



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

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

ADDRESS: 109-10 47 AVENUE

TELEPHONE: 718-271-4971

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010028 **SCHOOL NAME:** P.S. 28 - The Thomas Emanuel Early Childhood Center

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

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

SCHOOL CONTACT PERSON: LAURA PESSUTTI **EMAIL ADDRESS** lpessut@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Madelaine Schmidt

PRINCIPAL: Laura Pessutti

UFT CHAPTER LEADER: Yvonne Battista

PARENTS' ASSOCIATION PRESIDENT: Eddie Magarin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: DIANE FOLEY

SUPERINTENDENT: Madelene Taub

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
Laura Pessutti	Principal	Electronic Signature Approved.
Caroline Nestor	UFT Member	Electronic Signature Approved.
Madelaine Schmidt	UFT Member	Electronic Signature Approved.
Yvonne Battista	UFT Chapter Leader	Electronic Signature Approved.
Diane Coppeta	UFT Member	Electronic Signature Approved.
Eddie Magarin	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Lety Lopez	Parent	Electronic Signature Approved.
Kathleen Heanue	UFT Member	Electronic Signature Approved.
Monica Estrella	Parent	Electronic Signature Approved.
Vilma Reinoso	Parent	Electronic Signature Approved.
Flor Rodriguez	Title I Parent Representative	Electronic Signature Approved.
Sonia Atencio	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

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

P.S. 28 has been recognized over the past seven years as a National Model Demonstration School by America's Choice. The school welcomes an ongoing stream of visitors from both locally and abroad to showcase our excellent early childhood practices. Past visitors include educators from Hawaii, California and Israel.

Along with a robust balanced literacy program, P.S. 28 employs project based learning which enhances the personal and academic growth of students and serves as an anchor to our core curriculum. The walls truly do "talk" to the students at P.S. 28 and act as a support to all our young learners, most especially to our ELL students. Each year Science comes alive with a student created exhibit that incorporates Science, Literacy, Math and Art. The exhibit opened in early spring and ran through the winter. Our students have been transported to the *Rainforest*, *Outer Space*, *Under the Sea*, *Into the Woods* and discovered *The World Beneath Our Feet*. In 2010 our students became horticulturists as they designed and created a greenhouse which housed plants that fed the inhabitants of the butterfly pavilion. This work will continue throughout 2011.

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

P.S. 28 has a comprehensive arts program which includes dance, theater, music and visual arts. Students' talent in the visual arts is showcased yearly at our annual Art Show. The Shubert Elementary Arts Partnership Grant provided a theater residency for our students for the past two years and has helped to build capacity and sustainability in our classrooms. This program will continue through the 2010-2011 school year.

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:	P.S. 28 - The Thomas Emanuel Early Childhood Center								
District:	24	DBN #:	24Q028	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	66	71	63		TBD	TBD	TBD		
Kindergarten	125	161	122						
Grade 1	114	140	168	Student Stability - % of Enrollment:					
Grade 2	143	127	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.2	95.99	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		82.1	84.3	92.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	2	TBD		
Grade 12	0	0	0						
Ungraded	12	0	13	Recent Immigrants - Total Number:					
Total	460	499	510	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					7	3	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	46	37	35	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	39	42	36	Superintendent Suspensions	0	0	TBD		
Number all others	7	6	13						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	31	24	23				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	164	163	167	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	7	45	Number of Teachers	38	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.3	TBD
				% more than 2 years teaching in this school	78.9	78.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	57.9	67.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	86	TBD
American Indian or Alaska Native	0	0	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	0.4	0.6	0				
Hispanic or Latino	89.6	90.4	90.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.5	6.6	6.5				
White	3.5	1.6	1.8				
Multi-racial							
Male	52	48.5	47.3				
Female	48	51.5	52.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	Ysh	-					
Limited English Proficient	√	-					
Economically Disadvantaged	√	-					
Student groups making AYP in each subject	5	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	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 W
Additional Credit	Quality Statement 5: Monitor and Revise √

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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An analysis of the Fountas and Pinnell Reading Assessments revealed that 89% of kindergarten students were reading on or above grade level in 2010 which represents a significant increase of 28% as compared to 2009 and a 7% increase from 2008. Second grade students also experienced a significant increase in the number of students reading on or above grade level in 2010 as compared to 2009. In 2010, 76% of students were reading on or above grade level which represents a 13% increase from 2009 and a 7% increase from 2008. First grade did not experience the same positive results. In 2010, 49% of the students were reading on or above grade level which represents an 8% decrease as compared to 2009 as well as in 2008. Inquiry teams in Grades K-2 have been established to use student data to identify changes in instructional practice which will accelerate student reading progress. The progress achieved in reading will be carefully monitored through the analysis of data from the Inquiry Teams' work and the Fountas and Pinnell Reading Assessments. Additional support through Academic Intervention will be provided in order to increase student achievement.

According to the School Demographics for the school year 2009-2010, Students with Disabilities made Adequate Year Progress (AYP) in ELA using the Safe Harbor Target. As an Early Childhood Center servicing grades Pre-K to 2, the students who are reflected in this data are not currently attending our school. We do, however, carefully monitor our special education students' progress in ELA. The ECLAS-2 assessment data in 2009 indicated that 30% of the special education kindergarten students were decoding on or above grade level. In 2010, these students who were now in the first grade, made a significant increase of 13% or 43% of these students were decoding at or above grade level as seen through the ECLAS-2 assessment. An Inquiry Team comprised of special education teachers has been established to use student data to identify changes in instructional practice which will continue to accelerate student reading progress. The progress achieved in reading will be carefully monitored through the analysis of data from the Inquiry Team's work, ECLAS-2 and the Fountas and Pinnell Reading Assessments. Additional support through Academic Intervention will be provided in order to increase student achievement.

An analysis of the Everyday Math year end assessments showed a decrease in the number of students in second grade achieving Levels 3 and 4 as compared to 2009. In 2010, 69% as compared to 75% in 2008 achieved Levels 3 and 4. This represents a 6% decrease over the prior year. Student progress in mathematics will continue to be carefully monitored through the analysis of Everyday Math units. Additional support through Academic Intervention will be provided in order to increase student achievement.

