



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

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 06M028

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06m028 **SCHOOL NAME:** P.S. 28M Wright Brothers School

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

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

SCHOOL CONTACT PERSON: Elsa Nunez **EMAIL ADDRESS:** enunez2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Murawski

PRINCIPAL: Elsa Nunez

UFT CHAPTER LEADER: Simone Rosa

PARENTS' ASSOCIATION PRESIDENT: Domitila Vazquez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 601

NETWORK LEADER: Larry Block

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Elsa Nunez	*Principal or Designee	
Simone Rosa	*UFT Chapter Chairperson or Designee	
Domitila Vazquez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Murawski	Member/Staff	
Lauren Ginsberg	Member/Staff	
Heidi Allen	Member/Staff	
Jamie Kalman	Member/Staff	
Daisy Gutierrez	Member/Parent	
Margarita Ramirez	Member/Parent	
Susana Vasquez	Member/Parent	
Flordely Rodriguez	Member/Parent	
Sonja King	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Public School 28 is located in the Washington Heights section of Manhattan. This Pre K-5th Grade School serves an ethnically diverse population consisting of approximately 900 students who live within our designated zone. The community is home to many new immigrants from the Dominican Republic, Mexico, Central and South America, Africa, Haiti and the Middle East. Currently Hispanics make up 84.1% and African Americans account for 13.8% of our total population and other ethnicities make up the remaining 2.1%. ELL students make up 47.8% of our student population and students with special needs make up 13.4%.

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

A major focus at P.S. 28 is to increase student achievement in Literacy. The academic performance of English Language Learners and special needs students is of particular concern, as both groups represent a large achievement gap between them and general education students. Therefore, P.S. 28's Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on interventions for ELLs and special needs students not meeting state standards. Students receive targeted small group instruction during a grade-wide intervention period. In addition, students in grades 2-5 engage in small group differentiated instruction during the extended day period (Mondays – Thursdays). Over the past five years, P.S. 28 has developed data-gathering methods and interventions that have brought it local and national attention. Of particular note have been practices around collaborative professional development involving effective instructional provisions for English Language Learners. P.S. 28 collaborates with Teachers College to provide on-going professional development in reading and writing. Although our students population presents challenges due to the high number of students learning English as a second language, our school-wide effort to continuously evaluate not only the progress of our students but also our practice as educators has proved successful. For the past three years, PS 28 has received an A on the progress report compiled by the NYC DOE.

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:	Wright Brothers School				
District:	06	DBN #:	06m028	School BEDS Code:	310600010028

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	64	37	36		92.0	93.2	92.6		
Kindergarten	149	137	133						
Grade 1	172	150	145	Student Stability: % of Enrollment					
Grade 2	160	157	152	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	137	147	150		93.7	91.0	TBD		
Grade 4	155	132	142						
Grade 5	157	155	101	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.1	90.7	93.4		
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		21	18	18		
Grade 12	0	0	0						
Ungraded	2	1	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	996	916	862		17	16	11		
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	44	39	35	Principal Suspensions	18	11	17		
No. in Collaborative Team Teaching (CTT) Classes	8	22	32	Superintendent Suspensions	13	3	2		
Number all others	47	49	42						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	178	304	135	CTE Program Participants	0	0	0
# in Dual Lang. Programs	147	155	165	Early College HS Participants	0	0	0
# receiving ESL services only	153	156	152	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	8		(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	83	81	74
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	23	20	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	12
	0	0	0				
				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	100.0
American Indian or Alaska Native	0.0	0.0	0.1	Percent more than two years teaching in this school	61.4	64.2	87.0
Black or African American	16.6	15.2	14.0	Percent more than five years teaching anywhere	53.0	53.1	70.0
Hispanic or Latino	81.5	83.3	83.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.4	0.7	Percent Masters Degree or higher	75.0	79.0	90.0
White	1.4	0.9	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	91.1	95.0%
Multi-racial							
Male	53.4	53.3	51.4				
Female	46.6	46.7	48.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<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:	X	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	✓ (SH)	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject							

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	A	Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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?

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

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

Student progress in literacy and math is also closely monitored as it relates to NCLB/SED accountability status. Currently, we are a School in Good Standing in ELA, Math and Science. A review of the school's accountability report for the 2009-2010 school year, reveals that ELLS did not meet adequate yearly progress in ELA based on the scores of the NYS ELA exam. Close analysis of data demonstrates that there are the sub-groups that need to make progress in order to narrow the achievement gap in ELA are ELLs and special needs students.

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

we are at decreasing the number of students in levels one and two, while increasing the number of students at levels 3 and 4.

