



**P.S. 228 EARLY CHILDHOOD MAGNET SCHOOL OF THE
ARTS**

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

**SCHOOL: P.S. 228 EARLY CHILDHOOD MAGNET SCHOOL OF THE
ARTS
ADDRESS: 93-01 NORTHERN BLVD
TELEPHONE: 718-899-5799
FAX: 718-899-7323**

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010228 **SCHOOL NAME:** P.S. 228 Early Childhood Magnet

SCHOOL ADDRESS: 93-01 NORTHERN BLVD, QUEENS, NY, 11372

SCHOOL TELEPHONE: 718-899-5799 **FAX:** _____

SCHOOL CONTACT PERSON: OLGA GUZMAN **EMAIL ADDRESS** _____

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Olga Iris Guzman

PRINCIPAL: OLGA GUZMAN

UFT CHAPTER LEADER: Nancy Rosenthal

PARENTS' ASSOCIATION PRESIDENT: Alejandro Victor

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: ALTAGRAC SANTANA

SUPERINTENDENT: PHIL COMPOSTO

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/ronlyres/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
Olga Guzman	Principal	
Eileen Hughes	UFT Member	
Ines Ruiz	UFT Member	
Maria Ramos	Parent	
Patricia De la Paz	Parent	
Nancy Rosenthal	UFT Chapter Leader	
Alejandro Victor	PA/PTA President or Designated Co-President	
Evelyn Gomez	UFT Member	
Angie Rincon	Parent	
Reyna Verduga	Title I Parent Representative	
Elba Zarza	UFT Member	

* 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.

□

The PS 228 Early Childhood School provides high quality, developmentally appropriate Early Childhood Education for students in grades Pre K -2. Known as the "Little School With a Heart", this school focuses on student achievement, cultural literacy and arts education, values education, and high expectations for all children in a warm, nurturing, small school setting.

Rated by Cambridge Quality Reviewers as "well-developed" and "outstanding", PS 228 is known for high student achievement, specialized Early Childhood learning environments, and a high quality, challenging curriculum implemented by a qualified, collaborative staff of Early Childhood educators.

This school's Standards-based curriculum consists of Balanced Literacy integrating the Teachers College Columbia University model, Reading Reform multisensory phonics and word study instruction, Everyday Math, Inquiry based Science and Scott Foresman thematic Social Studies.

Students benefit from Reading and Writing workshops, small group differentiated instruction, and class environments equipped with libraries, word walls, learning centers, computers and smartboards. Arts instruction includes Artist and Musician of the Month programs and opportunities for drawing, painting, singing, dance, movement and dramatic play. Special offerings include School Enrichment Model Gifted instruction, Dual Language classes, Language Enrichment classes, ESL Through the Arts, Integrated Co-Teaching Service classes with related services, and AIS instruction for students requiring additional academic support.

Partnerships in Early Childhood education include Columbia University's Teachers College Reading and Writing Project, The Department of Education Children First Network 11, The Reading Reform Foundation, Music of the Americas, the UFT Teacher Center, the Virtual Y, The 92nd Street Y Music group the YMCA, Queens College, St. John's University, Hunter College and the Learning Leaders organizations.

School data supports unique, outstanding features of the school including strong achievement patterns for all student groups, high parental involvement and participation of parent volunteers, a well-organized program with high accountability, and a small school setting that maximizes individual recognition, student participation and personal attention.

This school's special achievements and commendations include model Early Childhood school status for District 30, Region 4, The Empowerment Network, The Teachers College Reading and Writing Project and the Reading Reform Foundation. The school is also a model site for Dual Language and

Integrated Co-Teaching Service classes. Each year, parents form waiting lists to have their children be part of this school's high-achieving, enthusiastic and well-mannered student body.