Although an analysis of NYSESLAT over the past three years 2007-2009 showed a steady increase in the number of students passing in first grade, 2010 did not experience the same results. 75% of the first grade students performed at the intermediate and advanced levels on the NYSESLAT in 2010 compared to 59% in 2009; however, 10% of the students passed as compared to 37% passed in 2009 and 2008 and 16% in 2007. Analyzing NYSESLAT further by modalities showed a significant increase in the performance trend across the kindergarten in the modalities of speaking, reading and writing. The average raw score in the modality of speaking was 76% in 2010 compared to 65% in 2009 and 71% in 2008. The average raw score in the modality of reading was 69% in 2010 compared to 57% in 2009 and 60% in 2008. The average raw score in the modality of writing also experienced an increase. In 2010, the average score was 69% as compared to 60% in 2009 and 67% in 2008. The progress of ELL students will be carefully monitored through the analysis of data from the Inquiry Team and NYSESLAT interim assessments and appropriate modifications to teaching and learning will continue to be put into place to better address the needs and modalities of targeted students.

Greatest Accomplishments

- It was noted on the 2009-2010 Progress Report that P.S. 28 performed better than 100% of all Early Childhood schools citywide.
- All faculty and school leaders share a common vision for student achievement.
- The school has developed a School Progress Analysis Team which is a robust system that is highly effective in analyzing individual, class and grade level data.
- PS 28 has established viable Inquiry Teams whose collaborative efforts have been instrumental in creating system-level changes that benefit all students.
- The school consistently aligns the curriculum with grade level data that is developmentally appropriate for early childhood learners.
- PS 28 is creating curriculum maps, calendars, learning benchmarks and teaching points that are aligned with the new Common Core State standards.
- The school offers differentiated and specific on-going professional development through workshops designed for new and experienced teachers to deepen their understanding of best practices.
- PS 28 has been successful in integrating technology into classroom instruction through the use of Smart Boards and document cameras. The Office of Technology cited P.S. 28 in 2010 as one of the five exemplary schools to integrate technology into the classroom.
- Funding has been awarded through the Resolution A Grant to provide Smart Boards and document cameras to all classrooms throughout the school.
- PS 28 engages in effective and diverse channels of communication which results in high levels of parental involvement.
- The school was awarded the Shubert Elementary Arts Partnership Grant for the school year 2008-09 which provided a theater residency for our students. This partnership will continue through the 2010-11 school year.
- It was noted in the Learning Environment Survey that 98% of the parents are satisfied/very satisfied with the education their child receives at PS 28.
- The School Cafeteria has been awarded the Certificate of Excellence for Service in June 2010.

Most Significant Aids

- The Inquiry Teams' work deepened the understanding of how students learn and acted as an impetus for change.
- A highly qualified staff has enabled PS 28 to implement best practices in early childhood.
- Administrators provide appropriate goals and expectations for the school community as well as a clear vision for the future development of the school.

Most Significant Barrier

MARCH 2011

A barrier to improvement is the lack of physical space in relation to student population and varied need. This impedes the effectiveness of the learning environment.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 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	Short Description
<input type="checkbox"/> #1) By <input type="checkbox"/> June 2011, the number of second grade students performing at a Level 3 or higher in Reading Comprehension - Writing to a Prompt will increase by <input type="checkbox"/> 5% as measured by the Fountas and Pinnell Assessments.	<input type="checkbox"/> <input type="checkbox"/> An analysis of the Fountas and Pinnell Reading assessment indicated that only 35% of our second grade students performed at a Level 3 or higher. The SLT determined that this need be addressed which resulted in establishing this goal.
<input type="checkbox"/> #2) By <input type="checkbox"/> June 2011, the number of first grade students achieving mastery in Spelling will increase by <input type="checkbox"/> 3% as measured by the ECLAS-2 Assessments.	<input type="checkbox"/> <input type="checkbox"/> An analysis of the ECLAS-2 Assessment revealed that only 55% of our first grade students achieved mastery in the Spelling component of the ECLAS-2 Assessment. Therefore the SLT determined that this need be addressed which resulted in establishing this goal.
<input type="checkbox"/> #3) By <input type="checkbox"/> June 2011, 100% of our teachers will create curriculum maps, curriculum calendars, learning benchmarks, teaching points and student assessments that are aligned to the new Common Core State Standards.	<input type="checkbox"/> <input type="checkbox"/> NYC has adopted the new Common Core State Standards. Teachers will receive support through professional development to learn with these new standards and align their grade curriculum to these new standards.

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

ELA - Reading

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>#1) By <input type="checkbox"/>June 2011, the number of second grade students performing at a Level 3 or higher in Reading Comprehension - Writing to a Prompt will increase by <input type="checkbox"/>5% as measured by the Fountas and Pinnell Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Students will be assessed using Fountas and Pinnell Reading Assessment by early October 2010. • An Inquiry Team comprised of second grade teachers will be formed to study effective teaching strategies in the area of reading comprehension - writing to a prompt by October 2010. • Professional development will be given to teachers in second grade on best practices of teaching reading comprehension - writing to a prompt beginning in November 2010. • Teachers will use informal assessments during the months November - December and February-March to track student progress toward meeting this goal. • Teachers will use the formal assessment, Fountas and Pinnell Reading Assessments, to assess students in January and April. • Students will be assessed using Fountas and Pinnell Reading Assessment in May-June to determine if this goal has been met.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> \$1,550 Per Diem coverage for teachers for planning, professional development - funding source: TL Fair Student Funding</p> <p>\$840 Per Sessioning for teacher professional development - funding source: TL Fair Student Funding</p> <p>\$1,250 Internal DOE Services for professional development - funding source: TL Fair Student Funding</p> <p>\$1,250 OTPS Supplies for professional books, student books and other teacher support supplies - funding source: TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • By the middle of October 2010, all second grade students will be assessed using Fountas and Pinnell Reading Assessment. • By January 2011, 30% of second grade students will be achieving a Level 3 or higher in the area of Reading Comprehension - Writing to a Prompt, as measured by the Fountas and Pinnell Reading Assessment. • By June 2011, 40% of second grade students will be achieving a Level 3 or higher in the area of Reading Comprehension - Writing to a Prompt as measured by the Fountas and Pinnell Reading Assessment.