**ELA 2010
Grades 4 & 5**

Grade 4								
Class	Level 1 (430-636)		Level 2 (637-667)		Level 3 (668-719)		Level 4 (720-775)	
	Low	High	Low	High	Low	High	Low	High
	430-533	434-636	637-652	653-667	668-693	694-719		
401		7	6	5	2		2	
402	0	3	6	4	7		6	
403	0	9	5	8	4		1	
420		1	3	7	11			
421		6	7	3	6		1	
452		4						
151		7						
282		6						
Total		43	27	27	30		10	

Grade 5								
Class	Level 1 (495-646)		Level 2 (647-665)		Level 3 (666-699)		Level 4 (700-795)	
	Low	High	Low	High	Low	High	Low	High
	495-570	571-646	647-653	654-665	666-682	683-699		
501		4	8	5	3	2		
502		1	10	6	2	3		
503		3	2	6	7			
520			10	7	7	6		
452		3						
151		3						
282								
Total		14	30	24	19	11		

**Math 2010
Grades 4 & 5**

Grade 4								
Level 1 (485-635)		Level 2 (636-675)		Level 3 (676-706)		Level 4 (707-800)		
Class	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>
	485-560	561-635	636-655	656-675	676-691	692-706	707-753	754-800
401		5		16	8			
402		1		11	9	4	3	
403		5		14	8		1	
420		1		6	8	2	4	1
421		1		10	4	4	3	
452	1	3		4	1			
151		6						
282		5		1				
Total	1	27		62	38	10	11	1

Grade 5								
Level 1 (495-639)		Level 2 (640-673)		Level 3 (674-701)		Level 4 (702-780)		
Class	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>
	495-567	568-639	640-656	657-673	674-687	688-701	702-741	742-780
501		1	1	10	5	3	5	
502			3	8	4	6	2	
503		4	2	3	6	4	2	1
520			2	7	7	8	4	2
452	1	3	3	1	1	1		
151		1	1	2				
282		1						
Total	1	10	12	31	23	22	13	3

Class	NYSESLAT			RL (-2)	RL (-3+)	ELA 1	ELA 2	ELA 3+	Math 1	Math 2	Math 3+	ELA Goal 3+	Math Goal 3+
	B	I	A										
101	6	2		7	1								
102	2	3		6	3								
103	3	4		4	6								
120													
121													
282													
283													
201	2	1	2	7	4								
202	2	2	1		4								
203	2	4	3	2	5								
220				5	0								
221				4	11								
223													
301						4	1		2	3			
302						2			1	1			
303													
320													
321													
323													
281													
401		7	11	3	2	9	15	6	5	18	8	2.5	2.2
402	1		1	3	1	3	10	14	1	13	13	1.5	1.4
403		1	3	10		9	14	5	5	15	8	2.4	2.1
420				5	1	1	10	11	1	6	15	1.2	0.7
421				11	1	6	10	7	1	11	11	1.6	1.2
452	2	3				4	0	0	3	2	0		
501	1	1	3	3	3	4	13	5	1	10	12	1.7	1.2
502			7	3	1	1	16	5	0	10	11	1.8	1.0
503	1	3	4		3	3	9	7	4	4	12	1.3	0.8
520				2		0	17	13	0	9	21	1.7	0.9
151													

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.

ANNUAL GOAL	DESCRIPTION
Goal 1: Students in grades 4 & 5 achieving a 3 or above on the 2011 NYS ELA exam will improve by 5%.	An analysis of the result of the 2010 ELA data demonstrates that only 29% of our current 4 th and 5 th grade students scored a 3 or above on the exam. Further analysis indicates that half of all students scoring at level two are at the higher end of the scale score for that level. Through additional tutoring during the after-school program, Saturday Academy and differentiated instruction during the day, we will provide additional support to this targeted population to meet our goal.
Goal 2: By May 2011, 20% of students in the transitional bilingual classes will make a year and a half of progress based on Fountas and Pinnell reading levels.	An analysis of the reading levels of the students in the transitional bilingual classes demonstrates that all the students are currently below grade appropriate reading level in both English and Spanish. Through differentiation of instruction, based on students’ level of English language acquisition and reading ability, additional support during an after-school tutorial program will be provided. Our goal is to improve grade appropriate reading levels by 20%.
Goal 3: By February 2011, all classroom teachers will engage in professional development to improve the implementation of shared writing.	Analysis of student work demonstrates that although our students are writing on a daily basis, the quality of the writing (focus, voice, grammar, etc.) needs improvement. Through the effective implementation of shared reading, our goal is to improve the quality of student writing school-wide.
Goal 4: Students in grades 4 & 5 achieving a 3 or above on the 2011 NYS Math Exam will improve by 5%.	Currently 41% of students in Grade 4 and 27 % of students in Grade 5 have scored a high Level 2 on the New York State Math Exam. Through additional tutoring during the after-school program, Saturday Academy and differentiated instruction during the day, we will provide additional support to this targeted population to meet our goal.
Goal 5: By June of 2011 we will increase the overall attendance percentage by 1.4% from 92.6% to 94%.	An analysis of our 2009-2010 Progress Report data indicates that our attendance percentage rate of 92.6% is 2.2% points less than the average attendance rate of schools in our peer group. Through rigorous outreach and collaboration with our Parent Association, we plan to decrease the gap between our school’s attendance rate and that of our peer group.

