



WARREN PREP ACADEMY, P.S. 28K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K028

ADDRESS: 1001 HERKIMER STREET, BROOKLYN, N.Y. 11233

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 028 **SCHOOL NAME:** Warren Prep Academy

SCHOOL ADDRESS: 1001 Herkimer Street, Brooklyn, N.Y. 11237

SCHOOL TELEPHONE: (718) 467-2865 **FAX:** (718) 953-4189

SCHOOL CONTACT PERSON: Sadie Silver **EMAIL ADDRESS:** Ssilver11@schoos.nyc.gov

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

PRINCIPAL: Sadie Silver

UFT CHAPTER LEADER: Deborah Martinez

PARENTS' ASSOCIATION PRESIDENT: Shameeka White

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** #3

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Evelyn Santiago

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Sadie Silver	*Principal or Designee	
Deborah Martinez	*UFT Chapter Chairperson or Designee	
Shameeka White	*PA/PTA President or Designated Co-President	
Shameeka White	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Belinda Leon	DC 37 Representative, if applicable	
Serena Jefferson	Member/ Teacher	
Sharon Cozier	Member/ Teacher	
Lisa Addison-Vick	Member/ Parent	
Bette Anne Douglas	Member/ Parent	
Dorothy Jenkins	Member/ Parent	

* 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.

Our Mission Statement

Our mission is to teach all the children at P.S. 28K how to read, write, think, compute, speak well, love the arts and behave in socially acceptable ways in order to become economically independent contributing members of society.

Our School Beliefs (Vision)

We believe that students need to be engaged in their learning.

We believe all children can learn and achieve at the highest levels.

We believe all children should be encouraged to set goals and take ownership of their learning and become life long learners.

We believe that learning is shared by everyone and that everyone has a voice in this process.

We believe that the process of learning involves exploration, discovery and wonder.

We believe we can create a supportive learning community.

We believe in a positive attitude.

We believe in celebrating successes, big and small.

Warren Prep Academy, Public School 28K is located in the Bedford Stuyvesant section of Brooklyn, New York. This Pre-K to Fifth grade school serves a population of approximately 272 students from culturally diverse backgrounds. The community is home to many new immigrants from Guyana, Jamaica and Canada. The school is a central part of the community to many students and their families. The school building is a clean and inviting place where pride in the students' accomplishments is evident in the prominently displayed student work.

According to the latest available ethnic data, 0% of our students are White; 88.9% of our students are Black; 9.1% are Hispanic and 1% is identified as other in the ethnic category. Approximately 8 students have Individualized Educational Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), related services such as speech and language, counseling and occupational therapy. Additionally 13 of our students are English language learners (ELLs), with Spanish as the dominant language among the vast majority.

We serve a large Title One Population as indicated in the data below. We also have a very high incidence of students in Temporary Housing. The school is working diligently to get an exact number of students in Temporary Housing, which includes students who are in shelters and doubled up families so that the necessary interventions can be put into place. Our partnership with the Bed-Stuy Multi-Service Center has allowed us to provide housing support to many of our families in the past and we are going to continue to provide this support in the 2010-2011 school year.

The school houses one (1) full day pre-k class, two (2) kindergarten classes, one being an inclusion class, two (2) 1st grade classes, one being an inclusion class, two (2) second grade classes, two (2) third grade classes, two (2) fourth grade classes, and two (2) fifth grade classes in general education (1) one self-contained fourth/fifth grade class. There is also a freestanding ESL program for grades K-5, which serves English Language Learners.

The average class size in kindergarten through third grade, following the Early Grade Class Size Reduction Program, is twenty (20) students. The average class size in fourth and fifth grade is twenty (20) students. Students are heterogeneously grouped within each grade. The student body is served by 63 professionals and support staff, including one (1) principal, two (2) assistant principals, 1 staff developer, 1 intervention team leader, twenty-four (24) teachers, one (1) guidance counselor, three (3) paraprofessionals, eight (8) school aides and sixteen (12) additional support personnel. We have a, special education teacher support services teacher, school psychologist and social worker in the building as well. The teaching specialists consist of a music teacher, mathematics, science and physical education. Of the 24 teachers, all are fully licensed and certified, 70% have more than 5 years teaching experience and more than 96% hold a Masters Degree. The staff includes full-time parent coordinator.

We currently have partnerships with the Bedford-Stuyvesant Multi-Service Center with whom we share the building with to provide the families we service with affordable housing, adult education (G.E.D. and ESL), vocational and technical training as well as parenting classes. We have also partnered with the following organizations to provide our children with opportunities to apply the skills they learn in school to real world applications: Children for Children, Rise Up and Walk, Gotham High School for Performing Arts, NAACP, Cornell Institute, City Harvest, Carnegie Hall, Julliard, VH-I Save the Music, Y After School, Coalition for Hispanic Family Services, Cooke Learning Center, Kareful Karefree Nursing School, East New York Learning Academy, Renzulli Learning, Creative Outlet, The 4-H Club, Entertainers4Education and Roots Revisited. The YMCA of Greater New York provides our parents with an in-school after-school program everyday until 6pm and swimming classes for 2nd Graders every Wednesday at the Bedford-Stuyvesant YMCA. We currently have a new guidance counselor who is also bring in a vast amount of collaborative partnerships established through out the career. Our former guidance counselor is retiring, but will continue to provide support to the incoming guidance counselor. Our 2010 Learning Environment Survey shows that Warren Prep Academy, P.S. 28K is meeting the needs of our community.

This year, Councilwoman Darlene Mealy has allocated \$450,000 in Reso A monies to update classroom technology and has partner with Out2Play to construct a new playground for students in the school. The school has also received grants for Renzulli Learning, an interest-based online learning system, The Academy, a grant with Carnegie Hall and Lincoln Center to provide music instruction for students in all grades, NYS Quality Review Initiative Grant to support curriculum mapping, VH-1 Save the Music has given us a grant for keyboard lab and our teachers take advantage of Donors Choose to develop special projects with their students around technology.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	Warren Prep Academy, P.S. 28K				
District:	16	DBN #:	16K028	School BEDS Code:	331600010028

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	12	16	18		92.6	91.7	92.2		
Kindergarten	30	25	42						
Grade 1	28	41	36	Student Stability: % of Enrollment					
Grade 2	46	36	46	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	45	44	35		83.8	89.1	TBD		
Grade 4	44	45	45						
Grade 5	27	44	43	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		87.7	83.2	88.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	19	24		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	232	251	267		3	3	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	13	10	8						
No. in Collaborative Team	0	0	6	Principal Suspensions	5	5	TBD		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	9	11	14	Superintendent Suspensions	1	1	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	16	11	18	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	23	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.3	1.2	0	Percent more than two years teaching in this school	75.0	65.2	TBD
Black or African American	87.5	87.6	85.4	Percent more than five years teaching anywhere	75.0	60.9	TBD
Hispanic or Latino	9.5	8.0	12.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.8	1.1	Percent Masters Degree or higher	92.0	78.0	TBD
White	1.7	0.8	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	88.2	TBD
Multi-racial			TBD				
Male	53.6	50.6	51.7				
Female	46.6	49.4	48.3				

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 type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	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**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	Proficient
Overall Score	41.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	11.7	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	17.6	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	NR	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet 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/Teacher 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 your school's 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?
-

After conducting our review, we noticed the following:

K-2 Needs Assessment

- 85% of students in Kindergarten are currently at or above grade level as measured by the DIBELS and Reading 3-D periodic assessments.
- A review of the qualitative data indicates such as Literacy by Design Assessments, running records. Student work and teacher observations show an increase of students performing at or above grade level in the areas of reading fluency and comprehension.
- Math instruction has shown to be successful based on the data acquired from MClass Math in Grade K.
- We will continue to implement the FOSS Science curriculum in grades K-2 aligned to the Common Core Standards.
- There is an increase in parent participation due to academic communication between parents and classroom teachers.
- Monthly progress reports that included measurable goals in all core subjects were sent home to parents.
- We are providing differentiated instruction professional development for teachers to address students who are performing above grade level and the alignment of Common Core Standards to curriculum maps. There has been a strong focus on the bottom 1/3 of students and this year we will focus on developing differentiated activities for those performing at or above grade level.
- The data showed that there is a need to have fidelity to the instructional balanced literacy and instructional programs in mathematics.
- There is a need to increase the time for literacy and mathematics to ensure that children are receiving the required balanced literacy and math components.
- Teachers will create their own customized assessment to address the performance indicators that have been taught after each unit of study.

3-5 Needs Assessment

- Students who met promotional standards in ELA, Mathematics, Science and Social Studies experienced an increase in attendance.

