



P.S. 28 - THE THOMAS EMANUEL EARLY CHILDHOOD CENTER

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 28 - THE THOMAS EMANUEL EARLY CHILDHOOD CENTER

ADDRESS: 109-10 47 AVENUE, QUEENS, NY, 11368

TELEPHONE: 718-271-4971

FAX: 718-271-2576

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q028 **SCHOOL NAME:** P.S. 28 - The Thomas Emanuel Early Childhood Center

SCHOOL ADDRESS: 109-10 47 AVENUE, QUEENS, NY, 11368

SCHOOL TELEPHONE: 718-271-4971 **FAX:** 718-271-2576

SCHOOL CONTACT PERSON: ELIZABETH LUTKOWSKI **EMAIL ADDRESS:** ELUTKOW@SCHOOLS.NYC.GOV

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Madelaine Schmidt

PRINCIPAL: ELIZABETH LUTKOWSKI

UFT CHAPTER LEADER: Yvonne Battista

PARENTS' ASSOCIATION PRESIDENT: Eddie Magarin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madelene S. Chan

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/RulesPolicies/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
ELIZABETH LUTKOWSKI	Principal	Electronic Signature Approved.
Caroline Nestor	UFT Member	Electronic Signature Approved.
Madelaine Schmidt	UFT Member	Electronic Signature Approved.
Yvonne Battista	UFT Chapter Leader	Electronic Signature Approved.
Eddie Magarin	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Hilda Riveros	Parent	Electronic Signature Approved.
Annie Montoya Gordillo	Parent	Electronic Signature Approved.
Monica Estrella	Parent	Electronic Signature Approved.
Lety Lopez	Parent	Electronic Signature Approved.
Kathleen Heanue	UFT Member	Electronic Signature Approved.

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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.

P.S. 28Q The Thomas Emanuel Early Childhood School, a Pre-K to 2 school located in the Corona section of Queens, NY, values and is committed to establishing a safe, nurturing, developmentally appropriate environment which implements best early childhood practices with high student expectations and achievement. We employ a collaborative spirit of classroom teachers, curriculum specialists, teaching artists and cultural institutions to provide a comprehensive educational program for our young students who are of diverse backgrounds and abilities. Teachers provide continual opportunities for students to use their imagination, creativity and inventive minds to explore all the curriculum areas as a source of enjoyment and lifelong learning.

P.S. 28 has been recognized over the past six years as a National Model Demonstration School by America's Choice. The school welcomes an ongoing stream of visitors from both locally and abroad to showcase our excellent early childhood practices. In the spring of 2009, P.S. 28 hosted educators from Israel to share our comprehensive balanced literacy program.

Along with a robust balanced literacy program, P.S. 28 employs project based learning which enhances the personal and academic growth of students and serves as an anchor to our core curriculum. The walls truly do "talk" to the students at P.S. 28 and act as a support to all our young learners, most especially to our ELL students. Each year Science comes alive with a student created exhibit that incorporates Science, Literacy, Math and Art. The exhibit opens in early spring and runs through the winter. Our students have been transported to the *Rainforest*, *Outer Space*, *Under the Sea*, *Into the Woods* and discovered *The World Beneath Our Feet*. By early spring 2010, our students will become horticulturists as they design and create a greenhouse which will house plants to feed the inhabitants of the butterfly pavillion.

P.S. 28 enjoys collaborations with several community based organizations including Ballet Hispanico, Maspeth Town Hall, Arts Connection, New York Hall of Science, Queens Botanical Garden, Queen Zoo and Castle Hill Senior Residence. These organizations provide our students with rich experiences that reinforce the curriculum as well as help them gain an understanding of their own cultures as well as others.

P.S. 28 has an extensive arts program which includes dance, theater, music and visual arts. Students' talent in the visual arts is showcased yearly at our annual Art Show. P.S. 28 was awarded the Shubert Elementary Arts Partnership Grant which provides a theater residency for our students.

A wide menu of parent workshops are offered during the school day and after school, including ESL classes for the parents, to provide parents with the support and skills needed to help their children succeed in school. Parents are welcome as partners in the education of their children and work collaboratively with the teachers and staff to help insure this success.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 28 - The Thomas Emanuel Early Childhood Center				
District:	24	DBN #:	24Q028	School BEDS Code #:	24Q028

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

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	71	66	71		93.8	TBD	TBD
Kindergarten	118	125	161				
Grade 1	169	114	140				
Grade 2	109	143	127				
Grade 3	0	0	0		94.1	95.2	95.99
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			94.1	95.2
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		0	2	2
Grade 12	0	0	0				
Ungraded	0	12	0				
Total	467	460	499				
					6.0	7.0	3

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	50	46	37				
# in Collaborative Team Teaching (CTT) Classes	42	39	42	Principal Suspensions	0	0	TBD
Number all others	10	7	6	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	51	31	24	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	171	164	163	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	58	6	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	38	37
				Number of Administrators and Other Professionals	2	13	13
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	77.8	78.9	78.4
Black or African American	0.9	0.4	0.6	Percent more than five years teaching anywhere	52.8	57.9	67.6
Hispanic or Latino	85.0	89.6	90.4				
Asian or Native Hawaiian/Other Pacific Isl.	9.2	6.5	6.6	Percent Masters Degree or higher	86.0	84.0	86.0
White	4.9	3.5	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	100.0	100.0
Multi-racial							
Male	52.9	52.0	48.5				
Female	47.1	48.0	51.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:				Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
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		-	-				
Limited English Proficient		√	-				
Economically Disadvantaged		√	-				
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
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subject	4	1	0	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	√
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

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?

Performance Trends

An analysis of the Fountas and Pinnel Reading Assessments revealed that 57% of first grade students were reading on or above grade level in 2009 which represents no change from the previous year. In second grade, 63% of the students were reading on or above grade level in 2009 which is an 8% decrease from 2008. Kindergarten students had the most significant decrease in reading levels in 2009 as compared to 2008. 72% of kindergarten general education students read on or above grade level while 30% of kindergarten special education students were reading on or above grade level at the end of 2009. This is compared to 2008 where 82% of kindergarten general education students were reading on or above grade level. Inquiry teams in Grades K-2 have been established to use student data to identify changes in instructional practice which will accelerate student reading progress. The progress achieved in reading will be carefully monitored through the analysis of data from the Inquiry Teams' work and the Fountas and Pinnel Reading Assessments. Additional support will be provided in order to increase student achievement.

An analysis of the Diagnostic Writing Assessment indicated that 69% of second grade students were writing on or above grade level. This is a significant increase of 31% as compared to 2008. The number of students performing at a Level 1 decreased 16% from 2008 as well as decrease in Level 2 of 15%. This success is attributed to the focused work of the Inquiry Teams. What was learned from this experience was implemented in the classroom and produced a system-level change that benefited all the students. Student writing will be carefully monitored through the analysis of the Diagnostic Writing Assessment.

An analysis of the Everyday Math year end assessments showed a significant increase in the number of students in second grade achieving Levels 3 and 4 as compared to 2008. In 2009, 75% as compared to 38% in 2008, achieved Levels 3 and 4. This represents a 37% increase over the prior year. Student progress in mathematics will continue to be carefully monitored through the analysis of Everyday Math units.

An analysis of NYSESLAT over the past three years 2007-2009 showed a steady increase in the number of students passing in first grade. 37% of first grade students passed NYSESLAT in 2009 as

compared to 35% in 2008 and 16% in 2007. Analyzing NYSESLAT further by modalities showed an increase in the performance trend across the first grade in the modalities of listening, speaking, reading and writing. Analysis of the raw scores revealed that the most significant increases were experienced in the modalities of reading and speaking. The average raw score in the modality of reading was 93% in 2009 compared to 87% in 2008 and 73% in 2007. Even more significant was the increase experienced in the modality of speaking. The average raw score in 2009 was 96% compared to 79% in 2008 and 76% in 2007, an increase of 20% over the past three years. This significant increase is attributed to the targeted instruction and emphasis placed on the modality of speaking for first grade ELL students. The progress of ELL students will be carefully monitored through the analysis of data from the Inquiry Team and NYSESLAT interim assessments and appropriate modifications to teaching and learning will continue to be put into place to better address the needs and modalities of targeted students.