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): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in grades 4 & 5 achieving a 3 or above on the 2011 NYS ELA exam will improve by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Title I after-school tutorial program for students with levels 1 & 2 on 2010 NYS ELA • Reading campaign monthly motivational prizes • Saturday academy for level 2 and low level 3 students (based on 2010 ELA) • Targeted small group instruction during 37.5 minutes of after-school instruction
<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>	<ul style="list-style-type: none"> • Title I funds for after-school program • Monthly motivational prizes for students participating in reading campaign • Title I funds to pay for TC coaches and calendar days
<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"> • Monthly analysis of reading levels to gauge progress towards May 2011 goal • Monthly analysis of “response to literature” on demand writing task • Monthly analysis of exam to assess mastery of reading skills (Title I program)

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May 2011, 20% of students in the transitional bilingual classes will make a year and a half progress, based on Fountas and Pinnell reading levels.</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"> • All students in transitional bilingual classes in grades 3, 4 &5 will be invited to participate in an after-school tutorial program (Title III) to support literacy development • Monthly parent workshops for parents of students in transitional bilingual classes will be scheduled to support literacy development at home • Classroom teachers will implement guided reading groups • All teachers will participate in lab-sites and planning meeting with staff developers from Teachers College Reading and Writing project • Teachers of transitional bilinguals classes will be given the opportunity to attend professional development calendar days at Teachers College
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Title III funds for after-school program • Literacy coaches and parent coordinator to facilitate literacy parent workshops • Title I funds to pay for TC coaches and calendar days

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- **Monthly analysis of reading levels to gauge progress towards May 2011 goal**
- **Monthly analysis of “response to literature” on demand writing task**
- **Monthly analysis of exam to assess mastery of reading skills (Title III program)**

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): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By February 2011, all classroom teachers will engage in professional development in the effective implementation of shared writing to improve the quality of student writing.</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"> • All grade level teams (K-5) will engage in professional development to improve the planning and implementation of shared writing • All grade level teams will revise rubrics for each unit, during the Nov. 2nd PD days and during common planning. Teams will align grade level units to writing CCS • All grade level teams will analyze student work to group students according to levels (low, medium, high) and to identify exemplars
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Teachers College staff developers and calendar days funded by Title I funds • Literacy coaches and lead teachers, funded by Title I, Contract for Excellence, FSF Incremental and Lead Teacher funds, will schedule regular common planning meetings to meet with grade level teams
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Focused walkthroughs to assess the implementation of shared writing • Revised rubrics for K-5 for September through June • Monthly analysis of student work

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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in grades 4 & 5 achieving a 3 or above on the 2011 NYS Math Exam will improve by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Develop After School tutorial Program in Mathematics for target student population • Incorporate motivational component into After-School Program to promote attendance. • Lead Teachers in Math will collaborate with After-School instructors to develop a variety of plans to accommodate for individual needs of target group • Provide professional development opportunities for program instructors in differentiation of mathematical concepts.
<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>	<ul style="list-style-type: none"> • Title I funds for after-school program and Saturday Academy • Monthly motivational prizes for students participating in Math Fun Friday activities funded by P.S. 28 Parents Association • Lead Teachers in Math paid by Title I and Contract for Excellence funds
<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"> • Monthly analysis of student participants' acquisition of secure Math goals as indicated on unit RSA's. • Program attendance sheets. • Lead Teacher planning logs. • 10% increase in students in grades 4, 5 scoring a level 3 on NYS Math Examination.

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the over-all school attendance rate from 92.6% to 94%.</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"> • Monthly analysis of grade and individual students attendance percentage • Focus outreach efforts on students whose attendance percentage is 86% to 95% • Conduct outreach, including phone calls and home visits by school staff and cluster personnel, to families of students who have been absent for two or more consecutive days • Monthly rewards for students who have demonstrated an improvement in attendance • Monthly assemblies to recognize target population growth as well as to celebrate students' successes with attendance
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Three family workers • Daily update in status of students in need of attendance improvement • Partnership with Washington Heights In-wood Coalition AIDP Program • Outreach partnership with PS28 Parent Association

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- **The RNOC, RDAL, RYIS and RSAL report will be run daily in the morning and afternoon respectively**
- **The RSNS will be analyzed daily**
- **Non-statistical reports, such as anecdotal reports from parents and students, will be reviewed daily**

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

**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		0	N/A	N/A	3	n/a	n/a	24
1	27	0	N/A	N/A	2	n/a	n/a	37
2	42	0	N/A	N/A	1	n/a	n/a	29
3	7	7	N/A	N/A	3	n/a	n/a	46
4	91	81	91	0	4	n/a	n/a	45
5	63	35	0	0	6	n/a	n/a	22
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