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. 228 Early Childhood Magnet School of the Arts		
District:	30	DBN #:	30Q228
		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*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	71	71	72		TBD	TBD	TBD		
Kindergarten	116	113	109						
Grade 1	100	104	106	Student Stability: - % of Enrollment					
Grade 2	89	94	101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.4	93.79	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		76.4	79	89.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	29	TBD		
Grade 12	0	0	0						
Ungraded	0	0	6	Recent Immigrants: - Total Number					
Total	376	382	394	(As of October 31)	2007-08	2008-09	2009-10		
					4	9	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					

(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0		TBD
# in Collaborative Team Teaching (CTT) Classes	45	43	49	Superintendent Suspensions	0	0		TBD
Number all others	4	11	6					
<i>These students are included in the enrollment information above.</i>								
				Special High School Programs: - Total Number:				
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0	
# in Trans. Bilingual Classes	35	52	68	Early College HS Participants	0	0	0	
# in Dual Lang. Programs	0	22	20					
# receiving ESL services only	59	66	52	Number of Staff: - Includes all full-time staff:				
# ELLs with IEPs	0	0	35	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	30	TBD	
				Number of Administrators and Other Professionals	10	9	TBD	
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	6	3	TBD	
(As of October 31)	2007-08	2008-09	2009-10					
	0	0	TBD					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.7	100	TBD	
American Indian or Alaska Native	0.5	0.3	0.3	Percent more than two years teaching in this school	80	86.7	TBD	
Black or African American	2.4	2.6	2	Percent more than five years teaching anywhere	66.7	70	TBD	
Hispanic or Latino	81.1	82.7	84.5					
Asian or Native Hawaiian/Other Pacific Isl.	11.2	12.3	9.4	Percent Masters Degree or higher	97	97	TBD	
White	4.8	2.1	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED)	100	100	TBD	

				definition)		
Multi-racial						
Male	47.6	50	49.5			
Female	52.4	50	50.5			

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input 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						
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	-					

Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
Student groups making AYP in each subject	3	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	
Additional Credit			Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficiency
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

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

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

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

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?

The Professional Development Team's annual comprehensive review of the PS 228 educational program found multiple indicators of our school's strengths, accomplishments and challenges. School data supports PS 228 as a network of educators working collaboratively toward a shared vision of excellence in Early Childhood education. The Quality Reviewers observed high expectations and achievement, dynamic leadership by administrators, and groups of educators working collaboratively to refine curriculum and instruction that meets the needs of the students.

Overall, the indicators of success for PS 228 include two consecutive years of top Quality Review scores, consistently high student achievement trends with 85% or more of students achieving on or above grade level scores, and model school status for Literacy, Dual Language, and Integrated Co-Teaching.

The following internal structures and school strengths noted during the Quality Review and the self survey are integral factors in our school's high achievement: A clean, well-organized school building, polite enthusiastic students, assessment based learning, and groups of teachers working on continuous school improvement within collaborative structures. The School Leadership Team, The Inquiry Team, the Grade Leader Network, the Dual Language Academy Leaders and the Technology Team are collaborative structures that drive school-based educational planning.

High Quality Educational programs were also noted: Balanced literacy incorporating The Teachers College model that includes reading and writing workshops, the Reading Reform Foundation Word Study Program, Everyday Mathematics, ESL Through the Arts, The Dual Language Academy, and an Integrated Co-Teaching program that meets the needs of all students including students with IEP's.

High Student achievement trends documented by Pass Reviews, Quality Reviews, Principal Performance Reviews and Student assessments, are a major accomplishment of this school community. Assessment and accountability reports for 2007-2008 and 2008-2009 show that all PS 228 student groups including Latino students and Economically disadvantaged students have met their Annual Yearly Progress in English Language Arts and Math. ECLAS data for Spring 2008 shows

that approximately 85% of first and second graders achieved on or above grade level scores in Reading, and that approximately 15% of students achieved below-benchmark scores.

