunteers

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

When translation is not readily available, a notice or cover letter attached to the front of the English document in the appropriate covered languages indicating how parents can request translation or interpretation of the document. We also provide on-site services during school hours to parents whose primary language is a covered language and who request interpretation/translation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$819,640	\$169,955	\$989,595
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,197		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,708	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,982		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$8,498	
6. Enter the anticipated 10% set-aside for Professional Development:	\$81,964		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$16,995	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 91.9%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Allocations in school budget have been provided wherein 5% of Title I funding has been set aside to insure teacher growth through Professional Development activities. In addition allocations have been provided in school budget to allow for the funding of several key instructional and professional development positions, including Literacy and Math Coaches and Staff Developer.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school administers monthly assessments to each student in ELA and Math. Our ELA and Math curriculum are aligned to state standards. In addition, the Teachers College Interim Assessment is administered three times yearly in ELA. The NYC Interim Assessments are also administered three times yearly in Math.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Title I funds are used to fund staff developers in literacy and math to provide professional development to all staff members. Title I funds are also used to fund an after-school tutorial program in ELA and Math. A Guidance Counselor is funded through Title I to offer additional support to students and families.

3. Instruction by highly qualified staff.

Staff members are certified and teaching within their license area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Partnerships have been established with Columbia University's Teachers College and Rigby to provide professional development to teaching staff. Professional development workshops are provided by the LSO. Professional development is provided to staff members by School Professional Development Team.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Lead Teacher Program

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Coordinator assumes an active and visible role in the school community. Workshops are provided based on the requests of parents. Parent Association Meetings have an instructional focus to provide parents with insight into the school curriculum. Title I Parent Academy classes are offered in ESL and Technology.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
We currently have two full day Pre-K classes.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers are encouraged to be members of the school's Professional Development and Lead Teams. Teachers also meet by grade level during common planning to decide on instructional approaches and assessments for each unit.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
All students are assessed in reading on a monthly basis using Fountas and Pinnell reading levels. Students are then grouped based on needs and provided with small group instruction to help them master reading strategies to make progress on reading levels. Small group instruction is provided during balanced literacy and, in addition, during the intervention period. For students in grades 2 – 5, additional assistance is also provided during the Extended Day. In math, end-of-unit assessments are used to identify areas that need further development and students are grouped based on need. Students are also provided assistance in math once per week during the intervention period and twice per week during the 37.5 minutes. Students needing further assistance in grades 3-5 also participate in the after school tutorial program.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Title I funds are used to offer parent classes in ESL, Technology and Preparation for GED

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. During the 2001-2009 school year we reviewed lesson plans, conference notes and conducted focused walkthroughs on instructional issues regarding ELL students (scaffolding of ELA lessons, vocabulary development, strategy groups for ELL students).

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on observations, walkthroughs and planning sessions with teachers, we find that although we have made progress on implementing a LAP for ELL students in all classes, there are still variations on proper implementation from class to class. In addition, not all staff is proficient in providing articulating and integrating the ESL learning standards into lesson plans.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 28 will address the alignment of ELA Standards and Instruction for ELLs by working the ESL staff and ELA classroom teachers and staff developers. Staff developers will also work with teachers in developing an appropriate LAP for each class based on NYSESLAT and Fountas and Pinnell reading levels for each class.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The math team will meet twice a month to analyze formative and summative assessment results at the middle and end of each unit of study. The team will analyze the data to ensure that they are meeting grade appropriate process strands. If the students show that they are not meeting the process strands, the team will analyze how we can better meet their needs.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence dispels that these findings is the use of math reflection logs, writing in math activities, the workshop model, open-response questions, projects, the skills activities (games), and enrichment activities that are built in to every unit of study.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 28 will address the alignment of Math Standards and the Everyday Mathematics Curriculum for our students through close collaboration between the Staff Developers, Lead Teachers, Administrators and Classroom Teachers. We will deeply analyze grade level goals for Everyday Mathematics with the New York State Math Standards.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We conducted focused walkthroughs, learning walks, lab-sites and reviewed lesson plans to ascertain the relevance of this finding.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **Balanced literacy is implemented at PS 28. Teachers teach reading and writing using a workshop approach. In addition, teachers must plan for small group instruction (guided reading, strategy lessons) on a daily basis. Shared reading and writing activities are also integrated into the literacy block as well as individual conferencing.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We conducted focused walkthroughs and learning walks to assess this finding. Furthermore, teachers meet in common planning sessions with members of the Math Team to plan for the upcoming unit of study including the usage of Math Games.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Math Games are incorporated into the Everyday math curriculum and specifically embedded within teacher's instructional plans. In addition Math Games are incorporated into the Math Extended Day period twice weekly.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We reviewed the number of new teacher for the past two years. For the past two years, only 10% of all staff members were new to PS 28.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Since what is considered a high turnover rate was not specified, it is difficult to ascertain if 10% is considered high.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We will continue to offer support to all teachers with a special focus on the needs of new teachers in the form of :