Greatest Accomplishments

- All faculty and school leaders share a common vision for student achievement.
- The school has developed a School Progress Analysis Team which is a robust system that is highly effective in analyzing individual, class and grade level data.
- PS 28 has established viable Inquiry Teams whose collaborative efforts have been instrumental in creating system-level changes that benefit all students.
- The school consistently aligns the curriculum with grade level data that is developmentally appropriate for early childhood learners.
- PS 28 has created specific learning benchmarks in all curriculum areas to show teachers and students how well they are on track toward meeting their June goals.
- The school offers differentiated and specific on-going professional development through workshops designed for new and experienced teachers to deepen their understanding of best practices.
- PS 28 has been successful in integrating technology into classroom instruction through the use of Smart Boards and ELMOs.
- PS 28 engages in effective and diverse channels of communication which results in high levels of parental involvement.
- The school was awarded the Shubert Elementary Arts Partnership Grant for the school year 2008-09 which provided a theater residency for our students and will continue throughout the 2009-10 school year.
- It was noted in the Learning Environment Survey that 98% of the parents are satisfied/very satisfied with the education their child receives at PS 28.

Most Significant Aids/Barriers

- The Inquiry Teams' work deepened the understanding of how students learn and acted as an impetus for change.
- A highly qualified staff has enabled PS 28 to implement best practices in early childhood.
- Administrators' experience and expertise in early childhood education provides appropriate goals and expectations for the school community as well as a clear vision for the future development of the school.
- A barrier to improvement is the lack of physical space in relation to student population and varied need. This impedes the effectiveness of the learning environment.

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 (SINI/SRAP/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	Short Description
#1) By June 2010, the number of second grade students performing at a Level 3 or higher in Reading will increase by 5% as measured by the Fountas and Pinnell Assessments.	An analysis of the Fountas and Pinnel Reading assessment indicated that only 63% of our second grade students performed at a Level 3 or higher. The SLT determined that this need be addressed which resulted in establishing this goal.
#2) By June 2010, the number of first grade special education students making at least two levels of progress in the Phonics sub-skill of Decoding will increase by 12% as measured by the ECLAS-2 Assessments.	An analysis of the ECLAS-2 Assessment revealed that only 30% of our first grade special education students made at least two levels of progress in Phonics-Decoding in kindergarten. Therefore the SLT determined that this need be addressed which resulted in establishing this goal.
#3) By June 2010, 55% of our parents will be involved with their child in a home-school program as measured by the number of parents who participate in the programs.	As indicated in the Title I Parent Involvement Plan, workshops are offered to parents that support what their child is learning at school. Last year 50% of our parents were involved with their child in a home-school program and our goal is to involve 55% of the parents.

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#1) By June 2010, the number of second grade students performing at a Level 3 or higher in Reading will increase by 5% as measured by the Fountas and Pinnell Assessments.</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>	<p>Students will be assessed using Fountas and Pinnel Reading Assessment by September 2009.</p> <p>An Inquiry Team comprised of second grade teachers will be formed to study effective teaching strategies in the area of reading comprehension by October 2009.</p> <p>Students who are not making adequate progress will receive additional targeted instruction through AIS beginning the middle of October 2009.</p> <p>Professional development will be given to teachers in second grade on best practices of teaching reading comprehension beginning in November 2009.</p> <p>Parent Workshops will be offered in early November on how to complete the at-home reading responses and reading logs.</p> <p>Inter-visitation between Inquiry Team members to share best practices will begin in December 2009.</p> <p>Teachers will use informal assessments during the months October - December and February-</p>

	<p>March to track student progress toward meeting this goal.</p> <p>Teachers will use the formal assessment, Fountas and Pinnel Reading Assessments, to assess students in January and April.</p> <p>Students will be assessed using Fountas and Pinnel Reading Assessment in May-June to determine if this goal has been met.</p>
<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>Contract for Excellence will be used to fund teacher for AIS instruction. Title I funds have been allocated for per diem coverage for professional development and planning time and materials for parent workshops. TL Children First Inquiry Team funding will be used for per session for teachers involved on the Inquiry Team. TL Fair Student funding has been allocated for professional development in reading comprehension.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By September 2009, all second grade students will be assessed using the Fountas and Pinnel Reading Assessment.</p> <p>By January 2010, 35% of second grade students will be reading at a Level 3 or higher as measured by the Fountas and Pinnel Reading Assessment.</p> <p>By June 2010, 68% of second grade students will be reading at a Level 3 or higher as measured by the Fountas and Pinnel Reading Assessment.</p>

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#2) By June 2010, the number of first grade special education students making at least two levels of progress in the Phonics sub-skill of Decoding will increase by 12% as measured by the ECLAS-2 Assessments.</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>	<p>Professional development will be given to special education teachers in first grade on best practices of teaching Phonics using Foundations in September 2009.</p> <p>An Inquiry Team will be formed comprised of first grade special education teachers to study effective teaching in the area of Phonics-Decoding by October 2009.</p>

	<p>Students will be assessed using ECLAS-2 by October 2009.</p> <p>Parents of targeted struggling students will be invited to attend the home-school connection program Wonderful World of Words in November 2009.</p> <p>Students who are not making adequate progress will receive additional targeted instruction through AIS beginning in November 2009.</p> <p>Inter-visitation will take place between Inquiry Team members to share best practices beginning in December 2009.</p> <p>Parent Workshops in Phonics will be offered in December and March to assist parents in learning how to help their child at home.</p> <p>Teachers will create an in-school interim Phonics-Decoding skills assessment to be administered in January and April.</p> <p>Students will be assessed using ECLAS-2 in May-June to determine if this goal has been met.</p>
<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>TL Fair Student funding has been allocated to purchase the Phonics program Foundations. TL Children First funding has been allocated to fund professional development for teachers in Foundations. Contract for Excellence will be used to fund teacher for AIS instruction. Title I funds have been allocated for per diem coverage for professional development and planning time and materials for parent workshops. TL Children First Inquiry Team funding will be used for per session for teachers involved on the Inquiry Team.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By September 2009, all first grade special education students will be assessed in Phonics using the ECLAS-2 Assessment.</p> <p>By January 2010, 20% of first grade special education students will progress two levels in Decoding as measured by an in-school Phonics-Decoding assessment.</p> <p>By April 2010, 30% of first grade special education students will progress two levels in Decoding as measured by an in-school Phonics-Decoding assessment.</p> <p>By June 2010, 42% of first grade special education students will progress two levels in Decoding as measured by ECLAS-2 Assessment.</p>