Disaggregated data shows that more than half of the students performing below grade level are English Language Learners, and approximately 10% are students with IEP's. The School Inquiry Team's data analysis showed that 95% of students with below benchmark scores improved by one or more reading levels, despite an inability to achieve grade level benchmarks. According to current research in Language Learning (Krashen, 1981) language acquisition is a seven-year process. Based on our analysis of school data, English Language Learners were identified as the target population for the 2008-2009 School Inquiry Project, and teachers are currently increasing the use of ESL strategies to encourage academic achievement of English Language Learners.

PS 228's advancement in the use of data has moved the school forward during the past three years. The 2008 Quality Review names the school's "effective use of data" as a strength that drives instruction and facilitates achievement. The Inquiry Team works collaboratively with other staff members to use data for assessment, grouping, instructional planning and teaching across the year. During 2008 - 2009, the Inquiry Team engaged in the collaborative process of implementing Academic Intervention Services in Word Study consisting of word webs and differentiated vocabulary word sorts.

The refinement of the PS 228 Dual Language Academy also serves our school's language learners. The development of the DL Academy is a significant accomplishment of this school community that impacts student achievement. The Dual Language Program follows a 50-50 self-contained model with instruction in English and Spanish that alternates daily. Students receive equal instruction in English Language Arts and Spanish. Students enrolled in Dual Language classes benefit from extensive English and Spanish libraries, dual language instructional materials and opportunities to create dual language technology projects. The Dual Language Academy meets the needs of our 83.11% Hispanic student population and supports our school community's belief in the value of Native Language support in helping students acquire a second language. Spring 2007 and Spring 2008 ECLAS data shows that 92% of Dual Language students achieved on or above level scores. School data including portfolios and teacher assessments show that 90% of Dual Language students exhibit consistently high achievement across subjects in both languages.

The School's development of Reading and Writing workshops within a Balanced Literacy framework is an accomplishment that supports high student achievement in English Language Arts. K-2 students benefit from whole-group mini lessons, small group instruction, individual conferences and independent work time in Reading and Writing. The Teachers College Reading and Writing Project's Reading and Writing Units of Study and on site professional development provide structures and support that facilitate Literacy teaching and Learning.

The PS 228 Arts focus extends project-based learning and realizes our school mission to educate the "whole child." The PS 228 Arts program enables children in grades Pre-K, Kindergarten, First and Second grade to participate in visual arts activities, music classes, drama, theater and dance. Integrated Arts programs support curricular learning. Currently, PS 228 students are engaged in illustrating their own books, making "Artist of the Month" projects, singing and dancing during music class, performing on the school stage during class shows, and preparing for the Multicultural Dance Festival.

PS 228 students enrolled in Integrated Co-Teaching classes benefit from whole class, small group and individualized learning experiences conducted by a teaching Team of Early Childhood educators and educational assistants. Each member of the teaching team is licensed in Early Childhood Education and one member holds a license in Special Education. These classes meet the needs of all students including students with IEP's. Service providers including the IEP Coordinator, the speech therapist, the physical therapist and the occupational therapist provide related services for students

with IEPs according to IEP mandates. Integrated Co-Teaching classes are offered in grades K, 1 and 2. PS 228 Integrated Co-Teaching classes, formerly called Collaborative Team Teaching classes, served as models for District 30, Region 4 and the Empowerment Network for more than 5 years.

PS 228's Academic Intervention Services Program supports students performing below grade level including English Language Learners and students with IEPs.

The AIS program consists of class-based small group instruction conducted by teachers and educational assistants, small group AIS classes taught by grade facilitators, 37 and a half minutes of daily "extended day" academic support, after school ESL and after school Virtual Y. This extensive menu of support programs provide small group instruction, re-teaching, and additional time to practice literacy and math for each student whose class work, assessments and portfolios indicate below grade level performance. During the 2008-2009 school year, the AIS Extended Day Program was revised to increase student participation and maximize instructional time. The program time was shifted from 37 1/2 minutes of extended afternoon instruction from Monday through Thursday, to 37 1/2 minutes of extended morning instruction from Monday through Thursday. 2008 - 2009 attendance records show high parental participation rates in the morning AIS program and student attendance rates above 90%.