- We are still working on differentiated instruction professional development for teachers to address students who are performing above grade level according to the Common Core Standards. There has been a strong focus on the bottom 1/3 of students and this year we will focus on developing differentiated activities for those performing at or above grade level.
- There is a strong need to improve the writing program and structures across all grades to ensure that students meet proficiency in standardized exams.
- Teams of teachers will continue to collaborate across the grades to ensure that there is coherence and alignment in Common Core Standards.
- There will be fidelity to the EDM and Literacy by Design Instructional programs to deliver necessary components aligned to the Common Core Standards to all students to ensure success.
- Although we have an increase in parental involvement we would like to create systems and structures to discuss academic progress of students utilizing ARIS reports.
- Periodic assessment data will drive instruction.
- We will continue working with Learning Directions for ELA and Math Skills Baskets.
- We have been included in a grant with the Teacher Quality Partnership Program at Hofstra University to provide teachers with in class coaching in mathematics and outside professional development in Science.

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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Reading

K-2

10% increase of students on above grade level as measured by the Dibels Reading Assessment and Fountas and Pinnell independent reading levels by June 2011

3-5

5% increase of ELA scores as measured by the 2011 English Language Arts Exams in May 2011

Writing

To raise the quality of the writing program by becoming a Teacher's College Writing Project School as measured by our monthly writing assessments.

Mathematics

K-2

15% increase in students scoring at or above grade level as measured the Dibels Math Assessment System.

3-5

5% increase in students scoring at or above grade level as measured by the New York State Mathematics Exam in May 2011

Student Support Services

To increase the level of support for all students by providing the teachers with Restorative Practices Training and by providing students with intervention, prevention and at risk services on a consistent basis as reflected in teacher lesson plans, AIS logs, and guidance notes.

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 2010-11 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, PLA, 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): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>K-2 10% increase of students on above grade level as measured by the Dibels Reading Assessment and Fountas and Pinnell independent reading levels by June 2011</p> <p>3-5 5% increase of ELA scores as measured by the 2011 English Language Arts Exams in May 2011</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>K-2</p> <ul style="list-style-type: none"> -Differentiation of literacy activities to engage all learners aligned to the Common Core Standards. -Full and complete implementation of Literacy By Design (Our Reading Curriculum) aligned to the Common Core Standards -Reading Prep once per week to engage the social development of students for reading -Shared reading with the students utilizing the Wright Group big books -MCLASS (Dibels and Reading 3D) benchmark assessments three times per year and monitor the progress of students -Instructional plans will be modified for student sub-groups and targeted individual students through the use of Collaborative Inquiry Process Folders aligned to the Common Core Standards. -Student independent reading levels will be tracked as an indicator of progress towards mastery of the ELA Common Core Standards. - Professional development including lab site observations by our Teacher’s College Consultant. 	<p>3-5</p> <ul style="list-style-type: none"> -Differentiation of literacy activities to engage all learners aligned to the Common Core Standards. -Full and complete implementation of Literacy By Design (Our Reading Curriculum) aligned to the Common Core Standards -Guided reading will occur on a daily basis to support struggling readers -Students will read and respond to their reading using a thinking map -Periodic assessment data and our DYO State Practice Exams data will be analyzed to monitor the progress of students -Instructional plans will be modified for student sub-groups and targeted individual students through the use of Collaborative Inquiry Process Folders aligned to the Common Core Standards. -Student independent reading levels will be tracked as an indicator of progress towards mastery of the ELA standards -After School and Saturday academy will begin January 2011 - Professional development including intervisitations by our Teacher’s College consultant. - 28 Teacher’s College Calendar days of Professional development. - Parent Workshops focusing on the ELA

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget: Staffing/Training: Personnel Responsible: The budget will be aligned with the necessary resources to execute our action plan: Teacher's College professional development and coach, National Urban Alliance Coach, the Children's Literacy Initiative Coach, Nigel Collins (Learning Directions), the Literacy by Design Assessment Coach, the Network 3 Literacy Specialist will all be utilized to support administrators and teachers in this work.</p> <ul style="list-style-type: none"> •Teacher Teams will be provided with common planning times to do the work aligned to the Common Core Standards. •Per Diem and Per Session will be allocated for Collaborative Inquiry work across grade levels and content areas. •Assistant Principal responsible for specific grade levels will provide monitor and support best practices in Common Core Standards •Contracts for Excellence (C4E) allocations will support after school academic intervention and test prep.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>K-2</p> <ul style="list-style-type: none"> • By October 60% of K-2 students will meet their Dibels and ECLAS2 Benchmark Assessment #1. • By January 75% of K-2 students will meet their Dibels Benchmark Assessment #2. • By April 90% of K-2 students will meet their ELCAS2 Benchmarks. • By June 90% of K-2 students will meet their Dibels Benchmark Assessment #3. <p>Grades 3-5</p> <ul style="list-style-type: none"> • By October the DYO ITA will reflect at least 59% of students at Levels 3 and 4 • By January the ELA Predictive will reflect at least 64% of students at Levels 3 and 4 • By May the NYS ELA Exam will reflect at least 69% of students at Levels 3 and 4

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the quality of the writing program by becoming a Teacher’s College Writing Project School as measured by our monthly writing assessments.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">K-2</p> <ul style="list-style-type: none"> -We (Administrators and Staff) will continuously engage in the process of rigorous and coherent curricula including the arts for a variety of learners and aligned to the Common Core Standards as evidenced by the monthly curriculum maps. -We will form a Writing Committee that regularly analyzes student writing (monthly basis) using the Common Core Standards as a benchmark and give teachers feedback to improve student outcomes. -Teachers will engage in differentiated professional development activities to improve their pedagogical practices. -Teams of teachers and individual teachers will use our monthly feedback to adjust instructional plans for student sub-groups and targeted individual students through the use of Collaborative Inquiry Process Folders. -We will utilize Teacher’s College Writing units of study as our writing curriculum guide aligned to the Common Core Standards. -Daily writing instruction will occur. 	<p align="center">3-5</p> <ul style="list-style-type: none"> -We (Administrators and Staff) will continuously engage in the process of rigorous and coherent curricula including the arts for a variety of learners and aligned to key state standards as evidenced by the monthly curriculum maps. -We will form a Writing Committee that regularly analyzes student writing (monthly basis) using the Common Core Standards as a benchmark and give teachers feedback to improve student outcomes. -Teachers will engage in differentiated professional development around the Common Core Standards to improve their pedagogical practices. -Teams of teachers and individual teachers will use our monthly feedback to adjust instructional plans for student sub-groups and targeted individual students through the use of Collaborative Inquiry Process Folders. -Teams of teachers and individual teachers will use the DYO data to monitor the progress of students. -We will utilize Teacher’s College Writing units of study as our writing curriculum guide aligned to the Common Core Standards. -Daily writing instruction will occur and the use of a writing structure for ELA writing. <ul style="list-style-type: none"> - Grade 3 Pens of Power Writing Workshops on Fridays - Grades 4 and 5 Poetry in Motion Writing Workshops on Fridays.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget: Staffing/Training: Personnel Responsible: The budget will be aligned with the necessary resources to execute our action plan: Teacher's College professional development and coach, National Urban Alliance Coach, the Children's Literacy Initiative Coach, Nigel Collins (Learning Directions), the Literacy by Design Assessment Coach, the Network 3 Literacy Specialist will all be utilized to support administrators and teachers in this work.</p> <ul style="list-style-type: none"> •Teacher Teams will be provided with common planning times utilizing the Common Core Standards to do the work described above. •Per Diem and Per Session will be allocated for Collaborative Inquiry work across grade levels and content areas. •Assistant Principal responsible for specific grade levels will provide monitor and support best practices in Literacy. •Contracts for Excellence (C4E) allocations will support after school academic intervention and test prep to ensure proficiency of the Common Core Standards.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>K-2</p> <ul style="list-style-type: none"> • By October 60% of K-2 students will meet their Dibels and ECLAS2 Benchmark Assessment #1. • By January 75% of K-2 students will meet their Dibels Benchmark Assessment #2. • By April 90% of K-2 students will meet their ELCAS2 Benchmarks. • By June 90% of K-2 students will meet their Dibels Benchmark Assessment #3. <p>Grades 3-5</p> <ul style="list-style-type: none"> • By October the DYO ITA will reflect at least 59% of students at Levels 3 and 4 • By January the ELA Predictive will reflect at least 64% of students at Levels 3 and 4 • By May the NYS ELA Exam will reflect at least 69% of students at Levels 3 and 4

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 2010-11 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, PLA, 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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>K-2 15 increase in students scoring at or above grade level as measured the Dibels Math Assessment System.</p> <p>3-5 5% increase in students scoring at or above grade level as measured by the New York State Mathematics Exam in May 2011</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>K-2</p> <ul style="list-style-type: none"> • 60 minutes of Everyday Math Instruction Daily • Math Centers to foster Inquiry Based Learning • Manipulatives will be accessible in all classrooms. • Math vocabulary instruction will be evident in all rooms via charts and word walls. • Math Cluster period at least 3 days per week • Professional development for teachers including in class coach will take place through out the year. • Math Dibels will be administered 3 times per year. • At-Risk students will receive Academic Intervention Services in Mathematics • Teams of teachers will meet to analyze student work and determine student outcomes using consistent rubrics. • Common Core Standards have been identified and will drive EDM Instruction and Differentiation. • Teachers will utilize the NYC EDM Planners. • Parent Math Workshops will be held 2x a year by the Parent Coordinator and Staff. 	<p>3-5</p> <ul style="list-style-type: none"> • 75 minutes of Everyday Math (EDM) Instruction 4x per week including vocabulary, use of manipulatives, differentiated activities, and EDM student journal evidence. • Math Writing Tasks will be assigned for H.W. daily • Teams of teachers will meet to analyze student work and determine student outcomes using consistent rubrics. • Common Core Standards have been identified and will drive EDM Instruction and Differentiation. • Teachers will utilize the NYC EDM Planners. • Math Cluster period at least 3 days per week • Professional development for teachers including in class coach will take place through out the year. • Extended Day, After School and Saturday Academies will begin in January 2011 developing coherence in the Common Core Standards. • Math DYO will be administered 3 times per year.