**Subject Area
(where relevant) :**

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#3) By June 2010, 55% of our parents will be involved with their child in a home-school program as measured by the number of parents who participate in the programs.</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>	<p>A newsletter will be sent home in October 2009 describing the various at-home programs that will be available for students this year. A calendar will be attached listing the parent orientation and training session dates for the fall programs.</p> <p>Parents will be invited to attend orientation and training sessions beginning in October for the programs offered in the fall such as Backpack forReading, Tech in a Tote, and Wonderful World of Words. The program will consist of parents being taught how to use the materials and signing a contract indicating their family participation.</p> <p>A parent survey will be sent to parents at the end of January evaluating the fall program.</p> <p>In January 2010, a newsletter will be sent home describing the programs available for the spring term with a calendar attached listing the parent workshop dates for the spring programs.</p> <p>Parents will be invited to attend orientation and training sessions beginning in February 2010 for the programs offered in the spring such as Backpack for Reading, Tech in a Tote, Wonderful World of Words, Math is Cool, Science in the Kitchen and Family History Quilt.</p> <p>A parent survey will be sent to parents at the end of May evaluating this year's programs.</p> <p>Parent contracts and sign-in sheets will be tallied to determine if this goal has been met.</p>
<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>Title I funds have been allocated to purchase books, manipulatives, cassette tapes, science materials, art materials, tote bags, parent refreshments.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By November 2009, 25% of the parents will be involved with their child in a home-school program as measured by parent contracts and sign-in sheets.</p> <p>By June 2010, 55% of the parents will be involved with their child in a home-school program as measured by parent contracts and sign-in sheets.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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	5			
1	87	35	N/A	N/A	6			
2	72	23	N/A	N/A	3			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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>First Grade: AIS provider will work with small groups during the day using Great Leaps, Guided Reading, Reading A-Z, Learning A-Z and Text Talk. ESL students will be serviced three times a week before school using Spotlight on English.</p> <p>Second Grade: AIS providers will work with small groups during the day using Foundations, Lessons in Literacy, Comprehension Strategy Program, Text Talk, Reading A-Z, and Learning A-Z. ESL students will be serviced three times a week before school using Spotlight on English.</p>
<p>Mathematics:</p>	<p>First Grade: AIS providers will service students during the day using Everyday Math.</p> <p>Second Grade: AIS providers will service students during the day using Everyday Math.</p>
<p>Science:</p>	<p>Not applicable</p>
<p>Social Studies:</p>	<p>Not applicable</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling is provided by meeting with students on a one-to-one basis and in small groups. Play therapy will be utilized to address the social, emotional and behavioral issues of the students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Not applicable</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Not applicable</p>

At-risk Health-related Services:	Not applicable
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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.

P.S. 28Q

THE THOMAS EMANUEL EARLY CHILDHOOD CENTER

109-10 47 Avenue

Corona, New York 11368

Phone: 718-271-4971 | Fax: 718-271-2576

Elizabeth Lutkowski, Principal

Elizabeth Brizo, Assistant Principal

2009-2010

Language Allocation Policy

School ELL Profile

Language Allocation Policy Team Composition

P.S. 28, The Thomas Emanuel Early Childhood Center, is located in Corona, Queens. The school's Language Allocation Policy team members include: Elizabeth Lutkowski, Principal; Elizabeth Brizo, Assistant Principal; Maria Rodriguez, Parent Coordinator; Christine Carolina, ESL Teacher; Martha Arias, Parent; Madelaine Schmidt, ESL Teacher; Juana Colon, Bilingual Special Education Teacher; Carol Cardi, Coach, Judy D'Andrea, Coach; Elizabeth Rivas, Guidance Counselor; Consuela Torres, IEP Teacher.

Teacher Qualifications/School Demographics

P.S. 28 has 7.5 certified ESL teachers, 1 certified Bilingual Special Education teacher and 1 Special Education teacher with a Bilingual Extension. The school's enrollment of 509 students consists of 192 students who are classified as ELLs which represents 38% of the entire school enrollment.

ELL Identification Process

Identification Process

P.S. 28 has a formalized system for identifying students who may be ELLs. Parents of incoming students, who are registering to attend school for the first time in the NYC Public School system, are given the Home Language Identification Survey to complete. This survey elicits information about the language spoken in the student's home. An appropriately certified ESL teacher is asked to **assist the parents in** completing this form and conduct the informal interviews. The ESL teacher speaks with the parent as they are completing the form to get an

idea as to what the child's background is in the language stated. Three appropriately certified ESL teachers are used for this process, two of whom speak other languages besides English – Chinese and Spanish. The language of the parent determines which ESL teacher is used for this process. The appropriately certified ESL teacher is assisted by a translator if neither of these languages is sufficient. The original copy of the Home Language Survey is placed in the student's cumulative record folder and another copy is placed in the file cabinet in the General Office. The student's home language is also recorded on ATS.

Administration of Lab-R

After the Home Language Survey is complete, the appropriately certified ESL teacher reviews it to determine if the child should be given the Lab-R. The appropriately certified ESL teacher administers the Lab-R to students who qualify. If a child is not English proficient, as determined by this test, they will qualify for ESL services. If a Spanish speaking child does not pass the Lab-R they will be administered the Spanish Lab by an appropriately certified Spanish speaking ESL teacher.

Analyze NYSESLAT

The appropriately certified ESL teachers analyze the NYSESLAT results by overall score and modality. Worksheets are produced by class showing the students overall scores, raw scores by modality, performance scores and raw score percentages. These worksheets are distributed to the staff during grade meetings. Classroom teachers, cluster teachers and support service providers are given the opportunity to review their students' scores and begin to work on specific ESL goals with the ESL teachers. These scores also help to determine the ESL school goals for the year. They are also used to identify students who have reached proficiency and require continuing transitional support.

ESL Program Choice

Parents of students who do not pass the Lab-R are invited to attend an ELL Parent Orientation to inform them of the language programs available to their children at P.S. 28Q. The first orientation is held in September. Three appropriately certified ESL teachers and the Parent Coordinator conduct this orientation with translations in Spanish and Chinese. The *Parent Orientation Video* is shown in their native language to ensure that all parents fully understand the language programs available to them. Parents are informed that if there are less than 15 parents requesting a particular program, efforts will be made to find that program in another school in the district. The *Parent Survey and Program Selection Form* is distributed and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ESL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting in October. The same procedure is followed during this meeting. The remaining parents who do not attend in October are called individually and asked to come in the second week of November. The ESL teachers meet with these parents individually to discuss their options and assist the parent in filling out the form.

After analyzing the number of requests for specific programs (Bilingual, ESL, Dual Language), the appropriately certified ESL teachers work closely with the Parent Coordinator to comply with parents' requests. The programs are aligned with parent choice options. Based on the parent requests from the *Parent Survey and Program Selection Form*, students are placed in bilingual or ESL instructional programs. A tracking system has been established whereby the ELL teacher records what program each parent requests. At the current time, P.S. 28 has two ESL

programs: Transitional Bilingual Education and Freestanding ESL. The trend has been for the majority of parents to request Freestanding ESL. For the 2009-10 school year, 1 parent requested Bilingual Education and 70 Freestanding ESL

ESL Entitlement Letters

ESL Entitlement letters are distributed to ELL students' parents during the third week of September informing the parents that their child is continuing to receive English language development support. At this time parents are also informed if their child has reached proficiency level on the NYSESLAT.

ELL Demographics

ESL Programs

The ESL program consists of two first grade Transitional Bilingual Special Education classes, and four Self-Contained Freestanding ESL classes, one kindergarten class, two first grade classes and one second grade class. 3 appropriately certified ESL teachers push –in to service classes in grades K-2 for 5 periods a day. A part-time appropriately certified ESL teacher pushes in to service classes in first and second grade 5 periods a day/ 3 days a week.

ELL Years of Service and Programs

P.S. 28Q is an Early Childhood Center consisting of grades Pre-K to 2. Out of a total of 192 students, 184 of our ELL students are considered Newcomers, receiving services for 0-3 years. 23 of these students are special education students in a Transitional Bilingual Education program who have been in the program 0-3 years. The school requested extension of services for 8 students who, after being in the program for three years and will continue as second graders, did not reach proficiency level on the NYSESLAT. These students will continue to receive support services to improve their English proficiency. 169 students are in an ESL program, 13 of which are classified as Special Education students, all being in this program for 0-3 years, 161 students have been in the program 0-3 years and 8 students 4-6 years.

Home Language Breakdown

The Transitional Bilingual Special Education classes in first grade have 23 special education students who belong to the Spanish language group. The Freestanding ESL program consists of 61 kindergarten students, 63 first grade students, and 45 second grade students. Out of the 61 kindergarten students, 53 students belong to the Spanish language group, 7 students are in the Chinese language group and 1 student speaks Punjabi. Out of the 63 first grade students, 59 students belong to the Spanish language group while 4 students are in the Chinese language group. Out of the 45 second grade students, 43 students belong to the Spanish language group while 2 students belong to the Chinese language group.