- Professional development
- New teacher orientation sessions throughout the year
- Common planning
- Lab-sites

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of professional development schedules, attendance sheets and agendas.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The above finding is not applicable to our school. At P.S 28 teachers are given the opportunity to participate in professional development in-house, as well as Teachers College ELL calendar participation for teachers of ELL'S. ESL and classroom teachers meet with LAP Team to discuss Language Allocation Policy, and analyze NYSESLAT data to plan for individualized instruction .

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers College ELL calendar grade specific, professional development provided by LSO (Leadership Support Organization) for teachers of English Language Learners, and contracted professional development from Rigby/Harcourt Achieve for teachers of

ELL's. Study group ("Supporting English Language Learners") meets twice monthly to discuss best practices and ESL methodologies

In-house professional development sessions for teachers of English Language Learners will be provided.

These include:

- **How to interpret the NYSESLAT scores, and how it affects planning**
- **Implementing ESL strategies in content areas**
- **Scaffolding Instruction for English Language Learners**

Study Groups – review and discussion group on book focused on teaching-related topic

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 28 has ensured that our data monitoring and use has been allocated effectively by its continued effort to provide important data and professional development to staff in a timely manner, while conducting diligent record keeping within the area of ELL support and instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the beginning of each school year the ELL support staff collectively review the incoming NYSESLAT testing data and allocate that information to the classroom teachers upon receipt. Incoming ELL's are also diligently monitored and placed within the system promptly, as dictated by federal mandates.

Professional development and scheduling is continuously provided for the ELL support staff to ensure that the target population is being met and is receiving the proper time and service that is allocated to each ESL student. This professional development also seeks to educate ELL support staff on a variety of methods to increase comprehension among the targeted student population, information, which is then used to educate classroom teachers who work with ELL's.

ELL support staff and teachers within the school receive ongoing professional development that is accounted for by diligent record keeping by the use of agendas, and teacher signatures. Specifically, ELL support staff and teachers receive ongoing professional development to inform their practices and knowledge of the language allocation policy and raw score data analysis of student NYSESLAT scores. This allows ELL support staff and teachers to target English proficiency in both the areas of listening/speaking and reading/writing, and to determine next steps to push the student population up towards proficiency based on their level. This is accomplished by focusing on categories of approach such as language characteristics, performance characteristics, and instructional focus that correlate with the stages of proficiency: Pre-Production Phase, Early Production Phase, Speech Emergent Stage, Intermediate Fluency Stage.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS28's IEP Teacher ensures that all general education and special education teachers have a copy of their students' IEP's. In addition clinics are held for all teachers on the importance of instructional goal setting with students with IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP writing clinics are held for all new teachers. IEP's are reviewed prior to submission for Annual Review updates by the IEP teacher. All teachers are given a copy of their child's IEP and its contents are reviewed with them.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

IEP classes are conducted by the IEP teacher for all teachers new to P.S. 28. IEP clinics are conducted for all Special Education/Related Services staff to update teachers of changes in IEP mandates.

- Clinics are conducted by members of the ISC IEP Team on an as needed basis
- IEP's are reviewed for accuracy by the IEP teacher prior to entry into CAP system

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP's are reviewed for accuracy of goals in relation to school's instructional program. Student goals are not specific to the student's needs and are not correlated to the instructional program that is implemented.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- IEP clinics on goal setting for students will be provided by IEP teacher
- Instructional professional development will be provided to all special education and related service providers with a focus on schoolwide instructional initiatives
- Special education and related service providers will be mandated to attend grade conferences on a monthly basis

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
STH = 18 students
2. Please describe the services you are planning to provide to the STH population.
We will provide at-risk counseling and after-school tutorial programs. We will also provide school supplies and materials, as needed.

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).
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 in the borough Integrated Service Center (ISC) or Children First Network.

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Principal

Elsa Nuñez

Assistant Principals

Kevin Barton

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Parent Involvement Policy

PART I – GENERAL EXPECTATIONS

PS 28, in conjunction with the parent coordinator and the School Leadership Team, will work to involve all parents. Through parent meetings and parent bulletins, parents will continue to be informed regularly about all school matters. Workshops will continue to be presented on strategies and activities directly related to the school's programs, curriculum and initiatives. In addition, workshops will be tailored to parents' needs and interests. The Parent Volunteer program will continue to recruit parent participation by exploring and facilitating ways to involve and include all parents. The Parent Education Program will continue to provide classes and workshops that will equip parents with skills and strategies that will enhance the lives of P.S. 28 families. The Parent Coordinator will facilitate and support all parental involvement activities at P.S. 28.