	<ul style="list-style-type: none"> • On-going progress monitoring and communication with parents will be built in to the school calendar • Technology will be utilized as well as Understanding Math in the 2nd Grades aligned to the Common Core Standards. • Dr. Brooks from Hofstra University's Teacher Quality Partnership Program will be coaching 4 teachers in Grades 1-5 on the delivery of math instruction that will be responsible for turn-keying the practices during their teacher team meetings. 	<ul style="list-style-type: none"> • Acuity Math Predictive will be administered as well as the on-going progress monitoring exams to establish goals for students. • Exit Slips to foster student reflection after each lesson. • Math journals will reflect student thinking. • At-Risk students will receive Academic Intervention Services in Mathematics • Parent Math Workshops will be held 2x a year by the Parent Coordinator and Staff. • Technology will be utilized to teach student mathematics including Acuity Instructional Tools and Understanding Math aligned to the Common Core Standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Estimated Budget: Materials and Supplies: \$15,000 Field Trips: \$2,500 After School Program/Sat. Academy/Extended Day: \$30,000</p> <p>Staffing/Training: Learning Directions CEO: \$14,000 Wireless Generation: \$6,000 Math Cluster/Coach and Staff Developer: \$132,000</p> <p>Personnel Responsible: Principal Assistant Principal assigned to grades Classroom Teachers Math Cluster/Coach Staff Developer</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All classroom teachers will have math goals posted in their classroom on a monthly basis based on supervisor observations. • By October 2010 all students will be assessed in Mathematics • By January 2010 the Acuity Predictive will reflect 60% on or above grade level • By February 2010 60% of K-2 students will meet the benchmark in Math Dibels • By June 2010 90% of students in grades 3-5 will meet promotional criteria. • By June 2010 80% of 2nd graders will meet the benchmark in Math Dibels. 	

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 2010-11 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, PLA, 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): Student Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the level of support for all students by providing the teachers with Restorative Practices Training and by providing students with intervention, prevention and at risk services on a consistent basis as reflected in teacher lesson plans, AIS logs, and guidance notes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Individual, Group and Family Counseling Services and outreach to outside services. • Establish a Student Government to involve students in Service Learning Projects • School-Wide Implementation of the Restorative Practices Safer Saner Schools Model along with the Positive Behavior Intervention Supports System to reward positive behavior and academic effort. • ARIS training for parents • Continue to provide arts instruction to students and utilize the School Wide Enrichment Models to develop interest based learning opportunities for students including Renzulli Learning • Bereavement and Loss Counseling for At-Risk Students • Preventative services for families • Kinship program for foster parents will be offered to parents. • Consistent CARE Team Meetings to provide at-risk students with immediate services. • Parenting Skills workshops for parents • Financial Planning and Housing Assistant Workshops for Parents • Collaboration with the Bedford-Stuyvesant Multi-Service Center to conduct parents housing and financial planning workshops. • After School Program in collaboration with the Bed-Ford Stuyvesant YMCA • Attendance initiatives such as 100% Attendance assemblies, bulletin boards, honoring parents, students and teachers for 100% Attendance. Incentives for the students such as Rock Star Friday as well as tangible items such as awards, medals etc. • School Website that will provide information to parents.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Estimated Budget: Materials and Supplies: \$6,000 Field Trips and Student Activities: \$15,000</p> <p>Staffing/Training: Full-Time Guidance Counselor: \$65,000 Restorative Practices Training: \$30,000</p> <p>Personnel Responsible: Guidance Counselor, Parent Coordinator, Principal, Assistant Principals, Staff Developer, Teachers, School Aides, Student Government, Parent Association</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>Decrease in referral logs and office of discipline referrals Reduction in principal's suspensions and superintendent suspensions Positive Learning Environment Survey 2% Increase in attendance. 10% increase in parents utilizing ARIS Parent Link</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	5	8	N/A	N/A	5	0	0	2
1	6	6	N/A	N/A	5	2	2	2
2	5	5	N/A	N/A	5	2	2	2
3	41	41	N/A	N/A	8	3	3	2
4	35	35	6	6	8	4	4	2
5	15	45	9	9	8	4	4	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small Group Instruction: Guided Reading, Acuity ELA Instructional Tools, Pull-Out Literacy by Design Instruction, Targeted Skills Instruction, Renzulli Learning After School Program: Test Ready ELA, Voyager Passport, Wilson Foundations, MCLASS Activities Saturday Academy: Rally ELA Instructional Materials, Acuity ELA, Renzulli Learning</p>
<p>Mathematics:</p>	<p>Small Group Instruction: Acuity Math Instructional Tools, Renzulli Learning, Understanding Math and Numeration, MCLASS Activities, Targeted Skills Instruction Extended Day: Test Ready Math, Math Skills Basket #1 Intensified Instruction, Understanding Math and Numeration, Saturday Academy: Rally Math Instructional Materials, Acuity Math, Renzulli Learning</p>
<p>Science:</p>	<p>Measuring Up Science and Harcourt Science Differentiated Activities</p>
<p>Social Studies:</p>	<p>Core Curriculum Differentiated Options</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Group, Individual, One to One, Gender Based Counseling and Family Counseling, Leadership Training, Gang Awareness, Nutrition Workshops (These services will be provided by outside agencies as well that coordinate their services with our guidance counselor)</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Individual, Family, Boys Resiliency Group and Family Counseling</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual, Group, Family, Girls Resiliency Group, Family Counseling, Bereavement and Loss</p>
<p>At-risk Health-related Services:</p>	<p>Asthma Awareness, Healthy Eating, NYC Wellness Council Initiatives</p>

Section II. Title III, Part A LEP Program Narrative

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.

At PS 28K a system has been put in place to be able to efficiently identify all those students who qualify for ESL services and to acquaint parents of the program choices available to them. A Home Language Identification Survey (HLIS) is given to all parents or guardians enrolling their children for the first time in a public school. These forms are passed on to a certified ESL teacher who evaluates The Language Survey to determine which students are eligible to be administered the Lab-R exam, which will ultimately determine if the student qualifies to receive ESL services. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is immediately called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment, assessment, and interview of the parent and the student.

Once the HLIS has been filled out, analyzed by the certified ESL teacher, a Lab-R exam to test English proficiency is administered within ten days and hand scored by the ESL teacher to determine eligibility for ESL services using the LAB-R cut scores provided each year in Office of Assessment memos. If service is indicated, the child is immediately placed in our Freestanding ESL program and a letter is sent out in English and in the home language of the parent or guardian to inform them of the child's ELL status and eligibility for ESL services and inviting them in to a Parent Orientation Meeting.

At the Parent Orientation Meeting, documentation is given to parents and an orientation video is viewed (in their home language where possible) to explain the different program choices. At this point, the parent makes his program choice and completes the Parent Survey and Program Selection Form in English or in the home language. HLIS forms and the Parent program Choice forms are maintained in the child's permanent record file and copies are kept in our ESL Data Binder with other mandated records and documents relating to our ESL program.

In the case where parents fail to respond to the invitation for the Parent Orientation Meeting, both telephone calls and house visits have been used to ensure compliance and that parents are cognizant of the program choices open to their children. In PS 28K, due to insufficient numbers of any one foreign language, we only provide a Freestanding ESL program. The opportunity is offered parents to transfer to another school if they prefer a different program within the community. Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms over the past few years.

Once enrolled in The ESL program, the yearly New York State English as a Second language Achievement Test (NYSESLAT) scores in the four modalities of Reading, Writing, Speaking, and Listening are carefully analyzed to inform instruction, both to help form groups based on overall needs, as well as to differentiate instruction to give special attention to a specific need area or to a struggling student whom the data shows is not making sufficient annual progress.

Native language support is provided in both French and Spanish through the ESL teacher during his instruction, through a small leveled library in these languages, and through the Brainchild computer and Study Buddy in class and after school programs where students may listen to and read lessons in the content areas in their native languages.