ELL Programming and Scheduling Information

Spanish Transitional Bilingual Education

P.S. 28 has two first grade Spanish Transitional Bilingual Education classes. The comprehensive instructional program includes daily instruction in all curriculum areas in the students' native language and English.

The Spanish Transitional Bilingual Education (TBE) program is taught by one certified bilingual teacher and one certified special education teacher with bilingual extension. In the beginning stages of English language acquisition, 60% of academic instructional time is in the native language and 40% in English. As students develop fluency in English, instructional time in English increases for intermediate level students to 50% native language instruction and 50% English language instruction. As per the CR Part 154, students also receive one unit of NLA and two units (360 minutes) of ESL for beginner and intermediate ELLs.

The Bilingual classes use a balanced literacy approach and the workshop model. Literacy is taught using a balanced literacy approach which includes a Writers and Readers workshop and a skills block. The reading and writing program is built around a workshop format with predictable rituals, routines and artifacts. During the Writers Workshop students write daily, edit and revise their work in all genres. During the Readers Workshop students participate in read alouds, shared reading, guided reading, independent reading and conferencing. Skills and strategies are taught via mini-lessons using ESL strategies to support the lesson and small group instruction reinforcing the skills taught. The teacher utilizes big books, leveled texts, genre studies and effective ESL strategies and methodologies to assist students in developing English language proficiency.

Native language support is given through the use of native language texts, word walls, picture support and picture dictionaries, and labeling the room. Everyday Math is used with the Spanish language Home Links and Reference books used by the students. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency.

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills.

ELL students in the TBE program are assessed using ECLAS-2, Fountas & Pinnel Reading Assessment, Everyday Math Unit Assessments, school generated ESL Interim Assessments, Oral Language assessment, NYSESLAT, teacher generated assessments. These assessments are used to determine students' academic progress along with their level of English language acquisition. The results help to determine at what level the students are performing academically and what modalities need to be focused on.

Self-Contained ESL Classrooms

P.S. 28 has four heterogeneously grouped with mixed proficiency levels Self-Contained ESL classroom, one kindergarten class, two first grade classes and one second grade class. Each class is taught by an appropriately certified ESL teacher.

The self-contained ESL program includes daily instruction in all curriculum areas in English. Literacy is taught using a balanced literacy approach which includes a Writers and Readers workshop and a skills block. The reading and writing program is built around a workshop format with predictable rituals, routines and artifacts. During the Writers Workshop students write daily, edit and revise their work in all genres. During the Readers Workshop students participate in read alouds, shared reading, guided reading, independent reading and conferencing.

Skills and strategies are taught via mini-lessons using ESL strategies to support the lesson and small group instruction reinforcing the skills taught. The teacher utilizes big books, leveled texts, genre studies and effective ESL strategies and methodologies to assist students in developing English language proficiency.

Instruction is conducted in English with 25% native language support through the use of native language texts, word walls, picture support and picture dictionaries, labeling the room, and pairing students with the same native language. Everyday Math is used with the

Spanish language Home Links and Reference books used by the students. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency.

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills.

Teachers assess students on an ongoing basis using conference notes, Fountas and Pinnel Reading Assessments, student work, teacher-made tests, Diagnostic Writing Assessments, teacher observation, and ECLAS-2, in order to drive instruction that supports individual student needs.

ESL Push-In Model

Identified ELL students receive instruction from 3.5 appropriately certified ESL teachers. The ESL program follows a “push-in” model whereby the ESL teacher pushes in to classrooms during Reading and Writing workshop. The ESL teacher works with small, differentiated groups that are heterogeneous with mixed proficiency leveled students in each group.

As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive a minimum of 180 minutes of ESL instruction weekly.

The ESL teacher uses the data generated from the NYSESLAT to inform their instruction. Students are looked at closely through the four modalities to insure that they will reach maximum proficiency in the English language. Scaffolding and differentiating instruction are an integral part of our balanced literacy program as well as in our content area instruction. Differentiation is based upon the analysis of the scale scores as provided by NYSESLAT and LAB-R assessments.

Visuals, hands on experiences, charts, songs, chants, graphic organizers, meaningful accountable talk, read-aloud, and guided reading and writing activities are part of the instruction.

Instruction is delivered in English with ESL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips of poems and stories, labeling the room, picture support and pairing students with the same native language.

The ESL and classroom teachers meet weekly during common preps and grade meetings to discuss student data and lesson planning with the purpose of aligning instruction to address student needs.

Instructional Materials

A variety of instructional materials and visuals are used in the classroom to support ELL instruction in literacy and in the content areas. Teachers follow a balanced literacy/workshop model in both Native and English Language Arts utilizing effective ESL methodologies and strategies.

Our balanced literacy classrooms are equipped with leveled libraries, which include books across many genres and content areas as well as books and dictionaries in native languages. Students also use literacy manipulatives such as dry wipe boards, magnetic letters, books on tape and sentence strips of poems and stories. Classrooms contain a print rich environment with word walls, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Students are provided with materials that are familiar to them to give them an experiential base to build upon.

Vocabulary has become a school wide initiative whereby students hear and are encouraged to use the “word of the day”. Teachers provide intensive and explicit vocabulary instruction to increase language acquisition by the ELL student. The *Text Talk* program is used by first and second grade teachers to teach and reinforce vocabulary.

Everyday Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experiences. The FOSS kit is used in Science which provides students an investigative approach to learning this content area. An extensive Arts program which includes music, visual arts, dance and theater serves as a learning tool to support all our ELL students.

Technology has begun to play a larger role in the instruction for the ELL students. Teachers have begun to use Smart Boards in their classrooms as an instructional tool. Other computer programs such as *One More Story*, *Starfall* and *Learning A to Z* are being used in the classroom to support the ELL students in having books read to them and providing students opportunities to practice phonics and letter and word recognition.

Native Language Support

Native language support is delivered in the Transitional Bilingual Education Program through instruction conducted by certified bilingual teachers. Additional support is given through native language books, mathematics text book, word walls, picture dictionaries, books on tape, charts containing picture representations and manipulatives. Native language support is delivered in the Self-Contained and Push-In ESL program through native language texts, word walls, picture dictionaries, books on tape, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room.

New Programs/Improvements for Upcoming Year

The ESL teachers have formed an Inquiry Team to investigate reading for the ELLs in Grades 1 and 2. The team will use student data to identify a change in instructional practice that will accelerate learning for the ELL student.

A grant from Donors Choose.org allowed our second grade self-contained ESL class to implement an at-home lending library program with books in Spanish. This program will allow families to experience the joy of reading together, while fostering students’ literacy in their native language. We are looking into further expanding this program to our other self-contained ESL classes and TBE classrooms.

A Dual Language program will also be considered for implementation for the upcoming school year.

Before School and Supplemental Services Offered to ELLs

ELL students in Grades 1-2, including ELLs with Special Needs and students who have recently received proficiency on the NYSESLAT, are offered a Before School program (Title III) three times a week for 75 minutes each day. This program services students who score at the beginner, intermediate and advanced levels on the May 2009 NYSESLAT and students who have just reached the proficient level. Instruction focuses on literary and academic language and uses the program *Spotlight on English*. This program is a literacy program designed for ELL students to build language and vocabulary proficiency.

ELL students in grades K-2, including students with Special Needs and students who have reached proficiency on the NYSESLAT, receive academic support within the school day. Instruction focuses on literacy and math in both push-in and small pull-out group models. This support and resources correspond with the students grade and age. The programs used are *Everyday Math*, *Foundations*, *Triumph and Great Leaps*.

Transitional Support For ELLs

Students who have reached proficiency level on the NYSESLAT continue to receive ESL support for two years to maintain their English proficiency. Students are included in the Before School literacy program and also receive Academic Intervention Support during the day in both a push-in and pull-out models.