Subject Area
 (where relevant) :

ELA - Reading: Foundational Skills

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>#2) By <input type="checkbox"/> June 2011, the number of first grade students achieving mastery in Spelling will increase by <input type="checkbox"/> 3% as measured by the ECLAS-2 Assessments.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Professional development will be given to first grade teachers on the best practices of teaching Spelling in October 2010. • First Grade Inquiry Team will be formed to study effective teaching in the area of Spelling by October 2010. • Students will be assessed using ECLAS-2 by October 2010. • Students who are not making adequate progress will receive additional targeted instruction through AIS beginning in November 2010. • Inter-visitation will take place between Inquiry Team members to share best practices beginning December 2010. • Parent Workshops will be offered in November to assist parents in learning how to help their child at home. • Teachers will create an in-school interim Spelling assessment to be administered in January and April. • Students will be assessed using ECLAS-2 in May-June to determine if this goal has been met.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <p>\$3,099 Per Diem coverage of teachers for planning, intervisitations and professional development - funding source: TL Fair Student Funding</p> <p>\$1,679 Per Session for teacher professional development - funding source: TL Fair Student Funding</p> <p>\$1,250 Internal DOE Services for professional development - funding source: TL Fair Student Funding</p> <p>\$1,250 OTPS - Supplies for professional books, student books and other teacher support supplies - funding source: Title I SWP</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> \$11,278 for Literacy staff developer - funding source: Title I SWP</p> <p>\$10,156 books for students - funding source: TL NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Preliminary curriculum calendars, learning benchmarks, teaching points and student assessments will be completed by October 2010. • Curriculum maps with learning benchmarks, teaching points and student assessments will be completed by April 2011. • Final curriculum maps, calendars, learning benchmarks and student assessments will be completed by June 2011.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	7			
1	65	10	N/A	N/A	5			
2	21	15	N/A	N/A	8			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. 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:	<input type="checkbox"/> First Grade: AIS providers will work with small groups during the day using Great Leaps, Foundations, Alphabetic Intervention, Fountas and Pinnell Literacy Intervention, and Reading A-Z. ELL students will be serviced three times a week before school using Spotlight on English and FandP Literacy Intervention. Second Grade: AIS providers will work with small groups during the day using Great Leaps, Comprehension Strategy Intervention, Fountas and Pinnell Leveled Literacy Intervention and Reading A-Z. ESL students will be serviced three times a week before school using Spotlight on English and FandP Literacy Intervention. ELL students who are being serviced 4-6 years, will receive additional AIS support 90 minutes per week in the area of Writing.
Mathematics:	<input type="checkbox"/> First Grade: AIS providers will work with small groups during the day using Everyday Math. Second Grade: AIS providers will work with small groups during the day using Everyday Math.
Science:	Not applicable
Social Studies:	Not applicable
At-risk Services Provided by the Guidance Counselor:	Counseling is provided by meeting with students on a one-to-one basis and in small groups. Play therapy will be utilized to address the social, emotional and behavioral issues of the students.
At-risk Services Provided by the School Psychologist:	Not applicable

At-risk Services Provided by the Social Worker:	Not applicable
At-risk Health-related Services:	Not applicable

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

NCLB/SED requirement for all schools

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

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

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)

1-2

Number of Students to be Served:

LEP 50

Non-LEP 10

Number of Teachers 6

Other Staff (Specify) 1 Paraprofessional, 1 Supervisor

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.

□

P.S. 28's Title III Program provides English Language Learners with supplemental instruction in a Before School literacy program. This instructional program will include 6 certified teachers and 1 paraprofessional to service a total of 60 students. Two of these teachers are fully certified in ESL and four teachers are common branch/early childhood teachers. The paraprofessional is an IEP-Alternate Language Para and has been involved in the program for the past five years. She has received extensive ESL professional development both during the school day as well as through this Title III program. A supervisor will insure that the high quality of instruction and best ESL practices are evident through walkthroughs and observations, and review student data to insure that all students are making progress. The ELL students involved in this program are in grades 1-2 and scored at the beginner, intermediate and advanced levles on the May 2010 NYSESLAT. Students who have just reached proficiency level on this exam will also be included in the program.

The Before School program will meet three times a week for 1hour and 15 minutes a day from November to May 2010. The program is designed for each ESL teacher to team teach with two common branch/early childhood teachers. The ESL teacher will provide the ESL/ELA supplementary instruction using components of *Spotlight on English*, a comprehensive, standards based program for English Language Learners, designed to help K-2 students gain and develop English language proficiency. Santillana *Spotlight on English* provides educators with the tools necessary to acquire English language accurately and achieve competency in the four language domains of listening, speaking, reading and writing. *Spotlight on English* is structured to meet the needs of all of the three levels of proficiency - beginner, intermediate and advanced. The common branch/early childhood teachers will provide content area support in Social Studies, Science and Math using the content area components of this program. Based on our Everyday Math assessments and our teacher created unit assessments in Science and Social Studies, students have been identified to receive supplementary support in developing academic voacabulary in these content areas. The paraprofessional will be responsible for working with small groups of students, provide one-on-one student support, outreach to parents and provide Native Language support in the Spanish language for the beginner students involved in this program. The goal of the program is to have our students accelerate their progress in the English language. In addition, Fountas and Pinnell Leveled Literacy Intervention program will be used to specifically help the ELL student in the areas of reading and writing.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Title III Professional Development will consist of bi-weekly 30 minute co-planning time between the ESL teachers and common branch/early childhood teachers. The focus will be on how to support ELLs in the content areas, developing academic vocabulary, focusing ELL's attention on academic language, developing academic vocabulary through word play, and aligning academic language with the new common core state standards.