PS 28K understands that teaching language through the content area is the best practice for ELLs. Therefore, we provide language instruction through the content areas. The language of instruction is in English using both French and Spanish if necessary. Our program uses the balanced literacy approach as the primary vehicle for language instruction and specific programs to enhance reading, writing, and speaking fluency. PS 28K believes that "Comprehensible Input" is the key to deep language acquisition and employs best ESL teaching practices and instructional strategies to awaken and connect to students' prior knowledge. The ESL teacher makes ample use of graphic organizers, NUA thinking maps, visual aids, pictures and diagrams, building up of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible.

Differentiation has become the watchword at PS 28K and we are cognizant of its importance in driving our plans for interventions on the subgroup as well as on the individual student level. Among ELL subgroups SIFES present special problems we have not yet had to deal with. SIFES can present a specific blend of over grade level worldly experience and

knowledge with under development in the key academic areas of reading and other key content areas. Being only a K-5 school, we have not seen this kind of student recently. Most of our ELLs come to us at an early age in their academic development and have not lost a great deal of time. In the event of our receiving such a student in the 4th or 5th grade the best plan would be to first and foremost address the necessity of a remedial basic phonics and emergent reading program but striving to find material of interest to the older emergent reader. A thorough evaluation of the individual student would be necessary.

New comers to PS 28K are serviced with the intention of giving them the language skills to function in their new country, community and school. This means daily activities in the four skills of reading, writing, listening and speaking. In the lower grades, stress is put on the communicative skills of following classroom instructions, recognizing and naming classroom objects, and expressing basic polite requests and needs, Academic goals are phonemic awareness, letter/sound recognition, legible letter production and book and print awareness. Beginners who will need to take the ELA exam the following year receive intensive input of academic and grade level vocabulary and comprehension and listening modules to accelerate their reading comprehension skills and test taking strategies.

Our plan for long term ELLs (4-6 years, as a K-5 school we have no ells with mor than 6 years of service.) is to evaluate them on an ongoing basis as they work with the ESL teacher in close and constant conferral with their grade level teacher and with other interventionists. Instruction is driven as well with the data gleaned from periodic assessments and students NYSESLAT scores to determine the areas in which they need the most improvement. Steps are then planned for the next teaching steps for extra attention on those areas. Our goal is that long term ELLs receive the full support and encouragement they need to gain proficiency as an ESL student.

Students with special needs receive the intervention they need from the specialists indicated in their IEPs. All efforts are made to find strategies that will work to increase their motivation to learn and their ability to retain new language and content input.

Our plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of reading records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. The ESL teacher also pushes in during the Math Block and works specifically with targeted students in need of extra support. Modules of ESL clases are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. This year, for example, a fifth grade student who scored proficient on last year's NYSESLAT, is still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient. We will continue to utilize the Brainchild programs we are currently using. We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, buggetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

ELLS participate fully in all school programs and are given the same opportunities as all other students in the choice of their enrichment programs. Some of the other (not already mentioned) after school and supplemental services Which have been offered to ELLs, as to all other students, include, dancing, stepping, ballroom dancing, musical instrument training (Recorder, violin, drums), numerous school trips and a wide range of special events given throughout the year.

Within the pull-out program the ESL teacher uses a variety of different resources such as Foundations phonics for emerging literacy and the Santillana Intensive English program for newcomers needing basic everyday vocabulary and letter/sound recognition. This year the ESL teacher is using Literacy by Design materials to reinforce what is being taught in

the home classroom and Measuring up to State Standards on the ELA Exam for grades 3-5 reading and writing fluency. Renzuli Learning Computer tools and Acuity instructional tools for reading and math skills instruction are also used. The ESL teacher uses many different online sources to enhance student's point of entry into subject matter including PBS video resources, Enchanted Learning, Read, think Write, among many others, as support materials. Brainchild's Mechanics computer program materials and Study Buddies are used in class and in, we hope to be implemented after school programs, budgets permitting, and for at home practice to support grade level content.

As mentioned before, native language support is offered in Spanish and French during instruction when needed by the ESL teacher and by several of the classroom teachers in the various grades, by a small leveled library in these languages (to be enlarged and expanded next year), and the use of the Brainchild and Study Buddy computer program where students can do their lesson in English and or their home language.

All our services and resources are chosen and planned to support and to correspond to our students' ages and grade levels. All ELL parents are given assistance before the beginning of the school year by a letter of welcome sent out in the parent's home languages by the ESL teacher describing the program, expectations on the part of students and parents, and contact information if there are problems or questions and a list of outreach services, like language lessons for parents. Language electives are not normally offered in elementary school, but we are currently researching ways to offer foreign language classes through out Renzulli Enrichment Clusters

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.

The main professional development plan for our ELL staff involves training for our teachers and our ESL staff to take advantage of all professional development possibilities offered. The Office of English Language Learners will staff members who will provide the in professional development provided by the ED organization will be the only one of the ESL teachers to improve the achievement of ELLs. We will explore additional professional development options, well as the Department of Education, releasing their differentiated instruction will be offered through out the school year. Our current ESL teacher is still working to fulfill his mandated number of PD hours that must be completed to satisfy certification requirements during the first five years of teaching as well. This year, he has already participated in two professional development workshops offered by Teacher's college in ELL best practices teaching strategies for teaching first and second grade reading and writing and the LIU BETAC on ELL compliance issues. The administrative staff will continue to model lessons, schedule Intervisitations, offer in class coaching and planning support through out the year. The ESL teacher will participate in all ESL periodic assessment training offered by the Children First Staff at the central level to ensure that he is utilizing tools such as ARIS, Acuity and Scantron.

Section III Title III Budget

Our Guidance Counselor works in close coordination with the ESL teacher to provide information and support for the transition of our ELL students from P.S. 28K to the Middle School of their choosing. Parents will participate in one to one conversations with the principal as well as the guidance counselor to discuss middle school options and to make the transition as seamless as possible.

School: Warren Prep Academy, P.S. 28K

BEDS Code: 331600010028

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	\$37,517.28	752 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$37,517.28)

- Full-Time ESL Teacher		
Purchased services - High quality staff and curriculum development contracts.	\$33,600	T.C. Consultant working with teachers and administrators 1 day a week on development of writing curriculum enhancements.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Travel		
Other		
TOTAL	\$71,617.28	

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.

All parents enrolling their children in our school for the first time are asked to fill out The Home Language Information Survey which gives us the information we need to determine eligibility for LAB-R testing and subsequently eligibility for ESL services and where the parents indicate the language in which they prefer to receive important school communications and reports concerning their child's progress. If a language other than English is requested this is duly noted on ATS and on the child's emergency contact cards. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is immediately called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment and assessment of the student.

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.

P.S. 28K is a small school with a relatively small ELL population, currently of 22 students, so it has not been unduly difficult to assess our written translation and oral interpretation needs. Until recently, all the parents of our ELLs spoke English well enough to indicate English as their preferred language to receive school communications. This past year, however, three new ELL students were enrolled from the Dominican Republic whose parents spoke no English at all, which necessitated that we find a solution for their written translation and oral interpretation needs.

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 parents of ELLs requesting to receive school communications in Spanish receive all school communications in that language including the student report cards. P.S. 28K has copies of all requisite standardized forms in Spanish, including enrollment documents and the HLIS
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forms. ESL notification letters like those to notify parents of eligibility for ESL services, NYSESLAT results and continuation of service letters are also sent out in a timely fashion by the ESL teacher in Spanish. Likewise, personal communications between the ESL teacher and parents informing them of school activities, after school programs, or student progress and behavior reports are translated in house. The ESL teacher is assisted in this by qualified staff members proficient in Spanish.

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.

For our needs for oral translation, we have several qualified staff members proficient in Spanish to help the ESL teacher during parent visits. In parent orientation meetings this is also the case, the video being shown in the parent's home language as well as all brochures and documentation. In the event of other rarer language needs, we have recourse to the DOE's Translation and Interpretation Unit for over the phone interpretation and written translation.

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>.