Based on 2008 - 2009 school data, the PD team identified four school needs and areas of refinement for 2009 - 2010. Our shared goal is to provide effective instruction that moves our students forward and enables all of our children to achieve. Ongoing assessment and differentiated instruction are key pieces of the instructional process. Our 2008 - 2009 school achievement data consisting of ECLAS, DIBELS, and Running Records combined with data gathered at Inquiry and grade level meetings, shows a need for a more comprehensive literacy assessment correlated to Fountas and Pinnell levels and Reading and Writing instruction.

Inquiry Team and Grade meeting data also shows a need for a flexible data system that disaggregates data accurately. The 2008 - 2009 data analysis informed our community's collaborative decision to shift from the combination of ECLAS/ DIBELS/ TCRWP running records to the complete TCRWP literacy assessment.

2008 - 2009 Internal Quality Review findings indicate a need to increase the use of differentiated lessons, structures and materials in Reading and Writing workshops. The Internal Quality Review recommended increasing the frequency of small group learning to meet the diverse needs of PS 228 students including ELLs, students with IEPs and the 13% of students who performed below grade level on literacy assessments. During Spring 2009 the Teachers College Reading Writing Project staff developer implemented demo lessons, study groups and after school workshops on small group Reading instruction and guided reading. For 2009 - 2010, our collaborative community will continue to address the school need for study, practice and implementation of differentiated instruction.

Findings from the PS 228 Quality Review conducted by the Cambridge review organization in 2008 showed that, despite an overall rating of "outstanding" and some use of learning centers across content areas, there is a need for increased use of learning centers to raise levels of engagement in Reading and Writing instruction.

School data gathered at grade meetings and PD conferences shows that centers are visible and utilized in K - 2 classes. For 2009 - 2010 one of our goals is to begin to integrate learning centers in Reading and Writing workshop structures to increase student engagement, to extend experiential learning, and to meet the needs of students in K - 2 classes.

PS 228 school data for 2009 indicates a strong need to develop technology resources and programs in K - 2 classes. 2009 pass review and Internal QR findings showed that although some computers are available in K - 2 classes, technology is not fully integrated in the curriculum through project based learning and daily use. Based on these findings, the PS 228 team identified the need for increased technology in the school day, additional PD in technology and a system in place to show evidence of tech work in the classroom.

In response to these findings, the PS 228 technology goal for 2009 - 2010 is to increase technology work, access to laptops during the day, and differentiated PD for technology standards and grade expectations. Our technology needs are addressed in goal four of this CEP.

Finally, The School Leadership Team identifies budget constraints as an ongoing challenge. The PS 228 administrators continuously seek funding to maintain and extend high quality educational programs such as Music of the Americas, the Dual Language Academy, the PS 228 Resident Artist Program, Teachers College professional development in Literacy, and the Reading Reform program.

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
Literacy: By June 2011, at least 80% of teachers will utilize the Smartboard to implement Literacy instruction (word study, shared reading and center learning experiences) that enables 80% of students to advance by 2 or more levels on the June 2011 TCRWP Literacy Assessment	Literacy: By June 2011, at least 80% of teachers will utilize the Smartboard to implement Literacy instruction (word study, shared reading and center learning experiences) that enables 80% of students to advance by 2 or more levels on the June 2011 TCRWP Literacy Assessment
Math: By June 2011, at least 90% of teachers will increase the use of manipulatives and Math games in K - 2 classes to improve student performance in Math as measured by at least 80% of students achieving grade level benchmarks on the June 2011 Everyday Math Assessment.	Math: By June 2011, at least 90% of teachers will increase the use of manipulatives and Math games in K - 2 classes to improve student performance in Math as measured by at least 80% of students achieving grade level benchmarks on the June 2011 Everyday Math Assessment.
Technology: By June 2011, at least 90% of grade 1 and 2 teachers will implement technology instruction that includes the use of Raz - Kids, Study Island and other tech programs that enable 100% of students to advance by 2 or more levels on the June 2011 TCRWP assessment.	Technology: By June 2011, at least 90% of grade 1 and 2 teachers will implement technology instruction that includes the use of Raz - Kids, Study Island and other tech programs that enable 100% of students to advance by 2 or more levels on the June 2011 TCRWP assessment.
Centers: By June 2011, at least 90% of teachers will implement Literacy Centers at least 2x per week that improve students' Reading levels as measured by advancement of 2 or more levels on the June 2011 TCRWP Literacy assessment.	Centers: By June 2011, at least 90% of teachers will implement Literacy Centers at least 2x per week that improve students' Reading levels as measured by advancement of 2 or more levels on the June 2011 TCRWP Literacy assessment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : Literacy