Section III. Title III Budget

—

School: 24Q028

BEDS Code: 342400010028

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	\$23,784	<input type="checkbox"/> Per Session before school program including professional development: 6 Teachers @ 62.5 hrs = 375 hours x \$49.89 (includes fringe) = \$18,709 1 Paraprofessional @ 62.5 hrs. = 62.5 hours x \$28.97 (includes fringe) = \$1,811 1 Supervisor @ 62.5 hrs. = 62.5 hours x \$52.21 = \$3,264
Purchased services - High quality staff and curriculum development contracts	0	None

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,056	<input type="checkbox"/> Student workbook: Spotlight on English \$456 Leveled Literacy Intervention \$5,600
Educational Software (Object Code 199)	0	None
Travel	0	None
Other	0	None
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 28 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 523 students with a demographic background consisting of 92.35% Hispanic, 5.92% Asian/Pacific Islander, 95% White and .78% Multi-Racial/Other. 79% of our students come from Spanish speaking homes and 2% are characterized as new arrivals having come to the United States within the last three years. In order to assess the needs for written translation and oral interpretation of our parents , the school utilizes the ATS RAPL Report (Adult Preferred Language Report) that is generated from the Home Language Survey.

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

The major finding of our school needs is that in order to communicate effectively with the parents of the majority of our student population, we must do so in the primary languages - Spanish, English and Chinese. The ATS RAPL Report indicated that 423 parents requested written and oral communication in Spanish, 90 parents require written and oral communication in English while 20 parents require written and oral communication in Chinese and 1 parent requires written and oral communication in Punjabi. Parents are made aware of the written and oral translations that are available at school through PA Meetings and Parent Orientation Meetings. Teachers are made aware of the fact through faculty conferences that forms and notices issued by the school are available in Spanish and Chinese as well as in English. Teachers are also aware that translators are available for all parent-teacher conferences as well as meetings with parents on an individual basis.

Part B: Strategies and Activities

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

□

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

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

□

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

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

□

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

assistance will have access to the administrative offices in case of an emergency.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$321,710	\$6,177	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,217		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,085	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,171	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

□

Public School 28Q
The Thomas Emanuel Early Childhood Center

PARENT INVOLVEMENT PLAN

Vision:

We understand that parents are essential ingredient to this formula. We encourage family/school collaboration to improve student achievement.

To ensure that our parents act as partners our school will provide:

A welcoming environment

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

Programs and activities to engage families in improving student achievement

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

Strong relationships between teachers and families

- Kindergarten and Pre-K parent orientation
- Translators made available
- Getting to Know You Conferences, Parent-Teacher Conferences, Progress Reports and Report Cards keep the lines of communication open between parents and the school
- Student goals in reading, writing and math are distributed to parents four times a year
- Monthly school calendars and weekly parent classroom newsletters are distributed to keep parents abreast of current happenings
- Parent Coordinator and Guidance Counselor helps teachers connect to families and bridge barrier of language and culture
- Parents encouraged to accompany students on class trips
- Parent welcomed to join students for classroom activities including “stepping up” ceremonies for each grade
- Classroom Observation during Open School Week

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

- ESL classes for parents
- School Leadership Team
- Learning Leaders
- Parent Learning Environment Survey
- Parent Workshops offered to parents on such topics as Asthma, Personal Finance, Health Care, Parenting Skills facilitated by the Parent Coordinator, Guidance Counselor and Social Workers
- Monthly PA meetings

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

- Brochures and handouts to parents
- Teachers attend meetings, workshops and read literature on how to understand families from diverse cultural backgrounds
- School reaches out to identify and bring in community resources that can assist staff and families such as Principal for a Day, local government officials

This policy was compiled by a committee of parents, teachers and administrators and distributed to the parent community on October 15, 2010. It will be reviewed every year, updated and revised as needed.

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

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

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Public School 28Q
The Thomas Emanuel Early Childhood Center

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the school year 2010-11.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

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

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

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

Parent-teacher conferences will be held in November 2010 and March 2011 during which this compact will be discussed as it relates to the individual child's achievement.

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

- Report cards will be distributed three times a year – November, March, June
- Progress reports will be distributed twice a year – midway between the November and March and the March and June report card periods
- Parents will receive student goals in reading, writing and math four times a year
- Student data including ECLAS-2 will be made available on the ARIS reporting system
- Teachers will meet on an on-going basis with parents of at-risk students
- Teachers will have on-going communication via notes home, telephone contact, individual parent meetings with students in their class

Parents will have reasonable access to staff as follows:

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

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

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

STUDENT RESPONSIBILITIES

- Students will take care of materials and supplies
- Students will be respectful and tolerant of others
- Students will complete all assignments including classwork, homework and reading logs as they are assigned
- Students will be responsible for making up all missed assignments including when absent from school

PARENT RESPONSIBILITIES

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

- Monitor child's attendance including insuring that child arrives to school on time
- Send in absent notes upon students' return to school
- Monitor homework daily
- Read for 15-30 minutes to Pre-K through 2nd grade students
- Communicate with child's teacher regarding academic needs
- Participate in workshops that the school offers
- Volunteer to go on trips, School Leadership and PA Functions
- To become involved in developing and revising the school-parent involvement policy through the PA and School Leadership Team
- To insure that all immunizations are up to date as well as all other health issues are addressed
- Attend PA meetings on a regular basis
- Respond to school notices on a timely basis
- Update blue emergency contact card information if and when changes occur during the school year
- Log into the ARIS system to review student data

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.

□

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:

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

□

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

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

o Help provide an enriched and accelerated curriculum.

□

Students are offered an extended Music program consisting of music instrument instruction, choral and dance performance, science investigation club. The Science Greenhouse and Butterfly exhibit provides all students the opportunity of receiving an enriched science curriculum which is integrated into all curriculum areas.

o Meet the educational needs of historically underserved populations.

ELL students who have just passed the NYSESLAT are invited to attend a before school program to insure their continued academic success. ELL students who are now in their fourth year of service are provided additional AIS support that is targeted to their specific need as seen through the NYSESLAT results. Academic Intervention support is provided as an additional support to the Special Education students.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

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

Not applicable

3. Instruction by highly qualified staff.

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

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

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

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

Not applicable

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

Class Newsletters are distributed to parents weekly by classroom teachers informing them of what is being taught and what are the teacher expectations for the students. Cluster teachers distribute Newsletters monthly to parents informing them of what is being taught and their student expectations. Parents are encouraged to attend back to school conferences, parent - teacher conferences, open school week as well as culminating unit celebrations in the classroom.