P.S. 28K is currently in compliance with all the articles of Section 7 of Chancellors Regulations A-663.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	248,450	49,282	297,732
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,485	986	3,471
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2,464	*	
4. Enter the anticipated 10% set-aside for Professional Development:	12,423	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

I. General Expectations

Warren Prep Academy, Public School 28K agrees to implement the following statutory requirements:

- *The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.*
- *The school will incorporate this parental involvement policy into its school improvement plan.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*
- *The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.*
- *The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:*
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
 - *that parents play an integral role in assisting their child’s learning;*
 - *that parents are encouraged to be actively involved in their child’s education at school;*
 - *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
 - *The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.*

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. *Warren Prep Academy, Public School 28K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: An open house will be held once a month from September to November to actively recruit parents to become active in our school. The P.A. has assisted in the development of the Parental Involvement Policy through constant collaboration with the Principal and the Parent Coordinator.*
2. *Warren Prep Academy, Public School 28K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parent Surveys will be given out by the P.A. and the School Leadership Team will analyze the results and take action steps for school improvement.*

3. *Warren Prep Academy, Public School 28K will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: This will be done during monthly parent meetings and outreach sessions by the P.A. and the Parent Coordinator. ARIS Parent Link will be utilized to inform parents of things such as student performance, attendance and biographical information.*
4. *Warren Prep Academy, Public School 28K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre-K by conducting a Parent and Child Activities, such as but not limited to Friends and Family Day, Parent Trip, Parent Breakfast and Dinners, Sesame Place Parent and Child field trip for Pre-K and K, etc.*
5. *Warren Prep Academy, Public School 28K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.*
6. *Warren Prep Academy, Public School 28K will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:*
 - a. *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph – Parents will work with the Parent Coordinator, and Guidance Counselor to ensure that the needs of the families are being addressed. Referrals to outside agencies and services will be made. Effort will be coordinated by the person indicated above to ensure that the school is providing families with adequate resources inside and outside the school. Parents will receive documentation on the State's Content Standards and student academic standards. Workshops will be conducted informing parents about Standardized Exams, Reading Assistance, Homework Help, and Family building. Parents will be invited to attend conferences given by local organizations and unions.*
 - b. *The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, as per requested for individual students and/or families.*
 - c. *The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents,*

and in how to implement and coordinate parent programs and build ties between parents and schools, by including it in the staff handbook and repeating in faculty conferences throughout the year.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Leaving No Child Behind Intervention Program, Positive Behavior Intervention Supports System, ARIS Parent Link, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Coordinating efforts with the P.A., outside organizations and our Parent Coordinator.*
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through memos and monthly calendars. A monthly calendar will be displayed and updated on the main entrance.*

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.*
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions*
- o training parents to enhance the involvement of other parents*
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.*
- o adopting and implementing model approaches to improving parental involvement.*

- *developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities and as others arise parents will be informed.*
- *providing other reasonable support for parental involvement activities under section 1118 as parents may request.*

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parent Association. This policy was adopted by the Warren Prep Academy P.S. 28K on June 30, 2010 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10th 2011.

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

Part B: School-Parent Compact

*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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

School-Parent Compact:

Warren Prep Academy Public School 28K and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education 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 will continue to be in effect during school year 2010-11.

Warren Prep Academy Public School 28K will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:*
 - Implementation of the NYC Core Curriculums (Literacy by Design and Everyday Mathematics)*
 - Implementation of the Content Area Curriculums such as the NYC Science Units of Study and Social Studies (Foss Science, McGraw Hill Science and Harcourt S.S.)*
 - Differentiated Instruction and Targeted Interventions for students who are not on grade level and Culminating Trips connected to the Units of Study*
 - Access to Technology*
 - At-Risk Counseling and Intervention (Jewish Board, Restorative Practices, ERSS Counseling, Resiliency Groups by Gender) etc.*
 - Research - Based Instructional Strategies and Professional Development (T.C. Writing Consultant, Learning Directions etc)*
 - Teacher's College Writing Project aligned to National Core Standards*
- 2. Hold parent-teacher conferences in November and in March during which this compact will be discussed as it relates to the individual child's achievement. Specific information regarding the conference days will be forthcoming.*
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:*
 - Monthly Progress Reports*
 - Personalized Intervention Plans for targeted students*
 - Parent invitations to attend CARE Team and Annual Review meetings where applicable.*
 - Benchmark and Interim Assessment Parent Reports (ARIS, Data Spreadsheets, Acuity Parent Reports etc.)*
 - Running Records, Conference Logs, Attendance Logs and Attendance Reports*

-- *MCLASS Assessment System (Reading 3-D, DIBELS Reading and Math)*
- *Renzulli Learning Profiles*

4. *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:*
 - *Parents will be able to meet with teachers during preparation periods. Teachers will send out their schedules home with students in the beginning of the year and Parents can call the school if they need any further information.*
 - *Intervention Teachers are also available to meet with parents by appointment.*
 - *Parents are not allowed to meet with teachers during instructional time to maximize learning for every child in every classroom.*
5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*
 - *Parents are encouraged to meet with our Parent Coordinator to discuss volunteer opportunities and to become active members of the school.*
 - *The Parent Association is also a valuable source in notifying the school about the interests of parents.*
 - *Parents are allowed to observe their child in the school; the principal must approve all visits to ensure the safety of the entire student population*
 - *Parents will be a pivotal part of the School Leadership Team*
 - *The Parent-Association will hold monthly meetings to share information with parents and to receive parent input.*
6. *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
7. *Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.*
8. *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. Specifically our meeting will take place on a designated day in September, 2010.*
9. *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*

10. *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
11. *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
12. *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
13. *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.*

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Review and hold children accountable to the NYC Discipline Code.*
- *Follow the Mantra*
- *Wear the school uniform on a daily basis (White Shirt with a tie and Blue Bottom)*
- *All students will do the best that they can do and every day learn something new.*
- *All students will put their best efforts in all their work and will be held accountable by family members and the school community.*

SIGNATURES:

SCHOOL _____ **DATE:** _____

PARENT(S) _____ **DATE:** _____

STUDENT _____ **DATE:** _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-Wide 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.

Please refer to the Needs Assessment and Action Plans that begin on pg. 11

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			248,450		
Title I, Part A (ARRA)	Federal	✓			49,282		
Title II, Part A	Federal	✓			11,088		
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			75467		
Tax Levy	Local			✓			

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have approximately 30 students in temporary housing who are currently attending P.S. 28K

2. Please describe the services you are planning to provide to the STH population.
 - Counseling for students and families
 - At-Risk intervention services
 - Referrals to outside agencies
 - Referrals to partnership housed within our building
 - Housing workshops for parents and families members conducted by the Bedford Stuyvesant Multi-Service Center
 - Referral to G.E.D., higher education, or nursing school housed in our building.
 - Bereavement and Loss counseling by the Jewish Board
 - Collaboration with the shelter social worker to devise individualized action plans.
 - Parent Breakfasts and Luncheons

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 028 The Warren Prep Academy					
District:	16	DBN:	16K028	School		331600010028

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	16	18	17		92.6	91.7	92.2
Kindergarten	25	42	34				
Grade 1	41	36	42	Student Stability - % of Enrollment:			
Grade 2	36	46	37	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	44	35	41		83.8	89.1	89.4
Grade 4	45	45	35				
Grade 5	44	43	42	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		87.7	88.9	91.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	19	21
Grade 12	0	0	0				
Ungraded	0	2	3	Recent Immigrants - Total Number:			
Total	251	267	251	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	8	7	Principal Suspensions	5	5	5
# in Collaborative Team Teaching (CTT) Classes	0	6	11	Superintendent Suspensions	1	1	2
Number all others	11	14	13				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	23	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	5
# receiving ESL services only	11	18	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	1	2	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.0	65.2	66.7
				% more than 5 years teaching anywhere	75.0	60.9	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	78.0	79.2
American Indian or Alaska Native	1.2	0.0	0.0	% core classes taught by "highly qualified" teachers	88.2	88.2	100.0
Black or African American	87.6	85.4	77.7				
Hispanic or Latino	8.0	12.0	11.6				
Asian or Native Hawaiian/Other Pacific	0.8	1.1	0.0				
White	0.8	0.0	3.2				
Male	50.6	51.7	57.4				
Female	49.4	48.3	42.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	56.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	41		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Section II. Title III, Part A LEP Program Narrative

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.

PS 28K has a small but flexible freestanding ESL program servicing 22 ESL students in grades 1 through 5. There is one fully certified ESL teacher responsible for intake, eligibility assessment, testing, teaching and assuring that compliance regulations are met and adhered to. Our program model could be described as a combination of the push-in, pull-out and collaborative team teaching models, depending on the student's age, level of proficiency and their specific strengths and weaknesses. In first and second grades for newly arrived beginners, the push-in model is preferred, while for the intermediate, advanced and older grades increased confidence and autonomy makes the pull-out model more effective and less distracting for mainstream students and teacher.

These classes are generally organized by grade level where possible, and may be heterogeneous by proficiency level, but never more than two contiguous levels or two contiguous grades together. The small size of PS 28K allows the team teaching model as well in that the ESL teacher is in continual contact and conferral with the grade level teacher and other interventionists to better implement ESL strategies in the delivery and extra support to ESL students in the various content areas.

Once again, the small size of PS 28K enables us to constantly adjust our ESL schedule to ensure the mandated number of instructional minutes in ESL, ELA, and NLA. The one ESL teacher has, thus far, been able to provide services to all eligible students. Beginning and intermediate students receive 360 minutes of service a week and the advanced students receive 180 minutes. This is achieved by offering an extra period during the day for the lower grade beginners and intermediates and using extended day time for grades 3-5. Overall ESL instruction is delivered in 6 50 minute periods each day plus 3 50 minute extended day periods a week.