Name of Academic Intervention Services (AIS)	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.).
ELA:	Academic Intervention Services are provided daily during scheduled intervention periods. During the AIS period, students are placed in small groups that are developed based on student need in ELA. Materials used include Wilson, Kaplan and Guided Reading. AIS instruction was also provided during the Extended Day, After-School and Saturday ELA and Math Academies.
Mathematics:	Academic Intervention Services are provided daily during scheduled intervention periods. During the AIS math period, students are placed in small groups that are developed based on student need in mathematics. Materials used included Kaplan, Math Literature and the Everyday Mathematics curriculum. AIS are also provided during the Extended Day, After-School and Saturday Math Academy.
Science:	Academic Intervention Services are provided during a scheduled intervention period once a week. During the AIS science period, students are placed in small groups that are developed based on student need in ELA. Materials used included the Harcourt Brace, Measuring Up and the Foss Curriculum.
Social Studies:	Academic Intervention Services in Social Studies was provided during the scheduled intervention period and the Extended Day Programs. During the months of September – November, fifth grade students received additional push-in services. Materials used included Social Studies Coach Kits and supplemental resources from the 3rd, 4th, and 5th grade core curriculum.
At-risk Services Provided by the Guidance Counselor:	Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referrals to outside agencies are provided when necessary.
At-risk Services Provided by the School Psychologist:	Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referral to outside agencies, including Columbia Presbyterian’s MOORE Program, are provided when necessary. Several Mental Health toolkits are utilized to assess student participants.
At-risk Services Provided by the Social Worker:	Group and individual counseling is provided on a group or individual basis based on the needs of the students. Home visits and family workshops are provided on a need basis. Referrals to outside agencies, including Columbia Presbyterian’s MOORE Program are provided when necessary. Several Mental Health toolkits are utilized to assess student

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

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

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

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

After School Program:

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

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

Curriculum Associates – Focus, Levels A-D

Saturday Academy:

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

teachers supporting the program. The program will meet for 10 sessions, beginning January through April of 2009.

Materials: Test Preparation

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

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

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

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

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

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

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

These include:

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

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

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

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

- **Nov- March 2009**

Audience:

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

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

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

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

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

- **To support parents/caregivers ability to learn a second language (English)**
- **To actively engage parents with their children’s academic setting**
- **To facilitate communication between parents and teachers**
- **To provide literacy program workshops to parents/primary caregivers in order to support/facilitate the teaching and learning at home**

- There will be 10 in-house parent workshop sessions for two hours each. The Bilingual Coordinator and the Math Coach will conduct the workshops. The topics will cover literacy and mathematic skills.

Form TIII – A (1) (b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$17,902.80 \$5,967.60 \$2,053.60	<ul style="list-style-type: none"> • Title III after-school tutorial program to provide additional service and support to English Language Learners – literacy, math & science <ul style="list-style-type: none"> ○ 3 certified teachers 4 hours @ 49.73per hour for 30 sessions • Saturday Academy program <ul style="list-style-type: none"> ○ 4 teachers, 10 sessions in total, 3 hours each session @ \$49.73 per session ○ 1 supervisor 10 sessions in total for 4 hours each sessions @ \$51.34 per session • Parent Involvement <ul style="list-style-type: none"> ○ In-House parent workshop, 10 sessions, 1 hour each session conducted by the bilingual coordinator, math coach @ \$49.73 per session rate(2 teachers x 10 sessions x 1 hour per session) • Parent Involvement
Purchased services such as curriculum and staff development contracts	14,500.00	<ul style="list-style-type: none"> • Professional Development for teachers of ELL students Harcourt Achieve: 10 days of ELL focused professional development, demo lessons and one-on-one coaching sessions @ rate of \$2,900.00 Per day (2,900.00x 10 =
Supplies and materials	\$ 15,300.00 \$ 2,400.00 \$ 6,508.76	<ul style="list-style-type: none"> • Imagine Learning Software licenses (102) licenses @ \$150/per license in Title III classes) • 2 Lap Tops (2@ \$1,200.00of use with Smart Boards in Title III classes) • 2 Smart boards (2 @ \$3,259.38 each 64” Smart board bundles for Title III classes) • Books

	\$ 2,000.00	– Getting Ready for the NYSESLAT - Grades K-1 (1 pack of 30 books @ 495.00 each) - Grade 2 (1 pack of 30 books @ 495.00 each)
	\$2,267.24	– Lectorum Customized Parent Library 1 Library @ \$2,000.00
Travel		
Other		
TOTAL	68,900.00	

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

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.

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.

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Home Language Survey is used to assessment the school's translation and interpretation needs.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
All school generated documents are translated into Spanish. NYCDOE documents are downloaded in al covered languages and sent home to parents.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Oral interpretation is provided by in-house staff and parent volunteers
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
When translation is not readily available, a notice or cover letter attached to the front of the English document in the appropriate covered languages indicating how parents can request translation or interpretation of the document. We also provide on-site services during school hours to parents whose primary language is a covered language and who request interpretation/translation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	776,678	165,234	941,912
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,767	1,652	9,419
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38,833	*	
4. Enter the anticipated 10% set-aside for Professional Development:	77,677	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
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.
Allocations in school budget have been provided wherein 5% of Title I funding has been set aside to insure teacher growth through Professional Development activities. In addition, allocations have been provided in the school budget to allow for the funding of several key instructional and professional development positions, including Literacy Coaches.