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

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

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

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

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

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

□

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

**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 specifically identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$270,236	True	Goal #2 and Goal #3
Tax Levy	Local	Yes			\$2,339,279	True	Goals #1 and #2

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Not applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

One

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

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

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q028_102610-165354.doc

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 CFN 204	District 24	School Number 028	School Name Thomas Emanuel ECC
Principal Laura Pessutti		Assistant Principal Elizabeth Brizo	
Coach Carol Cardi		Coach Judy D'Andrea	
Teacher/Subject Area Catherine Lyn-Shue		Guidance Counselor Elizabeth Rivas	
Teacher/Subject Area Madelaine Schmidt- gr. 1 ESL		Parent Lety Lopez	
Teacher/Subject Area Juana Colon - Bilingual SE		Parent Coordinator Maria Rodriguez	
Related Service Provider Conuselo Torres - IEP/SETTS		Other	
Network Leader Diane Foley		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	6	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	523	Total Number of ELLs	209	ELLs as Share of Total Student Population (%)	39.96%
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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.

1. P.S. 28 has a formalized system for identifying students who may be ELLs. Parents of incoming students, who are registering to attend school for the first time in the NYC Public School system, are given the Home Language Identification Survey to complete. This survey elicits information about the language spoken in the student's home. An appropriately certified ESL teacher is asked to assist the parents in completing this form and conduct the informal interviews. The ESL teacher speaks with the parent as they are completing the form to get an idea as to what the child's background is in the language stated. Three appropriately certified ESL teachers are used for this process, two of whom speak other languages besides English – Chinese and Spanish. The language of the parent determines which ESL teacher is used for this process. The appropriately certified ESL teacher is assisted by a translator if neither of these languages is sufficient. The original copy of the Home Language Survey is placed in the student's cumulative record folder and another copy is placed in the file cabinet in the General Office. The student's home language is also recorded on ATS. After the Home Language Survey is complete, the appropriately certified ESL teacher reviews it to determine if the child should be given the Lab-R. The appropriately certified ESL teacher administers the Lab-R to students who qualify. If a child is not English proficient, as determined by this test, they will qualify for ESL services. If a Spanish speaking child does not pass the Lab-R they will be administered the Spanish Lab by an appropriately certified Spanish speaking ESL teacher.

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

2. Parents of students who do not pass the Lab-R are invited to attend an ELL Parent Orientation to inform them of the language programs available to their children at P.S. 28Q. The first orientation is held in September. Three appropriately certified ESL teachers and the Parent Coordinator conduct this orientation with translations in Spanish and Chinese. The Parent Orientation Video is shown in their native language to ensure that all parents fully understand the language programs available to them. Parents are informed that if there are less than 15 parents requesting a particular program, efforts will be made to find that program in another school in the district. The Parent Survey and Program Selection Form is distributed and parents are asked to complete the form indicating which program they would be interested in for their child.

3. The Parent Survey and Program Selection Form is distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ESL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting at the beginning of October. The same procedure is followed during this meeting. The remaining parents who do not attend in October are called individually and asked to

come in to school where the ESL teachers will meet with these parents individually to discuss their options and assist the parent in filling out the form. ESL Entitlement letters are distributed to ELL students' parents during the third week of September informing the parents that their child is continuing to receive English language development support. At this time parents are also informed if their child has reached proficiency level on the NYSESLAT.

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

5. At the current time, P.S. 28 has two ESL programs: Transitional Bilingual Education and Freestanding ESL. The trend has been for the majority of parents to request Freestanding ESL. For the 2009-10 school year, 1 parent requested Bilingual Education and 70 Freestanding ESL. For the 2010-2011 school year, 3 parents requested Spanish Bilingual Education, 3 parents requested Chinese Bilingual Education and 61 parents requested Freestanding ESL.

6. The program models offered at P.S. 28Q are aligned with the majority of the parent requests. At the current time the majority of the parents requested Freestanding ESL while 3 parents requested Chinese Bilingual Education and 3 parents requested Spanish Bilingual Education. At the moment P.S. 28 offers Freestanding ESL and Spanish Bilingual for our self-contained special education classes. As more parents request Chinese and Spanish Bilingual Education classes we will take the steps to determine if it is feasible to include these program models at P.S. 28 such as hiring appropriate personnel as well as looking into available space in the building.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	2											2
Dual Language (50%:50%)	0	0	0											0
Freestanding ESL														
Self-Contained	0	2	1											3

Push-In	5	5	5											15
Total	5	7	8	0	0	0	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	209	Newcomers (ELLs receiving service 0-3 years)		203	Special Education	36
SIFE	0	ELLs receiving service 4-6 years		6	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	24		24	0						24
Dual Language	0		0	0						0
ESL	179		12	6						185
Total	203	0	36	6	0	0	0	0	0	209

Number of ELLs in a TBE program who are in alternate placement: 0

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			24											24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	24	0	24									

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	

	EL L	EP																			
Spanish																				0	0
Chinese																				0	0
Russian																				0	0
Korean																				0	0
Haitian																				0	0
French																				0	0
Other																				0	0
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	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
Spanish	51	62	56											169
Chinese	6	6	2											14
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1	1	0											2
Polish														0
Albanian														0

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
Other														0
TOTAL	58	69	58	0	185									

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.

1. The ESL program consists of two first grade Transitional Bilingual Special Education classes, and three Self-Contained Freestanding ESL classes - two first grade classes and one second grade class. 3 appropriately certified ESL teachers push-in to service classes in grades K-2 for 5 periods a day. All classes are grouped heterogeneously with mixed proficiency level in each class. P.S. 28Q is an Early Childhood Center consisting of grades Pre-K to 2. Out of a total of 202 ELL students, 196 of our ELL students are considered Newcomers, receiving services for 0-3 years. 24 of these students are special education students in a Transitional Bilingual Education program who have been in the program 0-3 years. The school requested extension of services for 6 students who, after being in the program for three years and will continue as second graders, did not reach proficiency level on the NYSESLAT. These students will continue to receive support services to improve their English proficiency.