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, at least 80% of teachers will utilize the Smartboard to implement Literacy instruction (word study, shared reading and center learning experiences) that enables 80% of students to advance by 2 or more levels on the June 2011 TCRWP Literacy Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Between September-December 2010, the PS 228 Professional Development Team including Technology Liaisons, Administrators, Coach, and Facilitators gather, distribute and check technology resources for teachers of all K-2 classes: Smart board equipment, laptops, website lists containing Smart board resources, and Technology workshop information. • During October 2010, 5-10 grade K-2 teachers attend Teq Smart board user Professional Development conferences to increase Smart board skills for classroom presentations. • Between September 2010 and May 2011, K-2 teachers participate in school based professional development consisting of work sessions, demonstration lessons, and team teaching facilitated by the PS 228 Technology Liaisons. PD is focused on Literacy shared texts, games and activities. • Between September 2010 and June 2011, K-2 teachers utilize the Smart board to conduct 1 or more periods of Shared Reading, Writing, Word Study and Learning Center instruction for K-2 students in the target population. • Students will participate in smart board and computer - based learning experiences at least 3x a week to enhance Literacy instruction. Collaborative grade groups of teachers will develop literacy based curriculum utilizing smart board and computer - based

	<p>programs.</p> <ul style="list-style-type: none"> • Between October 2010 and June 2011, PS 228 PD Team attends 8 or more professional development half- day sessions focused on the Common Core State Standards in Literacy. CCSS PD, provided by Network Leaders and United Federation of Teachers Teacher Center specialists, supports and guides Smart board Literacy work. • Between September and June, K-2 teachers and PD team members implement schedules, checklists, portfolios, and TC assessments (4X per year) to monitor teacher tech skills and student reading progress. • Progress monitoring of TCRWP assessment strands (comprehension, vocabulary, word solving and fluency) to determine which strand(s) must be reinforced with additional programs, strategies and frequency.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><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>RESO Grant, PD/STEM Grant Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, TitleIV, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance rosters, evaluations, class schedules, and student projects/portfolios assess professional development experiences and parent workshops between September 2010 and June 2011. • TCRWP assessment administered 4 or more times between September 2010 and June 2011 to assess student reading progress. • Monthly running records, conference notes and Tech skills checklists used for progress monitoring.

Subject Area

(where relevant) :

Math

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, at least 90% of teachers will increase the use of manipulatives and Math games in K - 2 classes to improve student performance in Math as measured by at least 80% of students achieving grade level benchmarks on the June 2011 Everyday Math Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • During September-November 2010, the Grade Leaders and Grade Groups will gather, organize and practice using manipulatives and Math games. • Between October 2010 and May 2011, the PD Team Grade groups collaborate to plan pacing calendars and lessons that incorporate manipulatives and games to introduce and/or practice Math skills. • Between October 2010 and May 2011, teacher leaders attend Math workshops conducted by Aussie and Marilyn Burns and turnkey info at grade conferences/planning meetings. • During October 2010-June 2011 K-2 teachers utilize Math games and manipulatives to teach 45 minutes of daily Math activities and Everyday Math lessons. • Students will utilize manipulatives and Everyday Math games to enhance performance and comprehension of math concepts. • Between September and June, K-2 teachers implement schedules, checklists, Math folders and Everyday Math Assessments (unit assessments and comprehensive assessments 2x per year) to monitor Math skills and student Math achievement. • Monthly assessments will determine % of students who achieve below benchmark scores and require AIS math support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, Title IV, IDEA, NYSTL</p>