* 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.

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

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

3. Instruction by highly qualified staff.
Staff members are certified and teaching within their license area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. **Partnerships have been established with Columbia University's Teachers College and Rigby to provide professional development to teaching staff. Professional development workshops are provided by the Network. Professional development is provided to staff members by School Professional Development Team.**

6. Strategies to attract high-quality highly qualified teachers to high-need schools.
Lead Teacher Program

7. Strategies to increase parental involvement through means such as family literacy services.
Parent Coordinator assumes an active and visible role in the school community. Workshops are provided based on the requests of parents. Parent Association Meetings have an instructional focus to provide parents with insight into the school curriculum. Title I Parent Academy classes are offered in ESL and Technology.

8. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
We currently have two full day Pre-K classes

9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are encouraged to be members of the school's Professional Development and Lead Teams. Teachers also meet by grade level during common planning to decide on instructional approaches and assessments for each unit.

10. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All students are assessed in reading on a monthly basis using Fountas and Pinnell reading levels. Students are then grouped based on needs and provided with small group instruction to help master reading strategies. Small group instruction is provided during the literacy and, in addition, during the intervention period. For students in grades 2 – 5, additional assistance is also provided during the Extended Day. In math, end-of-unit assessments are used to identify areas that need further development and students are grouped based on need. Students are also provided assistance in math once per week during the intervention period and twice per week during the 37.5 minutes. Students needing further assistance in grades 3-5 also participate in the after school tutorial program.

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I funds are used to offer parent classes in ESL and Technology.

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.

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.

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	✓			776,678	✓	31-33
Title I, Part A (ARRA)	Federal	✓			165,234	✓	31-33
Title II, Part A	Federal	✓			382,745	✓	
Title III, Part A	Federal	✓			67,640	✓	27-28
Title IV	Federal			N/A			
IDEA	Federal						
Part D TITLE I TARGETED ASSISTANCE SCHOOLS					3,587,157	✓	

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
STH Population = 18 students
2. Please describe the services you are planning to provide to the STH population.
We will provide at-risk counseling and after-school tutorial programs. We will also provide school supplies and materials, as needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

Wright Brothers School

P.S. 28 Manhattan
475 West 155th Street
New York, N.Y. 10032
Tel: (212)690-3014 Fax: (212)368-5978
E-mail: 06m028@schools.nyc.gov

Principal

Elsa Nuñez

Assistant Principals

Kevin Barton
Rosa Peña
Hector Ramirez

Parent Involvement Policy

PART I – GENERAL EXPECTATIONS

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

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

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

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

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE

REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

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

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

- Pre-K Program
- Learning Leaders
- Focus Groups

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

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

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

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

P.S. 28 will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent newsletter in Spanish and English
- Monthly Bilingual Parent Bulletin
- Parent workshops
- Monthly Information Bulletin Board display
- Public display of School Leadership Team agenda and minutes
- Parent Calendar

Wright Brothers School

P.S. 28 Manhattan
475 West 155th Street
New York, N.Y. 10032
Tel: (212)690-3014 Fax: (212)368-5978
E-mail: 06m028@schools.nyc.gov

Principal

Elsa Nuñez

Assistant Principals

Kevin Barton

Rosa Peña

Hector Ramirez

***School-Parent Compact
Title I***

October 8, 2010

Parent Responsibilities

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

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

School-Parent Compact

School Responsibilities

P.S. 28 will:

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 028 Wright Brothers					
District:	6	DBN:	06M028	School		310600010028

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	37	36	36		92.0	93.2	92.6
Kindergarten	137	133	146				
Grade 1	150	145	146	Student Stability - % of Enrollment:			
Grade 2	157	152	137	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	147	150	163		93.7	91.0	91.5
Grade 4	132	142	158				
Grade 5	155	101	110	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.1	93.4	93.4
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		21	185	189
Grade 12	0	0	0				
Ungraded	1	3	6	Recent Immigrants - Total Number:			
Total	916	862	902	(As of October 31)	2007-08	2008-09	2009-10
					17	16	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	35	42	Principal Suspensions	18	11	17
# in Collaborative Team Teaching (CTT) Classes	22	32	35	Superintendent Suspensions	13	3	2
Number all others	49	42	43				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	304	135	TBD	Number of Teachers	83	81	76
# in Dual Lang. Programs	155	165	TBD	Number of Administrators and Other Professionals	23	20	10
# receiving ESL services only	156	152	TBD				
# ELLs with IEPs	8	71	TBD	Number of Educational Paraprofessionals	2	2	14