2.-4. Spanish Transitional Bilingual Education

P.S. 28 has two second grade Spanish Transitional Bilingual Education classes. The comprehensive instructional program includes daily instruction in all curriculum areas in the students' native language and English. The Spanish Transitional Bilingual Education (TBE) program is taught by one certified bilingual teacher and one certified special education teacher with bilingual extension. In the beginning stages of English language acquisition, 60% of academic instructional time is in the native language and 40% in English. As students develop fluency in English, instructional time in English increases for intermediate level students to 50% native language instruction and 50% English language instruction. As per the CR Part 154, students also receive one unit of NLA and two units (360 minutes) of ESL for beginner and intermediate ELLs.

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

assist students in developing English language proficiency. Differentiated instruction for these newcomers who are special needs students consists of both small grouping and individual support by the language paraprofessional. Differentiated grouping is also done by modality to support these students' individual ESL needs.

Native language support is given through the use of native language texts, word walls, picture support and picture dictionaries, and labeling the room. Everyday Math is used with the Spanish language Home Links and Reference books used by the students. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency. Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. ELL students in the TBE program are assessed using ECLAS-2, Fountas & Pinnel Reading Assessment, Everyday Math Unit Assessments, school generated ESL Interim Assessments, Oral Language assessment, NYSESLAT, teacher generated assessments. These assessments are used to determine students' academic progress along with their level of English language acquisition. The results help to determine at what level the students are performing academically and what modalities need to be focused on.

Self-Contained ESL Classrooms

P.S. 28 has three heterogeneously grouped with mixed proficiency levels Self-Contained ESL classroom, two first grade classes and one second grade class. Each class is taught by an appropriately certified ESL teacher. The self-contained ESL program includes daily instruction in all curriculum areas in English. Literacy is taught using a balanced literacy approach which includes a Writers and Readers workshop and a skills block. The reading and writing program is built around a workshop format with predictable rituals, routines and artifacts. During the Writers Workshop students write daily, edit and revise their work in all genres. During the Readers Workshop students participate in read alouds, shared reading, guided reading, independent reading and conferencing. Skills and strategies are taught via mini-lessons using ESL strategies to support the lesson and small group instruction reinforcing the skills taught. Differentiated instruction for the newcomers includes the teacher utilizing big books, leveled texts, genre studies and effective ESL strategies and methodologies to assist students in developing English language proficiency.

Instruction is conducted in English with 25% native language support through the use of native language texts, word walls, picture support and picture dictionaries, labeling the room, and pairing students with the same native language. Everyday Math is used with the Spanish language Home Links and Reference books used by the students. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency.

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. Teachers assess students on an ongoing basis using conference notes, Fountas and Pinnel Reading Assessments, student work, teacher-made tests, Diagnostic Writing Assessments, teacher observation, and ECLAS-2, in order to drive instruction that supports individual student needs.

ESL Push-In Model

Identified ELL students receive instruction from 3 appropriately certified ESL teachers. The ESL program follows a "push-in" model whereby the ESL teacher pushes in to classrooms during Reading and Writing workshop. The ESL teacher works with small, differentiated groups that are heterogeneous with mixed proficiency leveled students in each group. As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive a minimum of 180 minutes of ESL instruction weekly.

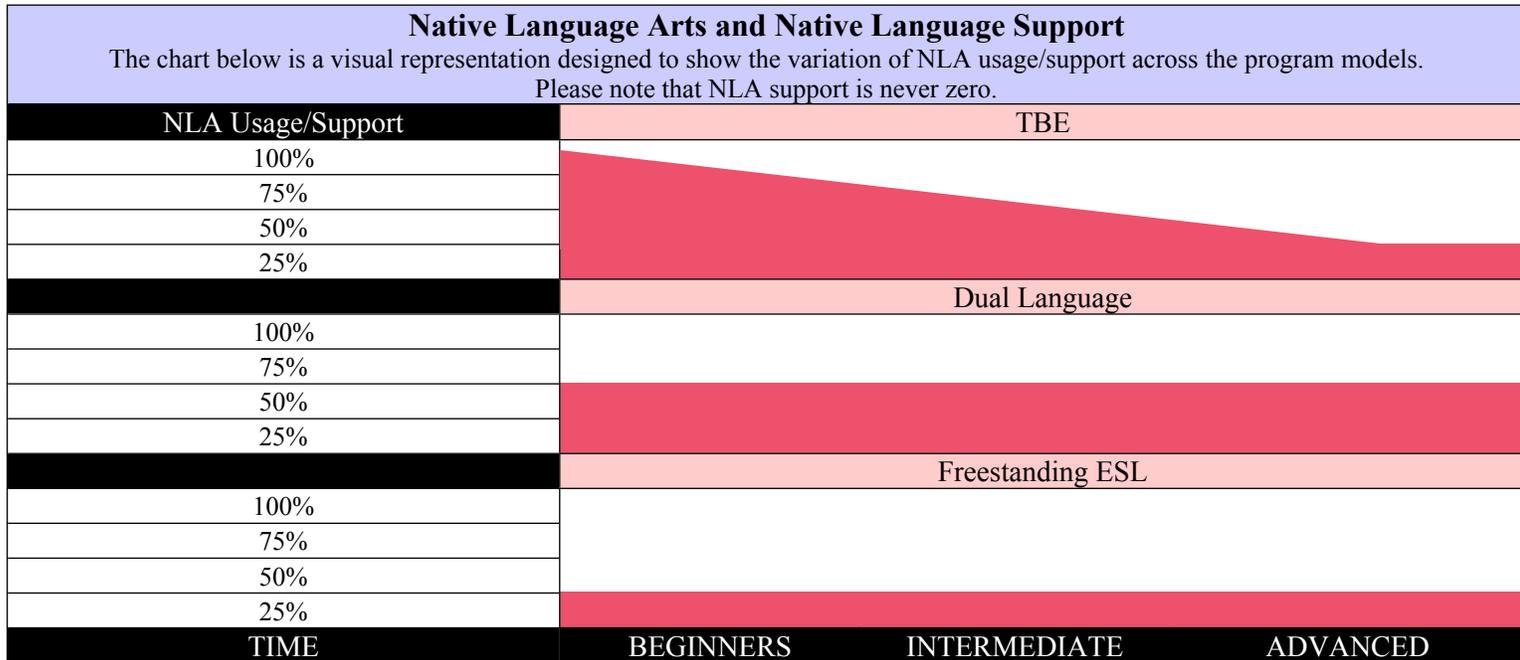
The ESL teacher uses the data generated from the NYSESLAT to inform their instruction. Students are looked at closely through the four modalities to insure that they will reach maximum proficiency in the English language. Scaffolding and differentiating instruction are an integral part of our balanced literacy program as well as in our content area instruction. Differentiation is based upon the analysis of the scale scores as provided by NYSESLAT and LAB-R assessments. Visuals, hands on experiences, charts, songs, chants, graphic organizers, meaningful accountable talk, read-aloud, and guided reading and writing activities are part of the instruction. Instruction is delivered in English with ESL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips of poems and stories, labeling the room, picture support and pairing students with the same native language. The ESL and classroom teachers meet weekly during common preps and grade meetings to discuss student data and lesson planning with the purpose of aligning instruction to address student needs.