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher and student Math portfolios that may include logs, lessons, journals and projects with artifacts of manipulatives and Math games. • Everyday Math unit assessments administered each month. • PS 228 Math assessments administered during September 2010 and June 2011. • ECAM (The Early Childhood Assessment in Mathematics) administered mid year and June 2011.
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Subject Area

(where relevant) :

Technology

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, at least 90% of grade 1 and 2 teachers will implement technology instruction that includes the use of Raz - Kids, Study Island and other tech programs that enable 100% of students to advance by 2 or more levels on the June 2011 TCRWP assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • During September-October 2010 Grade Facilitators and Coach gather resources and create class rosters for Raz Kids, Samson’s Classroom and other Technology programs. • For October-December 2010 Facilitators offer professional development that includes class-based setup and modeling the use of technology programs in the classroom. • During October-June 2011, teachers incorporate technology programs in Literacy instruction during AIS, Reading and Writing Workshops, and Literacy Centers. Students participate in Technology instruction 3 or more times per week. • During November-June, information on Technology is sent to parents via parent newsletters, PTA meetings and parent workshops. • Students will utilize and have daily access to technology programs (Raz -Kids and Study Island) at home and at school. • PD team will monitor computer generated summary sheets to determine frequency of use and number of students achieving grade level benchmarks. • For students with limited access to computerized programs at home frequency teaching teams will increase frequency of access in school.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, Title IV, IDEA, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • TCRWP assessment administered 4 or more times between September 2010 and June 2011 to assess student reading progress. • Monthly running records, conference notes and Tech skills checklists are other indicators of student progress.

Subject Area

(where relevant) : Centers

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, at least 90% of teachers will implement Literacy Centers at least 2x per week that improve students' Reading levels as measured by advancement of 2 or more levels on the June 2011 TCRWP Literacy assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Between September and November 2010, members of the PS 228 Professional Development Team co plan and organize K-2 Literacy Centers during grade meetings, grade leader planning sessions and faculty conferences. • During October 2010-June 2011, teachers of K-2 classes implement Literacy Centers that enable students to practice Literacy skills and engage in small group Reading 2 or more periods per week. • At least 6 Parent meetings, parent workshops and parent-teacher nights are conducted throughout the year to inform parents about PS 228's centers approach to early childhood education. • Learning centers will be visible and utilized in K - 2 classes. Centers will include

	<p>activities that support monthly literacy units, activities and materials may be differentiated to student needs and interests.</p> <ul style="list-style-type: none"> • Students receive Centers Instruction 3-5 periods per week and participate in TCRWP Literacy assessment 4 times across the year. • Review TCRWP assessments to determine percentage of students who achieve below benchmark scores and require individual/small group conference, increase frequency of literacy centers and vary center learning experiences according to student need.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, Title IV, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • TCRWP assessment administered 4 or more times between September 2010 and June 2011 to assess student reading progress. • Monthly running records, conference notes and skills checklists used for progress monitoring.