Professional Development and Support for School Staff

P.S. 28 provides for ongoing professional development in ESL for both ESL teachers and the entire staff. Teachers attend outside workshops as well as receive professional development provided by in-house appropriately certified ESL Teachers, Assistant Principal, Literacy and Math Coaches. These trainings are conducted on Professional Development Days, at Grade Meeting, at Faculty Conferences and during workshops offered after school.

<i>DATE</i>	<i>PROFESSIONAL DEVELOPMENT WORKSHOP</i>	<i>PARTICIPANT(S)</i>	<i>FACILITATOR(S)</i>
9/09	Analyze NYSESLAT Data and Planning For Specific Student Needs Based Instruction	ESL Teachers	Assistant Principal, Certified ESL Teacher
9/09	Analyze NYSESLAT Data and Planning For Specific Student Needs Based Instruction	Common Branches and Early Childhood Teachers, Literacy & Math Coaches, Special Ed Teachers, Speech Therapist, Paraprofessionals	Certified ESL Teachers
10/09	NYSESLAT Calculator Training	ESL Teachers Assistant Principal	DOE: Integrated Curriculum and Instruction

<i>DATE</i>	<i>PROFESSIONAL DEVELOPMENT WORKSHOP</i>	<i>PARTICIPANT(S)</i>	<i>FACILITATOR(S)</i>
11/09	Pathways to Academic English for ELLs	ESL Teachers	DOE: Integrated Curriculum and Instruction
11/09	Rights of Parents	Secretaries	DOE: Integrated Curriculum and

			Instruction
11/09	Enrollment of ELL Students	Secretaries	DOE: Integrated Curriculum and Instruction
11/09	Language Allocation Policy	Common Branches and Early Childhood Teachers, Special Ed Teachers, Literacy & Math Coaches, Paraprofessionals, Speech Therapists, Parent Coordinator, Occupational/Physical Therapists	Certified ESL Teachers, Assistant Principal
11/09	The Fluent Reader – Looking Closely at ELL Students	Common Branches and Early Childhood Teachers, Special Ed Teachers, ESL Teachers, Paraprofessionals, Assistant Principal, Literacy & Math Coaches	Tim Rasinski
12/09	Pathways to Academic English for ELLs	ESL Teachers	DOE: Integrated Curriculum and Instruction
1/10	Building Academic Language for ELLs	ESL Teachers	DOE: Integrated Curriculum and Instruction
1/10	Building Academic Language for ELLs	Common Branches and Early Childhood Teachers, Special Ed Teachers, ESL Teachers, Paraprofessionals, Assistant Principal, Literacy & Math Coaches, Speech Therapist, OT/PT	Certified ESL Teachers
2/10	Pathways to Academic English for ELLs	Common Branches and Early Childhood Teachers, Special Ed Teachers, ESL Teachers, Paraprofessionals, Assistant Principal, Literacy & Math Coaches, Speech Therapist	Certified ESL Teachers

3/10	Understanding Oral Language Assessment	ESL Teachers	Assistant Principal Literacy Coach
3/10	Using Shared Reading to Support the ELL Student	Common Branches and Early Childhood Teachers, Special Ed Teachers, Assistant Principal, Paraprofessionals	Certified ESL Teachers, Literacy Coach
4/10	Supporting Math and the ELL Student	Common Branches and Early Childhood Teachers, Special Ed Teachers, Assistant Principal, Paraprofessionals	Certified ESL Teachers, Math Coach

Parental Involvement

The involvement of all families, including those of ELLs, is a priority at P.S. 28. Communication with parents is the foundation for true involvement and cooperation with parents. All school-wide notices are sent home in English, Spanish and Chinese. Spanish and Chinese translation by school pedagogues and staff members is offered at each class' Parent Orientation at the beginning of the school year, during Parent-Teacher conferences, during individual parent meetings, and at all parent workshops throughout the year.

The Parent Coordinator is bilingual in English and Spanish and works throughout the year to facilitate a strong home-school connection. She offers workshops on homework help, community resources, special guest speakers and topics of special interest to parents. Parents are invited to participate in Adult ESL classes twice a week. Workshops are offered by the Parent Coordinator, Guidance Counselor, Coaches and teachers on how to help students achieve both in the classroom and at home. Topics include "How to Help Your Child in Reading", "How to Help Your Child in Math", "Great Websites for You and Your Child", "Science at Home". An initiative has begun this year to expand our at-home family programs. A newsletter is sent home in the fall with a calendar listing the parent orientation and training sessions. Parents are invited to attend a parent orientation and training session for the programs *Backpack for Reading (take home reading program that includes books and cassette tape recorders)*, *Tech in a Tote (educational software available for home use)*, *Wonderful World of Words (literacy games for families to play)*, *Math is Cool (math games for families to play)*, *Science in the Kitchen (at home science activities)* and *Family History Quilt*. These programs are designed for parents to come and learn how to use the materials that will be sent home with their child to use with the family. These training sessions are conducted in English with Spanish and Chinese translations. Materials sent home are also translated to assist parents in implementing the program. A parent survey is sent home twice a year to evaluate this year's programs as well as provide an opportunity for parents to inform the school about future programs they would like to see.

Assessment Analysis

Teachers assess students on an ongoing basis using conference notes, Fountas and Pinnel Reading Assessments, student work, teacher-made tests, Diagnostic Writing Assessments, teacher observation, and ECLAS-2. ELL students are also assessed using the Lab-R and NYSESLAT.

The goal of our ELL program is to develop skills in the four modalities in order to enable students to have success in meeting and exceeding state and city standards. An analysis of the Lab-R and NYSESLAT scores revealed that over 70% of our kindergarten and first grade students are beginner ELL students while by second grade 93% of the students are intermediate or advanced, with close to 60% being advanced students.

An analysis of the NYSESLAT by modality revealed that the students are stronger in listening and speaking than reading and writing. The data from students entering first grade this year revealed that 14 students reached proficiency level in listening and speaking while only 1 student reached proficiency level in reading and writing. The data from students entering second grade this year revealed that 46 students reached proficiency level in listening and speaking while 34 students reached this level in reading and writing. The success in listening and speaking is attributed to last year's school goal for ELL students in the area of speaking. The disaggregation of the data revealed that although students were making gains in the area of listening, the speaking modality is what was holding the students back from reaching proficiency level. Intensive instruction was given by ESL teachers in the area of speaking and as a result second grade students experienced a 28% increase in listening and speaking as compared to the prior year.

The Lab-R results for students entering kindergarten this year shows that 47 students are at the beginner level and 17 students are at the intermediate level. The NYSESLAT results for the students entering first grade this year showed 50 students are at the beginner level, 27 students are at the intermediate level and 5 students are at the advanced level. For students entering second grade this year, 3 students are at the beginner level, 16 students are at the intermediate level and 27 students are at the advanced level. Further analysis of the results by modality indicate that in the areas of reading and writing, kindergarten students continue to perform better in the writing section than the reading section. In first grade, an analysis of the listening and speaking modalities revealed that 8 students were at the beginner level, 32 students were at the intermediate level, 30 students were at the advanced level and 14 students achieved proficiency. In the area of reading and writing, 51 students were at the beginner level, 25 students were at the intermediate level, 7 students were at the advanced level and 1 student reached proficiency level. In second grade, an analysis of the listening and speaking modality revealed that 1 student was at the beginner level, 2 students were at the intermediate level, 24 students were at the advanced level and 46 students achieved proficiency. In the areas of reading and writing, 2 students were at the beginner level, 16 students were at the intermediate level, 21 students were at the advanced level and 34 students reached proficiency level.

The trend has been an increase in the number of first grade students reaching proficiency level by the end of first grade. There was an increase of 15% from 2007-2008 and an even more significant increase of 35% from 2008-2009. The trend has also been an increase in the number of kindergarten students achieving the beginner level on the year end NYSESLAT. In 2007 21% of the students were at a beginner level at the end of the year, in 2008 31% and in 2009 61%. Further analysis by modality indicates that the area of reading is what is holding the students back from progressing to the next level.