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	98.5
				% more than 2 years teaching in this school	61.4	64.2	84.2
				% more than 5 years teaching anywhere	53.0	53.1	61.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	79.0	85.5
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	95.2	91.9	93.1
Black or African American	15.2	14.0	13.9				
Hispanic or Latino	83.3	83.9	84.0				
Asian or Native Hawaiian/Other Pacific	0.4	0.7	0.1				
White	0.9	1.0	1.9				
Male	53.3	51.4	52.3				
Female	46.7	48.6	47.6				

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,					
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Overall NCLB/Diferentiated 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:

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

American Indian or Alaska Native						
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	58.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	37.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.8					

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

**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 type here	District 06	School Number 028	School Name Wright Brothers Sch
Principal E. Nunez		Assistant Principal R. Pena	
Coach H. Peguero		Coach M. Medina	
Teacher/Subject Area A. Villalba (ELL Specialist)		Guidance Counselor B. Brown	
Teacher/Subject Area F. Kluger (Data Specialist)		Parent M. Ramirez	
Teacher/Subject Area E. Esterling (ESL Teacher)		Parent Coordinator T. Montano	
Related Service Provider		Other	
Network Leader L. Block		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	2	Number of Certified Bilingual Teachers	28	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	902	Total Number of ELLs	444	ELLs as Share of Total Student Population (%)	49.22%
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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.

School ELL Profile

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

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

ELL Identification Process

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

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

1. During the first few weeks into the school year, parents are invited to an orientation session where information on the available programs, including full description of each is given. During this orientation, parents are also shown the program orientation DVD (in the appropriate language(s) explaining the programs, and the benefits of each. Parents are given the opportunity to ask questions about services and program models. At this orientation session parents are also given the program selection form. They are encouraged/ invited to select a program.
2. For the most part all parent selection forms are submitted on the day of the orientation, however there have been times in which parents have requested to take them home and bring them to the school the next day. ELL Specialist and Parent Coordinator track these forms by noting child's/ parent name and class. In the event that the form is not returned, one of us places a call to the parent. Entitlement letters are sent home, offering the parents the opportunity to come in and ask questions regarding its content.
3. In order to place identified ELL students in bilingual or ESL programs, PS 28 first uses the LAB-R/NYSESLAT data to ensure proper placement of the students. In conjunction with the assessment, parents are consulted in the language they are most comfortable with. Parents/guardians are provided with an overview of available programs, and parents are allowed to select the option they feel would most benefit their children.
4. After reviewing parent survey for the past few years, the trend in program choices that parents have been requesting is the following: Based on parent request Dual Language is first choice, second choice is ESL, and third choice is Transitional Bilingual. Data on RADP indicates a total of 117 new admits.

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

- ESL
- Dual Language
- Transitional Bilingual

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>	1	2	1	1	2	1								8
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	1								11
Freestanding ESL														
Self-Contained														0
Push-In	2	3	3	3	3	4								18
Total	5	7	6	6	7	6	0	0	0	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	444	Newcomers (ELLs receiving service 0-3 years)	355	Special Education	
SIFE		ELLs receiving service 4-6 years	89	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	118		12	2		4				120
Dual Language	116		0	28		0				144
ESL	100		7	67		7				167
Total	334	0	19	97	0	11	0	0	0	431

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
Spanish	37	47	26	15	18	15								158
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	37	47	26	15	18	15	0	158						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	30	20	27	18	29	22	29	19	24	19	17	30							156	128
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	30	20	27	18	29	22	29	19	24	19	17	30	0	0	0	0	0	0	156	128

**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:	Other:
Native American:	White (Non-Hispanic/Latino):

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	63	76		83	66	30								318
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic	4		1	1		1								7
Haitian														0
French	1	1		1	1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2			1								4
TOTAL	68	78	3	85	67	33	0	334						

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.