Pull-out classes are scheduled so as not to conflict with primary instructional content periods delivered by the grade level teachers in ELA, Math, Social Studies, or Science and conformant to CR Part 154. ELLs are pulled out during their independent writing periods since the ESL teacher's focus at these grade levels is also primarily writing.

Native language support is provided in both French and Spanish through the ESL teacher during his instruction, through a small leveled library in these languages, and through the Brainchild computer and Study Buddy after school programs where students may listen to and read lessons in the content areas in their native languages.

PS 28K understands that teaching language through the content area is the best practice for ELLs. Therefore, we provide language instruction through the content areas. The language of instruction is in English using both French and Spanish if necessary. Our program uses the balanced literacy approach as the primary vehicle for language instruction and specific programs to enhance reading, writing, and speaking fluency. PS 28K believes that "Comprehensible Input" is the key to deep language acquisition and employs best ESL teaching practices and instructional strategies to awaken and connect to students' prior knowledge. The ESL teacher makes ample use of graphic organizers, NUA thinking maps, visual aids, pictures

and diagrams, building up of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible.

Differentiation has become the watchword at PS 28K and we are cognizant of its importance in driving our plans for interventions on the subgroup as well as on the individual student level. Among ELL subgroups SIFES present special problems we have not yet had to deal with. SIFES can present a specific blend of over grade level worldly experience and knowledge with under development in the key academic areas of reading and other key content areas. Being only a K-5 school, we have not seen this kind of student recently. Most of our ELLs come to us at an early age in their academic development and have not lost a great deal of time. In the event of our receiving such a student in the 4th or 5th grade the best plan would be to first and foremost address the necessity of a remedial basic phonics and emergent reading program but striving to find material of interest to the older emergent reader. A thorough evaluation of the individual student would be necessary.

New comers to PS 28K are serviced with the intention of giving them the language skills to function in their new country, community and school. This means daily activities in the four skills of reading, writing, listening and speaking. In the lower grades, stress is put on the communicative skills of following classroom instructions, recognizing and naming classroom objects, and expressing basic polite requests and needs. Academic goals are phonemic awareness, letter/sound recognition, legible letter production and book and print awareness. Beginners who will need to take the ELA exam the following year receive intensive input of academic and grade level vocabulary and comprehension and listening modules to accelerate their reading comprehension skills.

Our plan for long term ELLs is to evaluate them on an ongoing basis as they work with the ESL teacher in close and constant conferral with their grade level teacher and with other interventionists. Instruction is driven as well with the data gleaned from periodic assessments and students NYSESLAT scores to determine the areas in which they need the most improvement. Steps are then planned for the next teaching steps for extra attention on those areas. Our goal is that long term ELLs receive the full support and encouragement they need to gain proficiency as an ESL student.

Students with special needs receive the intervention they need from the specialists indicated in their IEPs. All efforts are made to find strategies that will work to increase their motivation to learn and their ability to retain new language and content input.

Our plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of reading records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. The ESL teacher also works specifically with 4th and 5th grade Ells preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher followed the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have

not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We will continue to utilize the Brainchild programs we are currently using. We are currently seeking new programs that will meet the needs of our ELL students in literacy. We will not be discontinuing any program this year.

ELLS participate fully in all school programs and are given the same opportunities as all other students in the choice of their enrichment programs. Some of the other (not already mentioned) after school and supplemental services offered to ELLs, as to all other students, include, dancing, stepping, ballroom dancing, musical instrument training (Recorder, violin, drums), numerous school trips and a wide range of special events given throughout the year.

Within the pull-out program the ESL teacher uses a variety of different resources such as Foundations phonics for emerging literacy and the Santillana Intensive English program for newcomers needing basic everyday vocabulary and letter/sound recognition. The Collins Writing Program has been found useful for grades 3-5 writing fluency. The Junior Great Books Program is used to encourage speaking and deeper thinking and connection to the text. Acuity instructional tools for reading and math skills instruction are also used. Brainchild's Mechanics computer program materials and Study Buddies are used in the after school program and for at home practice to support grade level content.

As mentioned before, native language support is offered in Spanish and French during instruction when needed by the ESL teacher and by several of the classroom teachers in the various grades, by a small leveled library in these languages (to be enlarged and expanded next year), and the use of the Brainchild and Study Buddy computer program where students can do their lesson in English and or their home language.

All our services and resources are chosen and planned to support and to correspond to our students' ages and grade levels.

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.

The professional development plan for our ELL personnel is to encourage and enable our ESL staff to take advantage of all professional development possibilities offered by The Office of English Language Learners. All staff members will participate in professional development provided by contracted PD organizations like the National Urban Alliance and The Institute for Restorative Practices. In-house professional developing on inquiry based learning, data driven instruction, curriculum mapping, and differentiated instruction will offered throughout the school year. Our current ESL teacher is still working to fulfill his mandated number of PD hours that must be completed to satisfy certification requirements during the first five years of teaching as well. The administrative staff will continue to model lessons, schedule Inter-visitations offer in class coaching and planning support throughout the year. The ESL teacher will participate in all ESL periodic assessment training offered by the Children First Staff at the central level to ensure that he is utilizing tools such as ARIS, Acuity and Scantron.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$37,517.28	752 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$37,517.28)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	\$33,600	T.C. Consultant working with teachers and administrators 1 day a week on development of writing curriculum enhancements.
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.	\$500	1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Travel		
Other		
TOTAL	\$71,617.28	

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.

All parents enrolling their children in our school for the first time are asked to fill out The Home Language Information Survey which gives us the information we need to determine eligibility for LAB-R testing and subsequently eligibility for ESL services and where the parents indicate the language in which they prefer to receive important school communications and reports concerning their child's progress. If a language other than English is requested this is duly noted on ATS and on the child's emergency contact cards. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is immediately called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment and assessment of the student.

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.

P.S. 28K is a small school with a relatively small ELL population, currently of 22 students, so it has not been unduly difficult to assess our written translation and oral interpretation needs. Until recently, all the parents of our ELLs spoke English well enough to indicate English as their preferred language to receive school communications. This past year, however, three new ELL students were enrolled from the Dominican Republic whose parents spoke no English at all, which necessitated that we find a solution for their written translation and oral interpretation needs.

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 parents of ELLs requesting to receive school communications in Spanish receive all school communications in that language including the student report cards. P.S. 28K has copies of all requisite standardized forms in Spanish, including enrollment documents and the HLIS forms. ESL notification letters like those to notify parents of eligibility for ESL services, NYSESLAT

results and continuation of service letters are also sent out in a timely fashion by the ESL teacher in Spanish. Likewise, personal communications between the ESL teacher and parents informing them of school activities, after school programs, or student progress and behavior reports are translated in house. The ESL teacher is assisted in this by qualified staff members proficient in Spanish.

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.

For our needs for oral translation, we have several qualified staff members proficient in Spanish to help the ESL teacher during parent visits. In parent orientation meetings this is also the case, the video being shown in the parent's home language as well as all brochures and documentation. In the event of other rarer language needs, we have recourse to the DOE's Translation and Interpretation Unit for over the phone interpretation and written translation.

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>.

P.S. 28K is currently in compliance with all the articles of Section 7 of Chancellors Regulations A-663.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 304	District 16	School Number 028	School Name The Warren Prep Acad
Principal Ms. Sadie Silver		Assistant Principal Ms. Lakeasha Williams	
Coach N/A		Coach N/A	
Teacher/Subject Area ESL teacher Mr. Harry Dishon		Guidance Counselor Ms. R. Brown	
Teacher/Subject Area Deborah Martinez		Parent	
Teacher/Subject Area Jennifer Butan-John		Parent Coordinator Kyle Taylor	
Related Service Provider Dianne Mascarinas		Other Teacher: Antoinette Mcmenemy	
Network Leader Lucile Lewis		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

C. School Demographics

Total Number of Students in School	252	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	5.56%
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Part II: ELL Identification Process

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

1. 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.

At PS 28K a system has been put in place to be able to efficiently identify all those students who qualify for ESL services and to acquaint parents of the program choices available to them. A Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language is given to all parents or guardians enrolling their children for the first time in a public school. The Language Assessment Battery Revises (LAB-R) is also administered if deemed appropriate. Our certified ESL teacher conducts the initial screening and administers the HLIS and LAB-R if necessary. The ESL teacher reviews the Home Language Survey to determine which students are eligible to be administered the Lab-R exam, which will ultimately determine if the student qualifies to receive ESL services. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is always called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment, assessment, and interview of the parent and the student.

Once the HLIS has been filled out, analyzed by the certified ESL teacher, a Lab-R exam to test English proficiency is administered within ten days and hand scored by the ESL teacher to determine eligibility for ESL services using the LAB-R cut scores provided each year in Office of Assessment memos. If service is indicated, the child is immediately placed in our Freestanding ESL program and a letter is sent out in English and in the home language of the parent or guardian to inform them of the child's ELL status and eligibility for ESL services and inviting them in to a Parent Orientation Meeting.