These results are supported by the Fountas & Pinnell Reading Assessment which indicated that 50% of kindergarten students were reading at or above grade level. This is compared to 45% in first grade and 74% in second grade who were reading at or above grade level. This result shows the need to provide focused, differentiated instruction, modeling and time for students to practice their reading skills in the classroom. First Grade Inquiry Team work in the area of reading will help to identify changes in instruction that will help all students including the ELL student. Looking closely at ELL student data by modalities helps to form school goals, student goals and practice to be looked at closely through the Inquiry Team process.

Evaluation of ESL Programs

Student NYSESLAT scores are evaluated through two lenses. They are analyzed and evaluated on an individual student basis to see how each child is performing in each modality. They are also used to evaluate how successful each ESL program is in meeting the needs of the individual student. If a program is found to not meet the needs of the students, it is revamped to either add or eliminate components that are not successful. Last year our students who were in all programs were not performing well on the speaking section of the NYSESLAT. This became a focus in changing a component of all three of our ESL models. We added a specific oral language component that would meet the needs of these students. As a result, our scores in the speaking section of NYSESLAT improved considerably. The ESL programs are evaluated yearly and revisions are made as needed to insure that all students are making progress.

P.S. 28 is dedicated to delivering an academically rigorous program to early childhood students while addressing the specific needs of the English Language Learner. We are committed to providing our ELL students a child-centered curriculum that will foster language development and help them attain language proficiency that will meet and exceed city and state standards.

**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 ICI 12/24	School P.S. 28Q
Principal Elizabeth Lutkowski	Assistant Principal Elizabeth Brizo
Coach Carol Cardi	Coach Judy D'Andrea
Teacher/Subject Area Christine Carolina – ESL	Guidance Counselor Elizabeth Rivas
Teacher/Subject Area Madelaine Schmidt – ESL	Parent Martha Arias
Teacher/Subject Area Juana Colon – Bilingual SE	Parent Coordinator Maria Rodriguez
Related Service Provider Consuelo Torres – IEP/SETTS	SAF Anita Saunders
Network Leader Audrey Murphy	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7.5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	509	Total Number of ELLs	192	ELLs as Share of Total Student Population (%)	37.72%
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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%)	0	2	0							2
Dual Language (50%:50%)	0	0	0							0
Freestanding ESL										
Self-Contained	1	2	1							4
Push-In	8	8	8							24
Total	9	12	9	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	192	Newcomers (ELLs receiving service 0-3 years)	184	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	23	0	23							23

Dual Language	0	0	0							0
ESL	169	0	13							169
Total	192	0	36	0	0	0	0	0	0	192
Number of ELLs in a TBE program who are in alternate placement: <u>0</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		23								23
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	0	23	0	23						

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	53	59	43							155
Chinese	7	4	2							13
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi	1									1
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information

TOTAL	61	63	45	0	169						
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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	(Hatched area)		
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 teaching 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)	47	50	3							100
Intermediate(I)	17	27	16							60

Advanced (A)	0	5	27							32
Total	64	82	46	0	0	0	0	0	0	192

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B		8	1						
	I		32	2						
	A		30	24						
	P		14	46						
READING / WRITING	B		51	2						
	I		25	16						
	A		7	21						
	P		1	34						

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

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

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

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)									
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)
Elizabeth Brizo	Assistant Principal		11/12/09
Maria Rodriguez	Parent Coordinator		11/12/09
Christine Carolina	ESL Teacher		11/12/09
Martha Arias	Parent		11/12/09
Madelaine Schmidt	Teacher/Subject Area		11/12/09
Juana Colon	Teacher/Subject Area		11/12/09
Carol Cardi	Coach		11/12/09
Judy D'Andrea	Coach		11/12/09
Elizabeth Rivas	Guidance Counselor		11/12/09
Anita Saunders	School Achievement Facilitator		11/12/09
Audrey Murphy	Network Leader		11/12/09
Consuelo Torres	Other		11/12/09
	Other		

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

Rev. 10/7/09

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)

1-2

Number of Students to be Served:

LEP 60

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 1 Paraprofessional, 1 Supervisor

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.

P.S. 28's Title III Program provides English Language Learners with supplemental instruction in a Before School literacy program. This instructional program will include 4 certified teachers, one of whom is an appropriately certified ESL teacher, 1 paraprofessional and 1 supervisor to service a total of 60 students. The paraprofessional will be responsible for working with small groups of students, provide one-on-one student support, outreach to parents and provide translation in the students' native language. The supervisor will insure that the high quality of instruction and best ESL practices are evident through walkthroughs and observations, and review student data to insure that all students are making progress. These ELL students in grades 1-2 scored at the beginner, intermediate and advanced levels on the May 2009 NYSESLAT. Students who have just reached proficiency level on this exam will also be included in the program.

The Before School program will meet three times a week for 1 hour and 15 minutes a day from October to May 2010. The group size will be maintained at 15 students per teacher. The program will use *Spotlight on English*. This is a comprehensive, standards-based program for English Language Learners designed to help K-2 students gain and develop English language proficiency. Santillana *Spotlight on English* provides educators with the tools necessary to acquire English language accurately and achieve competency in the four language domains of listening, speaking, reading and writing. *Spotlight on English* is structured to meet the needs of all of the three levels of proficiency - beginner, intermediate and advanced. The goal of the program is to have our students accelerate their progress in the English language.

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.

Title III Professional Development will focus on providing teachers with ESL scaffolding/differentiated instructional strategies in the four modalities of listening, speaking, reading and writing. The appropriately certified ESL teacher will provide professional development to other teachers and 1 paraprofessional in the Title III program. All will be paid per session rate. The workshops offered will directly correlate to the Before School literacy program as teachers will be given an opportunity to analyze and discuss student data and be given specific student strategies in the modalities of speaking, reading, listening and writing which will help to ensure their student progress. The following professional development will be offered:

November 2009 : Analyzing student NYSESLAT data and planning specific student need based instruction

January 2010: Using Shared Reading to increase the reading and listening skills of the ELL early reader

February 2010: Using group conversation to develop speaking skills in the early ELL student

March 2010 : Developing the early ELL student skills in writing to a prompt

Form TIII – A (1)(b)

School: 24Q028

BEDS Code: 342400010028

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	\$24,930	Per Session before school program including professional development: 4 Teachers @ 86.5 hrs = 346 hours x \$49.89 (includes fringe) = \$17,262 1 Paraprofessional @ 86.5 hrs. = 86.5 hours x \$28.89 (includes fringe) = \$2,499 1 Supervisor @ 99 hrs. = 99 hours x \$52.21 (includes fringe) = \$5,169
Purchased services - High quality staff and curriculum development contracts	0	None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,930	Student workbook: Spotlight on English \$1,600 Student supplies: picture cards, big books, song charts, tape recorders, magnetic letters, chart paper, student notebooks, phonics bingo \$2,330
Educational Software (Object Code 199)	0	None
Travel	0	None
Other	0	None
TOTAL	\$28,860.00	

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.

P.S. 28 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 517 students with a demographic background consisting of 91% Hispanic, 6% Asian/Pacific Islander and 1.2% White. 74% of our students come from Spanish speaking homes and 5% are characterized as new arrivals having come to the United States within the last three years. In order to assess the needs for written translation and oral interpretation of our parents, the school utilizes the ATS RAPL Report (Adult Preferred Language Report) that is generated from the Home Language Survey.

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.

The major finding of our school needs is that in order to communicate effectively with the parents of the majority of our student population, we must do so in the primary languages - Spanish, English and Chinese. The ATS RAPL Report indicated that 389 parents requested written and oral communication in Spanish, 108 parents require written and oral communication in English while 19 parents require written and oral communication in Chinese and 1 parent requires written and oral communication in Punjabi. Parents are made aware of the written and oral translations that are available at school through PA Meetings and Parent Orientation Meetings. Teachers are made aware of the fact through faculty conferences that forms and notices issued by the school are available in Spanish and Chinese as well as in English. Teachers are also aware that translators are available for all parent-teacher conferences as well as meetings with parents on an individual basis.