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
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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?

5. ELL students in grades K-2, including students with Special Needs and students who have reached proficiency on the NYSESLAT, receive academic support within the school day. Instruction focuses on literacy and math in both push-in and small pull-out group models. This support and resources correspond with the students grade and age. The programs used are Everyday Math, Foundations, Comprehension Reading Strategies and Great Leaps. ELL students who are receiving service 4 to 6 years are receiving targeted academic intervention through a 90 minute pull-out program. Based on the data from the NYSESLAT, these students did not reach proficiency in the area of Writing and will receive academic intervention in this subject area.

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

7. The ESL teachers are members of Inquiry Teams who are looking closely at the new Common Core State standards and investigating how they will support the ELL student to meet these new standards. The team will use student data to identify a change in instructional practice that will accelerate learning for the ELL student. A grant from Donors Choose.org allowed our second grade self-contained ESL class to implement an at-home lending library program with books in Spanish. This program allows families to experience the joy of reading together, while fostering students' literacy in their native language. This year we are planning on continuing this program and expanding it to our other self-contained ESL classes and TBE classrooms.

8. No programs/services for ELLs will be discontinued this year.

9. ELL students in Grades 1-2, including ELLs with Special Needs and students who have recently received proficiency on the NYSESLAT, are offered a Before School program (Title III) three times a week for 75 minutes each day. This program services students who score at the beginner, intermediate and advanced levels on the May 2010 NYSESLAT and students who have just reached the proficient level. Instruction focuses on literary and academic language and uses the program Spotlight on English. This program is a literacy program designed for ELL students to build language and vocabulary proficiency.

10. A variety of instructional materials and visuals are used in the classroom to support ELL instruction in literacy and in the content areas. Teachers follow a balanced literacy/workshop model in both Native and English Language Arts utilizing effective ESL methodologies and strategies. Our balanced literacy classrooms are equipped with leveled libraries, which include books across many genres and content areas as well as books and dictionaries in native languages. Students also use literacy manipulatives such as dry wipe boards, magnetic letters, books on tape and sentence strips of poems and stories. Classrooms contain a print rich environment with word walls, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Students are provided with materials that are familiar to them to give them an experiential base to build upon. Vocabulary has become a school wide initiative whereby students hear and are encouraged to use the "word of the day". Teachers provide intensive and explicit vocabulary instruction to increase language acquisition by the ELL student. The Text Talk program is used by first and second grade teachers to teach and reinforce vocabulary. Everyday Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experiences. The FOSS kit is used in Science which provides students an investigative approach to learning this content area. An

extensive Arts program which includes music, visual arts, dance and theater serves as a learning tool to support all our ELL students.

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

11. Native language support is delivered in the Transitional Bilingual Education Program through instruction conducted by certified bilingual teachers. Additional support is given through native language books, mathematics text book, word walls, picture dictionaries, books on tape, charts containing picture representations and manipulatives. Native language support is delivered in the Self-Contained and Push-In ESL program through native language texts, word walls, picture dictionaries, books on tape, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Teachers and paraprofessionals as well as other school staff and parent coordinator are available to translate to students and families when needed.

12. All required service support and resources correspond to ELLs' age and grade levels.

13. ELL students who are newly enrolled are welcome to come to an orientation workshop before the beginning of the new school year. This workshop is conducted by the Literacy Coach, ESL teachers and Parent Coordinator who is available for translation. At this workshop, families are given a packet of activities such as practicing writing their name and beginning counting activities that the student can work on during the summer. These students are also given a Welcome to School picture book. These picture books are made available in both Spanish and English.

14. Not applicable

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)?

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.

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

Professional Development activities for ELL teachers include:

- September – Analyze NYSESLAT data and planning for specific student needs based instruction - facilitated by Assistant Principal
- Monthly ELL Liaison meetings conducted by the CFN and turnkeyed to ELL teachers
- October – Language Allocation Policy – facilitated by LAP Committee
 - Teaching Strategies for the ELL Student - facilitated by CFN
- November – Understanding Oral Language Assessment – facilitated by Assistant Principal and Literacy Coach
- December – Using Shared Reading and Read Aloud to Support the ELL Student – facilitated by Literacy Consultant staff

developer

- February – Using interim NYSESLAT student results to target instructional needs – facilitated by Assistant Principal and Data Specialist
- March – June – Supporting the ELL student in meeting the new Common Core State standards – facilitated by Assistant Principal, Literacy Coach, Math Coach

2. Not applicable

3. Professional Development activities for all staff to meet the minimum of 7.5 hours of ELL training include:

- October - Looking closely at NYSESLAT data to plan for specific student needs based instruction – facilitated by ELL teachers
- November – Language Allocation Policy – facilitated by LAP Committee
 - Teaching Strategies for the ELL Student - facilitated by ELL teachers
- December – Using Shared Reading and Read Aloud to Support the ELL student – facilitated by Literacy Consultant staff

developer

- February – Guided Reading – looking closely at ELL students and how they comprehend text – facilitated by Literacy Coach
- April – Building academic language for ELLs – facilitated by ELL teachers

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

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

2. P.S. 28 has partnered with, among others, Health Plus, Primerica, Learning Alliance and Consortium for Worker Education. ELL parents receive information and support on student health issues such as asthma, diabetes, and good nutrition. ELL parents have also received financial assistance and guidance through Primerica. Parents have attended literacy workshops on how to create books from their own art work. ESL classes have also been provided to ELL parents.