See Below.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

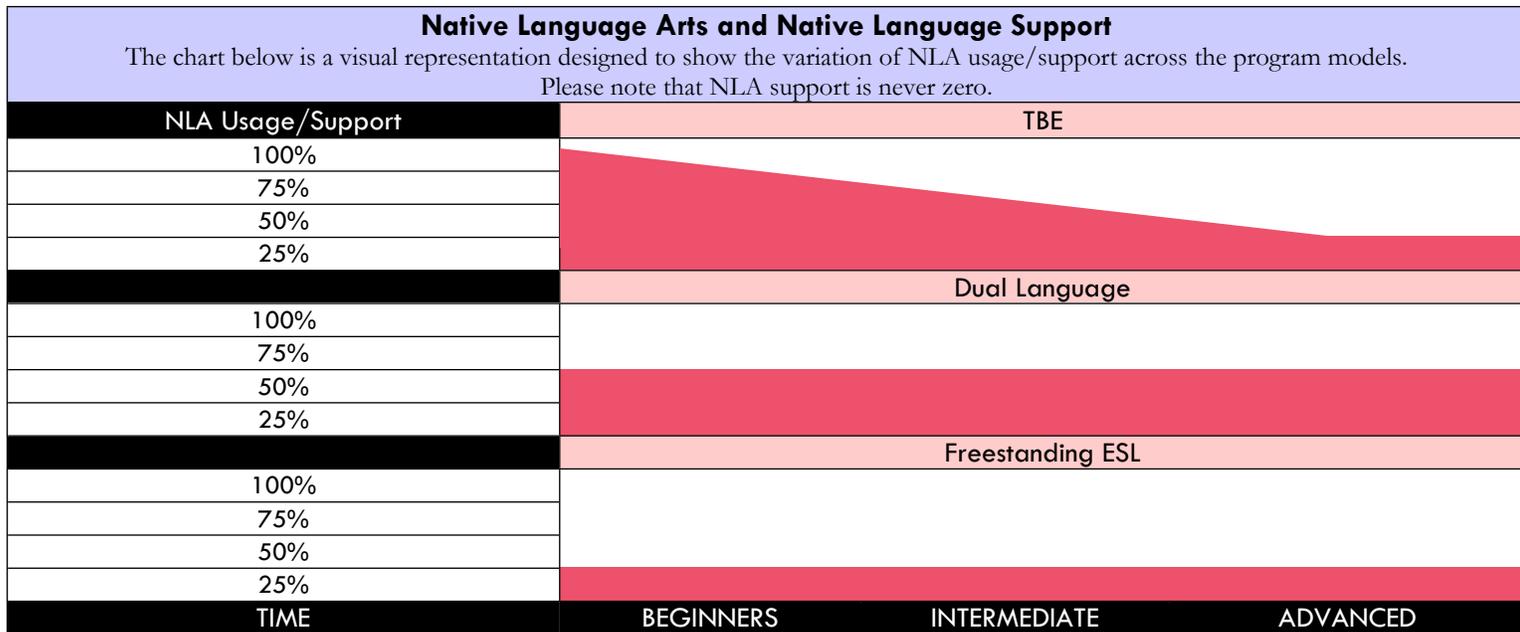
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Programming and Scheduling Information

1. ESL teachers use a push-in approach on a daily basis. They work with teachers in the planning/teaching of instruction in the areas of reading and writing to ensure the need of each student is met in every area of the curriculum.

An intervention period a day is offered. Both ESL and intervention teachers push –in to support small group instruction that targets areas of weakness in reading/writing using scaffolding methods. Classroom teachers, ESL teachers, and support personnel have been trained on how to use the NYSESLAT data to differentiate instruction in the areas of reading, writing, listening and speaking.

2. Mandated number of instructional minutes is implemented in each program model. Teachers are provided with professional development on Language Allocation Policy.

The ELL Specialist, along with Assistant Principals and the Data Specialist, meet the teachers to ensure the proper guidelines surrounding the Language of Instruction is understood and implemented according to Levels of Proficiency.

3. ESL (monolingual)-Push-In model into every classroom where a group of English Language Learners are being serviced by the ESL teachers. The ESL teacher supports the classroom instruction using ESL strategies.

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

4. PS 28 differentiates instruction for ELL sub-groups in the following manner:

- Our school offers transitional bilingual/Dual Language-Programs to support the learning of a second language while receiving instruction in the native language. For students whose native language is other than Spanish, we offer ESL. ELLs in all three programs receive one intervention period a day, in which support is given to the students according to identified areas of need.

- Inquiry

- Students identified as having special needs are first given At Risk Intervention Services in identified areas of need based on formal and informal assessments, teacher observations and Student Portfolios. Students referred to Special Education receive AIS services as specified on their IEP. Special Need students are invited to participate in all after school enrichment programs.

5. The intervention period allows small group instruction for our ELLs in the areas of ELA and Math. This same small group instruction is also done on a daily basis during our extended day activities. We offer our ELL population an after-school tutorial and Saturday Academy, to support and extend their proficiency in all areas of academics.

6. For students who reach proficiency on the NYSESLAT, ongoing support will be provided in the mono-lingual and Dual Language classrooms. Teachers will work with students during Readers and Writers workshops. This will ensure continuity and extra support of English Language Literacy Skills by reinforcing strategies being taught

7. The establishment of Inquiry Groups is a new and innovative approach. This small group approach has allowed a deeper understanding of a student's individual strengths and areas requiring development. The Inquiry Groups use a method of "Strategy Lessons" to differentiate instruction.

8. N/A

9. There is no differentiation between ELLs and Non-ELL's on programs, services or support activities available. After-School and supplemental activities available are:

- Tutorial Program, ACDP, 21st Century are examples of available activities.
- After school tutorial program, and Saturday academy to support small group instruction.
- For the past three years, we have also worked with the Center for Urban Environment to provide support in the implementation of

hands-on science.

- We work with the Guggenheim Museum on a 20 week residency. The children learn through art, based on an essential question in social studies.

10. As a TC school, we use the Readers and Writers Workshop model, which focuses on small group instruction, differentiated instruction, and frequent conferencing by the teacher to continually assess and monitor children's progress. This also ensures that the students are reading on the appropriate grade level. We have Smart Boards in all our classrooms, and the Imagine Learning Program on the computers to support our ELLs.