Part B: Strategies and Activities

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

The school will provide timely translations and distribution of important communication in Spanish and Chinese including, but not limited to, registration and selections, Standards and Performance, Conduct and Discipline, Safety and Health, placement in Special Education, ELL and AIS programs, transfers and discharges, procedural/operational issues, testing and school specific issues and events. To insure that materials are translated in a timely manner, in-house staff will translate materials to be sent home in Spanish and Chinese at the same time as the materials in English. A binder will be maintained of all translated materials and reviewed by the Principal to ensure that materials are distributed in a timely fashion.

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 in both Spanish and Chinese will be available at all PA Meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performances and individual conferences with parents/teachers requested by either parent or teacher to insure that parents receive critical information about their child's education. This oral interpretation will be provided by in-house staff. In the event a staff member is not available, the DOE Translation Unit will be contacted on a timely basis to request their services.

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>.

The Chancellor's Regulations A-663 will be fulfilled by P.S. 28 regarding parental notification requirements for translation and interpretation services by posting signs at the Main Entrance of the school in Spanish and Chinese explaining the parents' rights regarding translation and interpretation. The school Safety Plan will be reviewed to ensure that parents in need of language assistance will have access to the administrative offices in case of an emergency.

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:	\$298,924	\$12,545	\$311,469
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,989		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$125	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,946		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$627	
6. Enter the anticipated 10% set-aside for Professional Development:	\$29,892		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,255	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

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.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

Public School 28Q
The Thomas Emanuel Early Childhood Center

PARENT INVOLVEMENT PLAN

Vision:

It is our wish to create a safe and nurturing environment, one that stimulates and encourages learning, where activities that are developed are appropriate for primary age youngsters and are utilized effectively to encourage success and learning. We understand that parents are essential ingredient to this formula. We encourage family/school collaboration to improve student achievement.

Our school is committed to have our parents as partners in regular two-way and meaningful communication involving student academic learning and other school activities. To ensure that our parents act as partners our school will provide:

A welcoming environment

- Signs, notices, informative parent bulletin boards translated into different languages
- Visitors and callers are greeted politely and can easily get information in English or their Native Language
- Parent Coordinator is available to assist parents
- Administrators, Teachers and Staff are accessible

Programs and activities to engage families in improving student achievement

- Parent Workshops offered to help students achieve both in the classroom and at home such as “How to Help Your Child in Reading”, “How to Help Your Child in Math”, “How to Complete Reading Responses and Reading Logs at Home”.
- Current work is displayed throughout the building enabling visitors to understand what is happening in the classroom
- Principal speaks at PA meetings keeping parents informed as to what their children are learning and promote high standards
- Family activities such as Backpack for Reading, Tech in a Tote, Wonderful World of Words and Science in the Kitchen build capacity for parents to help their child at home
- Enrichment activities such as Music Concerts, Art Exhibits, Dance Performances allow parents to celebrate their child’s achievements

Strong relationships between teachers and families

- Kindergarten and Pre-K parent orientation
- Translators made available
- Getting to Know You Conferences, Parent-Teacher Conferences, Progress Reports and Report Cards keep the lines of communication open between parents and the school
- Weekly parent newsletters informing parents of weekly academic class goals
- Monthly cluster newsletter to inform parents of Music, Visual Arts, Library, Technology and Science Instruction
- Parent Coordinator helps teachers connect to families and bridge barrier of language and culture
- Parents encouraged to accompany students on class trips
- Parent welcomed to join students for classroom activities
- Classroom Observation during Open School Week

Opportunities for families to develop their skills, self-confidence and contacts

- ESL classes for parents
- School Leadership Team
- Learning Leaders
- Parent Learning Environment Survey
- Parent Coordinator Workshops offered to parents on such topics as Asthma, Personal Finance, Health Care, Parenting
- Monthly PA meetings

Professional Development for families and staff on how to work together effectively

- Brochures and handouts to parents
- Teachers attend meetings, workshops and read literature on how to understand families from diverse cultural backgrounds

- School reaches out to identify and bring in community resources that can assist staff and families such as Principal for a Day, local government officials

This policy was compiled by a committee of parents, teachers and administrators and was distributed to the parent community on October 26, 2009. It will be reviewed every year, updated and revised as needed.

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.

Public School 28Q
The Thomas Emanuel Early Childhood Center

SCHOOL-PARENT COMPACT

The Thomas Emanuel Early Childhood Center (P.S. 28Q), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Thomas Emanuel Early Childhood Center (P.S.28Q) will:

P.S. 28Q will provide a high quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Reading and Writing will be conducted through the use of Workshop model through a Balanced Literacy approach
- ELL students needs will be addressed through a push-in model
- Academic Intervention Services will be provided to students to help them meet the standards
- Everyday Math program will be utilized in all grades
- All special education mandates will be followed and students instruction will be driven by IEP's
- Data will be collected monthly and analyzed quarterly and used to drive instruction
- The Arts will provide students with a well rounded education

Parent-teacher conferences will be held in November 2009 and March 2010 during which this compact will be discussed as it relates to the individual child's achievement.

P.S. 28Q will provide parents with frequent reports on their children's progress. The school will provide reports as follows:

- Report cards will be distributed three times a year – November, March, June
- Progress reports will be distributed in October, December, January, February, April and May
- Teachers will meet on an on-going basis with parents of at-risk students
- Teachers will have on-going communication via notes home, telephone contact, individual parent meetings with students in their class

Parents will have reasonable access to staff as follows:

- Teachers will meet with parents before school, after school and during their preparation period
- Teachers will meet with parents during the day and in the evening for parent-teacher conferences

Parents will be given opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- During Open-School Week
- Act as Learning Leaders
- Participate in Literacy and Math
- Join students on class trips
- Celebrating their child's achievements through the Arts

STUDENT RESPONSIBILITIES

- Students will take care of materials and supplies
- Students will be respectful and tolerant of others
- Students will complete all assignments including classwork, homework and reading logs

PARENT RESPONSIBILITIES

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

- Monitor child's attendance
- Monitor homework
- Monitor amount of television watched by child
- Read for 15-30 minutes to Pre-K through 2nd grade students
- Communicate with child's teacher regarding academic needs
- Participate in workshops that the school offers
- Volunteer to go on trips, School Leadership and PA Functions
- To become involved in developing and revising the school-parent involvement policy through the PA and School Leadership Team
- To insure that all immunizations are up to date as well as all other health issues are addressed
- Attend PA meetings on a regular basis
- Respond to school notices on a timely basis

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.

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Differentiated, small group instruction in the classroom allows for all students to meet or exceed the State standards. A comprehensive Academic Intervention Support program based upon student academic need is established whereby students are serviced both during the day and after school. ELL students are afforded the opportunity of attending summer school to focus on their ELA and Math skills.

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.

P.S. 28 has a an early-bird program for the ELL students that focuses on Literacy, an extended day program for students who are not meeting standards and a summer program for all second grade ELL students.

- o Help provide an enriched and accelerated curriculum.

Students are offered an extended Music program consisting of music instrument instruction, choral and dance performance, science investigation club. Students who are accelerating in Literacy become active members of Book Clubs. The Science School Wide Theme provides all students the opportunity of receiving an enriched science curriculum which is integrated into all curriculum areas. A hands on, life like museum is created by the students to document their learning.

- o Meet the educational needs of historically underserved populations.

A part-time ESL teacher has been hired to support ELL students who have just passed the NYSESLAT to insure their continued academic success.

Additional AIS providers have been hired to provide additional support to the Special Education students.

- 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.

A full-time bilingual guidance counselor serves at-risk as well as mandated students. These students are serviced in one-to-one counseling as well as in small groups. A part-time social worker works with students and parents to address the social as well as academic needs of these students.

- o Are consistent with and are designed to implement State and local improvement, if any.