At the Parent Orientation Meeting, documentation is given to parents and an orientation video is viewed (in their home language where possible) to explain the different program choices. At this point, the parent makes his program choice and completes the Parent Survey and Program Selection Form in English or in the home language. HLIS forms and the Parent program Choice forms are maintained in the child's permanent record file and copies are kept in our ESL Data Binder with other mandated records and documents relating to our ESL program.

In the case where parents fail to respond to the invitation for the Parent Orientation Meeting, both telephone calls and house visits have been used to ensure compliance and that parents are cognizant of the program choices open to their children. In PS 28K, due to insufficient numbers of any one foreign language, we only provide a Freestanding ESL program. The opportunity is offered parents to transfer to another school if they prefer a different program within the community. Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms over the past few years.

Once enrolled in The ESL program, the yearly New York State English as a Second language Achievement Test (NYSESLAT) scores in the four modalities of Reading, Writing, Speaking, and Listening are carefully analyzed to inform instruction, both to help form groups based on overall needs, as well as to differentiate instruction to give special attention to a specific need area or to a struggling student whom the data shows is not making sufficient annual progress. Our testing coordinator works closely with the ESL teacher to annually evaluate students using the New York State English Language Achievement Test. Parents are notified via mail as to the date and time each section of the New York State Language Achievement Test will be administered. The ESL teacher administers the test to all students by grade level and assessment type.

To ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) parents are notified of an orientation session that takes place throughout the school year as needed. The ESL teacher conducts the informational session with the support of our DC-37 para and the administrative staff is on hand as well. Letter and phone calls are made to the parents in advance and reminders about the orientation session are communicated to ensure parent participation. Our 1st session takes place in September of every school year. The parent coordinator is also utilized to contact parents and discuss the importance of them being at the orientation session. The parent coordinator and ESL teacher work collaboratively to distribute entitlement letters, parent survey and program selection forms. Our office staff which consist of an office aide, pupil accounting secretary and DC-37 para follow up with parents via our school messenger telephone system, written communication and phone calls to ensure that all documents are completed by parents.

The criteria and procedure followed to place identified ELL students in bilingual or ESL instruction programs included consultation and communication activities with parents via their native language. We currently have teachers, administrators and support staff that can translate for parents who need assistance. We also utilize the NYC Department of Education's translation unit to support us as necessary.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In		2	2	1		1								6
Total	0	2	2	1	0	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	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											0
Dual Language											0
ESL	12	0	1	2		1	0				14
Total	12	0	1	2	0	1	0	0	0		14

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	3	1										7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		0	1											1
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1			1								4
TOTAL	0	5	6	1	0	2	0	14						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

PS 28K has a small but flexible freestanding ESL program which has been a combination of the push-in and pull-out models depending on the student's age, level of proficiency and their specific strengths and weaknesses. In the past, for kindergarten, first and second grade newly arrived students, the push-in model has been preferred since it was deemed important for these newcomers to have regular and familiar surroundings as they are learning the rituals and routines being taught by their main classroom teachers. Here, because of the limited number of students, the ESL teacher was able to push in and support the child with his class work while at the same time gaining the child's trust and comfort with him and so, ready to be pulled out later when he or she became stronger in English and more acclimated to the new environment and culture. For the intermediate, advanced and older grades increased confidence and autonomy made the pull-out model more effective and less distracting for mainstream students and teacher. This year, with a total of 11 out of our 14 ELLs now shifted down to the first and second grades, time and scheduling constraints have made it necessary for us to pull out if they are to receive their mandated number of instructional minutes.

Thanks to our small size, we have the flexibility to be able to adjust our ESL schedule to ensure the mandated number of instructional minutes in ESL and ELA. Our one ESL teacher has, thus far, been able to provide services to all eligible students. Beginning and Intermediate students receive the full 360 minute of instruction in ESL per week and Advanced ELLs receive the full 180 minutes required by CR Part 154. Our ESL instruction this year is currently being scheduled in 4 X 90 minute classes per week for our first and second grade beginners and in 5 X 50 minute classes per week for our first, second and third to fifth grade intermediate groups. These 50 minute classes are being supplemented by 3 X 40 minute extended day classes for the intermediate first and second graders and by 5 X 25 minute online learning sessions in their homeroom class using the Brainchild reading writing and vocabulary program.

Our ESL classes are generally organized by grade level where possible. They are sometimes heterogeneous by proficiency level if possible, but usually with no more than two contiguous levels or two contiguous grades together. This year, we have managed to maintain homogenous grouping by grade level for the first and second grade intermediate students and contiguous proficiency levels, contiguous grade levels for our first and second grade beginners and contiguous speaking and listening proficiency and, as an experiment, a mature proficient and advanced third grader with intermediate fifth graders to see if we could accelerate her progress in a more challenging class setting. ESL classes included push-in, pull-out and collaborative structures to minimize disruptions to classroom instruction and provide ESL students with immediate feedback and support.

Pull-out classes are scheduled so as not to conflict with primary instructional content periods delivered by the grade level teachers in Math, Social Studies, or Science. Conforming to CR Part 154, beginning and intermediate ELLs are pulled out during their ELA instructional periods where the ESL teacher reinforces content being covered in their Literacy by Design programs as well as ESL specific curriculum standards goals. Advanced ELLs are being pulled during the writing block and receive their one unit of ELA from the classroom teacher.

Native language support is provided in both French and Spanish through the ESL teacher during his instruction, through a small leveled library in these languages, and through the Brainchild computer and Study Buddy in class and after school programs where students may listen to and read lessons in the content areas in their native languages.

PS 28K understands that teaching language through the content area is the best practice for ELLs. Therefore, we provide language instruction through the content areas. The language of instruction is in English using both French and Spanish if necessary. Our program uses the balanced literacy approach as the primary vehicle for language instruction and specific programs to enhance reading, writing, and speaking fluency. PS 28K believes that "Comprehensible Input" is the key to deep language acquisition and employs best ESL teaching practices and instructional strategies to awaken and connect to students' prior knowledge. The ESL teacher makes ample use of graphic organizers, NUA thinking maps, visual aids, pictures and diagrams, building up of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible.

Differentiation has become the watchword at PS 28K and we are cognizant of its importance in driving our plans for interventions on the subgroup as well as on the individual student level. Among ELL subgroups SIFES present special problems we have not yet had to deal with. SIFES can present a specific blend of over grade level worldly experience and knowledge with under development in the key academic areas of reading and other key content areas. Being only a K-5 school, we have not seen this kind of student recently. Most of our ELLs come to us at an early age in their academic development and have not lost a great deal of time. In the event of our receiving such a student in the 4th or 5th grade the best plan would be to first and foremost address the necessity of a remedial basic phonics and emergent reading program but striving to find material of interest to the older emergent reader. A thorough evaluation of the individual student would be necessary.

New comers to PS 28K are serviced with the intention of giving them the language skills to function in their new country, community and school. This means daily activities in the four skills of reading, writing, listening and speaking. In the lower grades, stress is put on the communicative skills of following classroom instructions, recognizing and naming classroom objects, and expressing basic polite requests and needs. Academic goals are phonemic awareness, letter/sound recognition, legible letter production and book and print awareness. Beginners who will need to take the ELA exam the following year receive intensive input of academic and grade level vocabulary and comprehension and listening modules to accelerate their reading comprehension skills and test taking strategies.

Our plan for long term ELLs (4-6 years, as a K-5 school we have no ELLs with more than 6 years of service.) is to evaluate them on an ongoing basis as they work with the ESL teacher in close and constant conferral with their grade level teacher and with other interventionists. Instruction is driven as well with the data gleaned from periodic assessments and students NYSESLAT scores to determine the

areas in which they need the most improvement. Steps are then planned for the next teaching steps for extra attention on those areas. Our goal is that long term ELLs receive the full support and encouragement they need to gain proficiency as an ESL student.

Students with special needs receive the intervention they need from the specialists indicated in their IEPs. All efforts are made to find strategies that will work to increase their motivation to learn and their ability to retain new language and content input.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students. Explicit ESL instructional minutes are delivered in our freestanding ESL program according to state mandates for beginner, intermediate and advance students. Currently our beginner 1st and 2nd grade group are being pulled out for ESL instruction 90 minutes 4 days per week to accelerate their learning. As per CR 154 all students receive their mandated allotted time and in addition to this support we have developed an after school program for all ESL students. -----

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance for all students, including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation of the components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of reading records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. The ESL teacher also pushes in during the Math Block and works specifically with targeted students in need of extra support. Modules of ESL classes are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. This year, for example, a fifth grade student who scored proficient on last year's NYSESLAT, is still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We will continue to utilize the Brainchild programs we are currently using. We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, budgetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

ELLs participate fully in all school programs and are given the same opportunities as all other students in the choice of their enrichment programs. Some of the other (not already mentioned) after school and supplemental services Which have been offered to ELLs, as to all other students, include, dancing, stepping, ballroom dancing, musical instrument training (Recorder, violin, drums), numerous school trips and a wide range of special events given throughout the year.