In carrying out the Title I parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of all Title I parents, providing:

- Information and reports to parents in English and Spanish,
- Monthly Parent Association Meetings in English and Spanish
- Monthly Bilingual Parents' Bulletins
- Bi-Weekly Executive Board Meetings
- Daily Volunteers through the Learning Leader Parent Volunteer Program
- Scheduled Parent Workshops
- Computer classes in English and Spanish (as requested by parents)
- Weekly ESL classes (as requested by parents)
- A Monthly Information Bulletin Board display with current school and community events as well as helpful resources
- A Monthly Curriculum Map outlining the instructional focus for each subject area
- A lending library in the Parent Association and the Parent Coordinator's office

Through Parent Association meetings and parental involvement on the School Leadership Team, parents will have a voice in how the Title I, Part A funds reserved for parental involvement are spent.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

P.S. 28 will take the following actions to involve parents in the joint development of the District Parental Involvement plan by:

- Advertising meeting dates and agenda of the District Committee responsible for the DCEP
- Discussing the content of the DCEP Plan with parents in Spanish and English at the Parent Association meetings, School Leadership Team meetings and parent workshops

P.S. 28 will take the following actions to involve parents in the process of school review and improvement by:

- Discussing student academic achievement (formal and informal assessment data) during Parent Association meetings
- Providing workshops to discuss strategies to increase student academic achievement in reading and math

P.S. 28 will coordinate and integrate parental involvement strategies in Title I with parental involvement strategies under the following other programs:

- Pre-K Program
- Learning Leaders
- Focus Groups

P.S. 28 will take the following actions to assess increased and improved parental involvement at the school:

- Monitor the quantity and quality of parental involvement (including guest lists, class/workshop attendance sheets, attendance at Parent Association meetings)
- The Parent Coordinator will maintain a log of parental issues and concerns

P.S. 28 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that encourage parents in additional opportunities to participate in the education of their children by:

- Providing workshops for early development of literacy
- Providing a family literacy program
- Providing workshops on Health and Nutrition
- The School Based Mental Health Program, in conjunction with Columbia Presbyterian Medical Center, will offer ongoing parent workshops on parenting skills

P.S. 28 will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the 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:

- Parent newsletter in Spanish and English
- Monthly Bilingual Parent Bulletin
- Parent workshops

- Monthly Information Bulletin Board display
- Public display of School Leadership Team agenda and minutes
- Parent Calendar

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Principal

Elsa Nuñez

Assistant Principals

Kevin Barton

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Hector Ramirez

School-Parent Compact
Title I

October 10, 2009

Parent Responsibilities

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

- Participating in professional development activities if the school determines that it is appropriate (i.e. literacy classes, workshops on reading, strategies to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy)
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Talking with my child about his/her school activities everyday
- Working with my child on school work;
 - reading with my kindergarten through 1st grade child for 15 – 30 minutes per day
 - assure that my 2nd through 3rd grade child read to me for 15 – 30 minutes per day
 - assure that my 4th through 5th grade child reads for at least 25 – 35 minutes per day
- Monitoring my child's/children's:
 - Attendance at school
 - Homework
 - Television watching
- Sharing the responsibility for improving my child's/children's achievement
- Communicating with my child's/children's teachers about their educational needs
- Providing information to the school on the type of training or assistance I would like to help me become a more effective partner in my child's/children's educational progress
- Supporting the school's discipline policy

School-Parent Compact

School Responsibilities

P.S. 28 will:

- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved
- Offer a flexible number of meetings at various times, and if necessary, and funds are available to provide transportation, child care or home visits for those parents who cannot attend regular school meetings
- Actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy
- Provide parents with timely information about all programs
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- Provide high quality curriculum and instruction
- Maintain ongoing communication between teachers and parents through:
 - Parent/teacher conferences at least semi-annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child's class
 - Observation of classroom activities

Filename: 06M028_CEP 2009-2010_ Final.doc
Directory: E:\Karthi\NYBOE\06M028
Template: C:\Documents and Settings\partha\Application
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Title:
Subject:
Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 1/7/2010 2:09:00 PM
Change Number: 14
Last Saved On: 4/13/2010 10:11:00 AM
Last Saved By: partha
Total Editing Time: 21 Minutes
Last Printed On: 4/13/2010 10:11:00 AM
As of Last Complete Printing
Number of Pages: 64
Number of Words: 20,230 (approx.)
Number of Characters: 115,315 (approx.)