Not applicable

3. Instruction by highly qualified staff.

Instruction is provided by a staff that is 100% highly qualified.

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.

Professional Development is provided to the staff through in-house providers, NYC Department of Education, America's Choice, Bureau of Education and Research, Executive Leadership Institute, Office of Instructional Technology. The staff attends professional development on an on-going basis. Teachers and staff receive weekly professional development through common planning periods, professional book clubs, study groups and Inquiry Team meetings.

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

Not applicable

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

Class Newsletters are distributed by classroom teachers to parents weekly informing them of what is being taught and what are the teacher expectations for the students. Cluster teachers distribute Newsletters monthly to parents informing them of what is being taught and their student expectations.

The Parent Coordinator distributes monthly calendars listing school events and parent workshops. Parents are invited throughout the year to participate with their child in activities conducted in the classroom. Parent Workshops include Backpack for Reading, Math is Cool, Science in the Kitchen, Tech in a Tote and Wonderful World of Words. The Parent Coordinator in conjunction with the Guidance Counselor issue a list of services available such as tutoring and community resources. Parents have become further involved in the school by becoming Learning Leaders.

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.

Pre-K Social Worker conducts a parent orientation for all incoming Pre-K students. The Social Worker also conducts monthly parent workshops on the social and emotional well-being of the Pre-K student. Kindergarten orientation is held in the spring for all incoming Kindergarten students. The Pre-K Social Worker works with Pre-K students in the spring to help them transition to kindergarten.

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 play an active role in the decision process regarding the use of academic assessments through participation in Inquiry Teams, School Leadership Team, School Cabinet and Grade committees. Teachers pilot programs and provide the necessary feedback as to how effective these programs are and how useful they will be in providing information on student achievement, on improving individual student achievement as well as the overall instructional program.

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.

Student data is collected on an on-going basis and is reviewed and analyzed by classroom teachers as well as by the School Progress Analysis Team consisting of administrators, coaches and classroom teachers. Students are identified and highlighted on an on-going basis as to having difficulty mastering the proficient or advanced levels of academic achievement levels. These students are provided academic intervention services that address their specific needs. Students receiving additional support through academic intervention are reviewed on an on-going basis to determine if the service is meeting their needs or if different or additional services are needed or if the service is no longer required.

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.

Students are members of the school Nutrition Committee whose members include the Principal and a representative from the Division of School Foods and Nutrition Services.

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.

Not applicable

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 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 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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. It was determined that there were no alignment issues.

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?

ELA curriculum has been looked at in great depth to insure that is aligned with New York State standards and is vertically as well as horizontally aligned. Curriculum mapping has been developed which drills down to an expected level of cognitive demand that indicates to teachers what students should know and be able to do at that particular grade level. ELA Benchmarks with Assessments have been created to insure that teachers and students know how well they are on track toward meeting their June goals, which are aligned to the NYS Standards. A review of the ELA Materials indicates that there is sufficient amounts of curriculum materials available which meet the needs of our ELL, Special Education and struggling. ELL teachers use the NYS Learning Standards when planning for and addressing their ESL population. ELL teachers have received as well as provided Professional Development to classroom teachers in ESL strategies including using the NYS Learning Standards for ESL to help teachers plan and align lessons to these standards. Teachers share ideas and lessons during common planning time. ELL teachers receive additional support from the DOE to help guide and implement the use of these Learning Standards.

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.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. It was determined that there were no gaps in process standards for Mathematics.

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?

P.S. 28 follows the Everyday Math Program for Grades Pre-K to 2. This is an intensive program that goes into depth in each unit. Students are required to solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discussions, make connections and model and represent mathematical ideas in a variety of ways. Everyday Math is aligned to the NYS Mathematics Standards.

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.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. It was determined that this did not apply since our ELA instruction follows the Balanced Literacy Workshop Model.

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?

P.S. 28 follows a Balanced Literacy Workshop Model that consists of a mini-lesson which is teacher direct instruction followed by active engagement under the watchful eye of the teacher. This is followed by students working independently either by themselves, with a partner or in a small group. The teacher conducts differentiated group instruction during this independent work time. Class discussions are held during the Share portion of the lesson.

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:

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on

Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. It was determined that this did not apply since we follow a workshop model in Mathematics.

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?

P.S. 28 follows the Everyday Math program and uses the workshop model to instruct students. This consists of a mini-lesson with direct instruction followed by independent seat work. Students work individually, in pairs and in small groups to explore mathematical concepts. Manipulatives are used extensively as well as students are given opportunities to share with the class the different ways to solve problems and participate in Everyday Math games. Differentiated small group instruction is given to students during independent work time.

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.

³To 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.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams at the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. The School Report Card was reviewed and it was determined that this did not apply.

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?

P.S. 28 has a relatively stable teacher population. We do not experience a high turnover rate nor do we have a high percentage of new or transfer teachers each year. 78.4% of the teachers have been teaching in this school for 2 or more years. 62% of the teachers have been in the school since it opened seven years ago. The teacher turnover rate has been relatively low at approximately 5% each year.

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.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and faculty conference. We determined that this was not applicable.

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?

ELL teachers have been attending Professional Development through the DOE and ICI. A mandate has been issued that all teachers including ELL teachers are required to have a set number of Professional Development hours throughout the year. Teachers are made aware of these professional development opportunities at our school and are taking advantage of them. School based policies such as the LAP have been communicated to the teachers through faculty conferences.

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.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher and Parent Representative. Six of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. We determined that this was applicable.

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?

We found that although ESL teachers give classroom teachers individual student NYSESLAT and LAB-R scores in the beginning of the year, the data was not disaggregated by proficiency level for the ELL student. We also found data about student time in the United States is not shared with the staff.

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.

This issue was addressed through Professional Development given by ESL teachers to the staff. Teachers worked on disaggregating NYSESLAT data by proficiency levels. Data worksheets were created to help teachers in this endeavor. Each modality was closely looked at to enable teachers to group students according to need. Teachers were given a copy of the student data regarding the time in the United States. Further professional development was given throughout the year during common planning periods to help teachers address the needs of these students based on this data.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher, IEP Teacher and Parent Representative. Seven of these committee members also serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. We determined that this finding was applicable.

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?

Although teachers have copies of their students' IEPs and have a basic knowledge of the instructional approaches, what we found lacking was an in-depth understanding and familiarity by the general education teacher, cluster teachers and ESL teachers of the accommodations and modifications that would help support the students with disabilities in their classroom and are not fully knowledgeable regarding behavioral support plans for these students.

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.

IEP teacher offered professional development to the staff regarding the understanding of accommodations and modifications as listed on the students' IEPs. IEP teacher offered teacher support on an as needed basis to help support the students with disabilities. Guidance Counselor, School Psychologist and Social Worker offered professional development regarding behavioral support plans for these students. Additional support was given by the ISC-IEP Specialist to aid the teachers in developing a better understanding of the student IEP.

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.

A school based committee was formed consisting of the Principal, Assistant Principal, Literacy Coach, Math Coach, UFT representative/Classroom Teacher, Special Education Teacher, IEP Teacher and Parent Representative. Seven of these committee members serve on Inquiry Teams in the school. The committee reviewed the CEP and evaluated school data to address these key findings. The result of this assessment was addressed at an SLT meeting and at a faculty conference. We determined that these findings were not applicable.

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?

P.S. 28 is an Early Childhood Center with grades Pre-K to 2. We do not have any testing grades so the finding regarding testing accommodations and/or modifications does not apply. We found that the IEPs do not include behavioral plans that include behavioral goals and objectives.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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/ronlyres/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.)

One

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

P.S. 28 is dedicated to delivering an academically rigorous and emotionally nurturing program to all early childhood students while addressing the specific needs of students in temporary housing. Small class size, highly qualified teachers, guidance and support, after school programs and parent involvement are provided. The Parent Coordinator forms a strong link between the school and families in temporary housing.

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).

Not applicable

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.