3. The needs of the parents are evaluated through parent surveys conducted by the Parent Coordinator as well as the results from the Learning Environment Surveys. Requests are also made through PA meetings, one-on-one conferences with teachers, administrators and parent coordinator. The at-home family programs came about as a result of parents requesting ways to help and support their children's

education at home.

4. Parental involvement activities are directly related to the needs of the parents. Parents reach out to the school community when they feel there is a need for a workshop to support them as they support their students. The school responds to these needs by providing the necessary services and workshops to support these parents.

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)	40	33	17											90
Intermediate(I)	18	30	26											74
Advanced (A)		6	39											45
Total	58	69	82	0	0	0	0	0	0	0	0	0	0	209

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	2	1										
	I	25	17	0										
	A	28	54	16										
	P	11	14	24										
READING/ WRITING	B	28	21	2										
	I	30	17	12										
	A	3	21	25										
	P	7	28	2										

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

NYS Math

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

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

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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.

1. – 3. Teachers assess students on an ongoing basis using conference notes, Fountas and Pinnel Reading Assessments, student work, teacher-made tests, Diagnostic Writing Assessments, teacher observation, and ECLAS-2. ELL students are also assessed using the Lab-R and NYSESLAT. The goal of our ELL program is to develop skills in the four modalities in order to enable students to have success in meeting and exceeding state and city standards. An analysis of the Lab-R and NYSESLAT scores revealed that 68% of our kindergarten are beginner ELL students while 44% of first grade students and only 15% of second grade students are beginners. The majority, 44%, of first grade students are at the intermediate proficiency level while the majority, 45% of second grade students, are at the advanced proficiency level.

intermediate level. The NYSESLAT results for the students entering first grade this year showed 30 students are at the beginner level, 30 students are at the intermediate level and 6 students are at the advanced level. For students entering second grade this year, 13 students are at the beginner level, 26 students are at the intermediate level and 39 students are at the advanced level. Further analysis of the results by modality indicate that in the areas of reading and writing, this year's first grade students performed exactly the same in each of these areas. For this year's second grade students, students performed the best in the area of reading. The trend up to this point has been an increase in the number of first grade students reaching proficiency level by the end of first grade. There was an increase of 15% from 2007-2008 and an even more significant increase of 35% from 2008-2009. However, for 2009-2010 only 10% of the students reached proficiency level. The trend has also been an increase in the number of kindergarten students achieving the beginner level on the year end NYSESLAT. In 2007 21% of the students were at a beginner level at the end of the year, in 2008 31% and in 2009 61%. In 2009-2010 there has been a positive result of only 44% of the students being at the beginner level.

Fountas & Pinnel Reading Assessment indicated that 89% of kindergarten students were reading at or above grade level. This is compared to 49% in first grade and 76% in second grade who were reading at or above grade level. This result shows the need to provide focused, differentiated instruction, modeling and time for students to practice their reading skills in the classroom. All Grade Inquiry Teams are focusing on the area of reading which will help to identify changes in instruction that will help all students including the ELL student. Looking closely at ELL student data by modalities helps to form school goals, student goals and practice to be looked at closely through the Inquiry Team process.

An analysis of ECLAS-2 revealed that 51% of first grade students are on or above grade level in the area of Decoding while 52% of the second grade students reached this level. For Spelling, 56% of the first grade students and 53% of the second grade students have reached this level. 64% of the first grade students and 62% of second grade students are on or above grade level in Vocabulary. Students in both first and second grade showed the greatest achievement in Sight Words, having 77% for first grade and 79% of the second grade students reaching on or above grade level. The first grade Inquiry Team will investigate how to teach spelling effectively to students. Foundations was introduced to and found to be very effective in the TBE Special Education classes. This year Foundations will be used in the kindergarten classes to support the students' decoding skills.

4. – 5. Not applicable

6. Student NYSESLAT scores are evaluated through two lenses. The scores are analyzed and evaluated on an individual student basis to see how each child is performing in each modality. They are also used to evaluate how successful each ESL program is in meeting the needs of the individual student. If a program is found to not meet the needs of the students, it is revamped to either add or eliminate components that are not successful. In the past our students who were in all programs were not performing well on the speaking section of the NYSESLAT. This became a focus in changing a component of all three of our ESL models. We added a specific oral language component that would meet the needs of these students. As a result, our scores in the speaking section of NYSESLAT improved considerably. This change is continuing to be implemented this year. Further analysis has revealed that the writing modality in the NYSESLAT is what is holding students back from reaching proficiency level. There will be a greater focus on writing in all three of our ESL models for our second grade students this year. The ESL programs are evaluated yearly and revisions are made as needed to insure that all students are making progress. P.S. 28 is dedicated to delivering an academically rigorous program to early childhood students while addressing the specific needs of the English Language Learner. We are committed to providing our ELL students a child-centered curriculum that will foster language development and help them attain language proficiency that will meet and exceed city and state standards.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 28 - The Thomas Emanuel Early Childhood Cente					
District:	24	DBN:	24Q028	School	342400010028	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	71	63	67				NR
Kindergarten	161	122	147				
Grade 1	140	168	140				
Grade 2	127	144	161				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		95.2	96.0	95.1
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		82.1	92.3	92.3
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	2	3
Ungraded	0	13	13				
Total	499	510	528	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	3	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	35	35	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	42	36	40	Superintendent Suspensions	0	0	0
Number all others	6	13	15				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	24	23	TBD	Number of Teachers	38	37	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	6
# receiving ESL services only	163	167	TBD				
# ELLs with IEPs	7	45	TBD	Number of Educational Paraprofessionals	4	4	11

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	97.3	100.0
				% more than 2 years teaching in this school	78.9	78.4	85.4
				% more than 5 years teaching anywhere	57.9	67.6	65.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	90.2
American Indian or Alaska Native	0.0	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	0.6	0.0	0.0				
Hispanic or Latino	90.4	90.8	92.8				
Asian or Native Hawaiian/Other Pacific	6.6	6.5	5.9				
White	1.6	1.8	0.9				
Male	48.5	47.3	50.2				
Female	51.5	52.7	49.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	-					
Limited English Proficient	v	-					
Economically Disadvantaged	v	-					
Student groups making	5	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	62.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	15	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	9						

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