11. Transitional/Bilingual – each Bilingual class utilizes differentiated instruction (whole group, small group, and individual approach) based on the student's English and Native Language proficiency and academic achievement. Native Language instruction and English instruction is fully aligned with the NYC Language Allocation Policy and reflects 40/60 instruction in English and Native Language for beginners, 50/50 instruction for intermediate, and 25/75 for advanced students.

12. Yes, support and resources use for the learning of our ELLs correspond to ages and grade levels.

13. During the summer, a Curriculum Planning Team is created. Part of the responsibilities of this team is to look at the units of study, and implement the scaffolding methodology, which helps our new arrivals to acquire more proficiency in the second language. Before the start of the school year personnel is put into place to work specifically with the new arrivals in a small group setting. Ongoing professional development is provided to the staff explaining and demonstrating examples on how we can better serve the ELL population identified in each classroom.

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)?

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

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

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

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

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.

Professional Development and Support for School Staff

1. P.S 28 collaborates with several professional development providers to support teachers in the implantation of literacy and content instruction. This is the sixth year that we have worked with Teachers College to provide professional development in reading and writing. Since approximately 50% of our student body is classified as ELLs, and many more are former ELLs, scaffolding of the units of study in reading and writing, vocabulary development, and building prior knowledge are planned and demonstrated during lab sites. All staff members at P.S 28 engage in study groups. The group meets twice a month to discuss/ research instructional approaches to enhance the ELL learning experience. In addition, through Title 3 funding, we will continue to work with consultants from Rigby to provide teacher support in implementing balanced literacy in English and Spanish. Topics that will be addressed are as follows:

- Guided reading
- Shared reading/writing
- Read-alouds
- Interactive reading/writing
- Vocabulary development
- Small-group instruction

2. Our fifth grade staff (the transitional grade) is provided with information from the Guidance Counselors, who visit the classrooms to discuss middle schools. The teachers are also trained to deal with the social issues that arise as children change schools. Teachers, in conjunction with the parent coordinator and the guidance counselors, also discuss middle school with the parents throughout the year. This year we are working on a new approach, our school in conjunction with M.S. 329 are collaborating with each other in planning and exposing our students to the middle school curriculum and expectations. Giving our students the opportunity to gradually be exposed to structure and systems in place in a middle school setting.

3. The professional development plan for all personnel of ELL's at P.S includes providing teachers with ongoing professional development in the teaching of ESL through the content areas. In, addition, consultants from Teachers College, Reading Reform, and Rigby have delivered professional development sessions surrounding planning instruction to meet the needs of our students.

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?

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

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

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)	45	33	26	15	22	2								143
Intermediate(I)		41	24	48	15	6								134
Advanced (A)	22	4	21	21	30	25								102
Total	67	78	50	84	67	33	0	0	0	0	0	0	0	379

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		20	2	2	0	4							

	I		19	5	14	3	4							
	A		27	19	44	2	21							
	P													
READING/ WRITING	B		49	13	6	7	12							
	I		16	22	43	18	12							
	A		4	36	30	36	19							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6				6
4	3	34	33		70
5	2	27	13		42
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	1	6	4		58	2	7		78
5	2		7	4	24	2	5	1	45
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1	2		2	3				8

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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)	7	22	20	24	3	2	6	17
Chinese Reading Test								

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Reviewing and Analyzing the Assessment Data

1. The assessment tool used in the school is TCRWP. This assessment is administered three times a year. The skills assessed include the following:

- K-2 Concepts of print, letter identification, word identification, and spelling assessment.
- K-5 Reading assessment (fluency, retelling comprehension).

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

2. In examining the LAB-R/ NYSESLAT data we found that our English Language Learners are in most need of Reading and Writing. In the Transitional Bilingual program 90 percent of the students scored at the Beginner or Intermediate level in Reading and Writing.

3. Additional professional development is provided across the grades with classroom academic intervention support to integrate writing and reading. Small groups are supported according to the areas of needs and student levels. An intervention period a day is offered. Both ESL and intervention teachers push –in to support small group instruction that targets areas of weakness in Reading using scaffolding methods. Classroom teachers, ESL teachers, and support personnel have been trained on how to use the NYSESLAT data to differentiate instruction in the area of Reading and Writing.

4. In evaluating the Native Language of our ELL's in our Transitional Bilingual/ Dual Language classes, we analyze the results of the ELE to identify the proficiency level of our students in their native language. Assessment is also used to determine skills areas in need of development. Teachers use results to plan for small group based on student needs.

5. The level of language proficiency in the second (target) language for EP students ranges within levels 3 and 4. In the State and City assessments our Dual Language students are performing better. Based on data in both ELA and Mathematics most of the students in Dual Language attained a level 3.

6. Success of our programs are measured via formative and summative assessments as well as students progress, teachers, and parents feedback.

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.

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		