Within the pull-out program the ESL teacher uses a variety of different resources such as Foundations phonics for emerging literacy and the Santillana Intensive English program for newcomers needing basic everyday vocabulary and letter/sound recognition. This year the ESL teacher is using Literacy by Design materials to reinforce what is being taught in the home classroom and Measuring up to State Standards on the ELA Exam for grades 3-5 reading and writing fluency. Renzuli Learning Computer tools and Acuity instructional tools for reading and math skills instruction are also used. The ESL teacher uses many different online sources to enhance student's point of entry into subject matter including PBS video resources, Enchanted Learning, Read, think Write, among many others, as support materials. Brainchild's Mechanics computer program materials and Study Buddies are used in class and in, we hope to be implemented after school programs, budgets permitting, and for at home practice to support grade level content.

As mentioned before, native language support is offered in Spanish and French during instruction when needed by the ESL teacher and by several of the classroom teachers in the various grades, by a small leveled library in these languages (to be enlarged and expanded next year), and the use of the Brainchild and Study Buddy computer program where students can do their lesson in English and or their home language.

All our services and resources are chosen and planned to support and to correspond to our students' ages and grade levels.

All ELL parents are given assistance before the beginning of the school year by a letter of welcome sent out in the parent's home languages by the ESL teacher describing the program, expectations on the part of students and parents, and contact information if there are problems or questions and a list of outreach services, like language lessons for parents.

Language electives are not normally offered in elementary school, but we are currently researching ways to offer foreign language classes through out Renzulli Enrichment Clusters

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The professional development plan for our ELL personnel is to encourage and enable our ESL staff to take advantage of all professional development possibilities offered by The Office of English Language Learners. All staff members will participate in professional development provided by contracted PD organizations like the National Urban Alliance and The Institute for Restorative Practices. In-house professional developing on inquiry based learning, data driven instruction, curriculum mapping, and differentiated instruction will offered through out the school year. Our current ESL teacher is still working to fulfill his mandated number of PD hours that must be completed to satisfy certification requirements during the first five years of teaching as well. This year, he has already participated in two professional development workshops offered by Teacher's college in ELL best practices teaching strategies for teaching first and second grade reading and writing and the LIU BETAC on ELL compliance issues. The administrative staff will continue to model lessons, schedule Intervisitations, offer in class coaching and planning support through out the year. The ESL teacher will participate in all ESL periodic assessment training offered by the Children First Staff at the central level to ensure that he is utilizing tools such as ARIS, Acuity and Scantron. We also provide of ELL Teacher with specialized professional development sessions geared towards English Language Learners via our partnership with Teacher's College. We are a T.C. school this year and all professional development sessions are open to our ELL teacher and classroom teachers with ELL students. This partnership focuses heavily on Reading, Writing, Speaking and Listening. Our ELL teacher is also receiving training on Achieve 3000 which is a computer based program that will be utilized with ELL students and offers native language and english language reading texts and comprehension questions that are based on individual student reading levels.

Our paraprofessionals take place in all professional development sessions. The ESL teacher is also require to turn-key workshops to increase the involvement of all paraprofessionals with ESL students. Our pupil accounting secretary, DC37 paraprofessional and Office Aide receiving training from the ESL teacher on the distribution of forms and documents relating to ESL students. They have access to all ATS forms

and are able to articulate the information presented in ATS reports. Our parent coordinator attends and city-wide/district-wide professional development sessions in regards to ESL families.

Our Guidance Counselor works in close coordination with the ESL teacher to provide information and support for the transition of our ELL students from P.S. 28K to the Middle School of their choosing. Parents will participate in one to one conversations with the principal as well as the guidance counselor to discuss middle school options and to make the transition as seamless as possible.

The minimum of 7.5 hours of ELL training for all staff (including non ELL teachers) as per Jose P will be provided to all teachers by our Support Specialist for our CFN Network. She will conduct at least 3 workshops that will equate to 7.5 hours so that all teachers can learn strategies to engage ELLs within the classroom. We will not solely rely on the ESL teacher to improve the achievement of ELLs. We will explore additional professional development options as well as the Department of Education releases their city-wide professional development offerings.

E. Parental Involvement

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

Parent involvement at our school including the parents of ELLs has increased significantly. We provide them with workshops on a variety of academic and non-academic topics. We hold evening meetings led by our parent coordinator, teachers and administrators to reach our parents. We also have school-wide events on a monthly basis such as Male Empowerment Summits, Movie Nights, Book Night and other activities that will lead to a greater amount of parents attending our events. Our monthly assembly program also brings out a lot of parents and we use that venue to get information out to them. We have a very diverse staff and are able to translate information to parents in an effective manner. We offer monthly nutrition workshops to parents to teach them ways to eat healthy. All workshops are conducted by our parent coordinator in collaboration with Cornell University's Cooperative Extension.

Many of the families we serve hold full-time jobs which limit their availability. Most parents participate in school-wide activities. They are supportive when it comes to their child's education. They attend the parent orientation and we are flexible with times so that we can work around their schedule to the best of our ability. Parents are required to sign their child's homework every night and most of them do so. We currently partner with the Bedford Stuyvesant Multi-Service Center to provide parents with ESL and GED classes led by the East NY Learning Academy, Karefree Kareful Nursing School and other educational organizations to help make families stronger. We have all partnered up with several housing development companies including Wren Housing and the East New York Housing Development Corporation to assist families who are in temporary housing with their home seeking endeavors. We have partnered up with the Agency of Children Services to provide our parents with preventative support and to inform them of the many services available within our shared space with the Bedford Stuyvesant Multi-Service Center and the Jewish Board who offer kinship programs to the many foster parents who have children in our school. We are always seeking more partnerships to strengthen the families we serve.

Through the use of the NYC Learning Environment Survey and school generated surveys we evaluate the needs of our parents and rigorously seek partnerships to meet those needs. We have offered our parents housing, financial planning, academic, parenting and of course celebratory activities to meet the needs of parents. Our parents are our partners and we continue to explore ways to strengthen that partnership. During monthly meetings with parents or school-wide events we tend to talk to our parents to get a sense of their needs. We understand that parents have voice in our school and that their voice is what drives what we do in regards to parent involvement. Our parent coordinator greets parents every morning to get information about their needs and ways to best serve them. He consistently contacts agencies in the community to provide our parents with the assistance they request.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	0	3	3	0	1	0								7

Intermediate(I)	0	2	3	0	0	2								7
Advanced (A)	0	0	1	1	0	0								2
Total	0	5	7	1	1	2	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		3	1										
	I		1	0										
	A		1	2			2							
	P			3	1									
READING/ WRITING	B		2	2										
	I		2	3			2							
	A			1	1									
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4	1	1	1		3
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		1		2				3
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		1				3
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

This year the early literacy assessment tool that is being used to measure student progress is The Dibels assessment system. It is an invaluable tool for informing our schools instructional plan in that it gives us the precise data of exactly which of the several skills of emerging literacy our students have mastered or have yet to master and therefore gives us our next instructional steps and specific areas to target by student and subgroup formation for targeted intervention.

The general trend that we have observed here at P.S. 28K across proficiency levels and grades on the LAB-R and the NYSESLAT supports what ESL research already tells us: whatever our initial level of intake proficiency, students usually make rapid progress in listening and speaking (BICS), reaching near proficiency in one two three years, while taking much longer (three to five years) to acquire the academic vocabulary and grade level skills in reading comprehension and writing.

The relatively slow improvement in writing scores, especially, on the NYSESLAT, has prompted the ESL teacher to explicitly target specific comprehension skills and practices, and writing models for expository essay writing of various types in the 3d - 5th grade. This emphasis will continue this year as we will also continue to cultivate test taking strategies for the ELA and the NYSESLAT Exams using exam - type texts, listening passages and test questions.

As the weight of our ELL program has now shifted to our lower house, with the bulk of our students now in the First and Second Grades our main emphasis, both in ESL and School wide, will be put on reading and emerging literacy. AS in the past, Read Alouds, shared reading and modeled, shared and interactive writing will be the main vehicles of our literacy instruction. Extended activities on phonics, vocabulary, language and literary structures and patterns as well as conventions and mechanics will be continued. This year also at this grade level more emphasis will also be put on basic grammar and parts of speech like verbs, nouns and adjectives, for example, as well as basic verb tenses like use of the past tense for narrative writing.

As ours is a freestanding English as a Second language program only, there is no native language testing except for absolute beginners taking the state content area tests. And we have not had to do this enough to show a pattern.

Item analysis reports of the ELL periodic assessment as well as content area predictive exams in ELA and Math are used to create subgroups for targeted intervention and to inform ELL instruction and differentiation.

At P.S. 28K we evaluate the success of our ESL program by the three Annual Yearly Progress Objectives set down by the state, both

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		