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

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	44	33	N/A	N/A	0	2	3	6
1	71	46	N/A	N/A	0	1	2	5
2	61	36	N/A	N/A	0	2	2	3
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

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:	<p><input type="checkbox"/></p> <p>FOR ALL AT RISK STUDENTS <u>INCLUDING ELLS AND STUDENTS WITH IEP s:</u></p> <ul style="list-style-type: none"> ➤ Daily Data Driven Class Based Differentiated ELA Instruction K-2 teachers provide one 45-minute period of data-driven class based differentiated Reading and Writing instruction for at risk students. Teachers utilize individual and small group instruction and flexible class structures. ➤ AIS Support Services Grade facilitators provide one - two 45-minute periods of individual or small group assessment-based ELA instruction per week for at risk students Monday-Thursday. ➤ Morning 37 ½ Minutes All teachers provide small group literacy instruction for at-risk students utilizing literacy centers, Words Their Way word sorts and guided reading instruction. ➤ Virtual Y Program The Virtual Y services at risk students by offering a combination of whole group, small group and individual English Language Arts homework support and project options from 3:00-5:45PM, Monday-Friday. ➤ After School Academic and Social Emotional Support Program Academic and Emotional Support program provides services for fifteen IEP and/or at risk students to enhance their social and academic skills. <p>FOR ENGLISH LANGUAGE LEARNERS:</p> <ul style="list-style-type: none"> ➤ English Language Learners participate in all Academic Intervention services listed above: Daily Data Driven Class-based Differentiated ELA Instruction, AIS Support Services,

Morning 37 ½ Minutes, the Virtual Y Program, and the After School Academic and Social Emotional Support Program

English Language Learners participate in ELA instruction utilizing the following instructional programs and methodologies: Balanced Literacy instruction, Literacy Centers, Reading Reform, Words Their Way, Progress Monitoring, and LEAPFROG. Teachers utilize the following ESL strategies: Visual cues, realia, dramatization and gestures, and expressive intonation.

➤ **ESL Through The Arts**

A certified ESL teacher provides ELA sessions Monday-Thursday as mandated. English Language Learners also receive mandated class based push in ESL instruction on Fridays.

➤ **Afterschool ESL**

Two teachers provide afterschool ESL instruction for at risk students on Wednesdays and Thursdays from 3:05 - 5:35PM.

➤ **Small Group Modifications With ESL Strategies**

The IEP Coordinator, certified in Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL strategies to service English Language Learners with IEPs.

➤ **After School Academic and Social Emotional Support Program**

Academic and Emotional Support program provides services for fifteen at risk students who may also be identified as IEP and/or ELL students, to enhance their social and academic skills.

➤ **Individualized AIS with Educational Assistants**

English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching ELA lessons utilizing ESL strategies.

FOR STUDENTS WITH IEPs:

➤ **Students with IEPs participate in all Academic Intervention Services listed above:**

Daily Data Driven Class-Based Differentiated ELA Instruction, AIS Support Services, Morning 37 ½ Minutes, the Virtual Y Program, and the After School Social and Emotional Support Program

Students With IEPs participate in modified ELA instruction utilizing the following instructional programs and methodologies: Balanced Literacy Instruction, Literacy Centers, Reading Reform, Words Their Way, progress monitoring, and LEAPFROG.

Teachers utilize additional individual teaching and re teaching to meet the need the needs of

all learners.

➤ **Small Group Modifications With ESL Strategies**

The IEP Coordinator, certified in Special Education and Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL strategies to service English Language Learners with IEPs.

➤ **After School Academic and Social /Emotional Support Program**

The Academic and Emotional Support program targets students with IEPs and provides services to enhance the social and academic skills of fifteen at risk students who may also be identified as IEP and/or ELL students. Instructional strategies include storytelling, LEAPFROG and Literacy centers.

➤ **Individualized AIS with Educational Assistants**

Students with IEPs participate in additional individualized and small group AIS class based-instruction provided by educational assistants as mandated by IEPs. Instruction consists of teaching and re-teaching one or more of the ELA programs utilizing modifications and pacing to meet the needs of the students.

Mathematics:



FOR ALL AT RISK STUDENTS INCLUDING ELLs AND STUDENTS WITH IEPs:

➤ **Daily Data Driven Class-based Differentiated Math Instruction**

K-2 teachers provide one 45-minute period of data-driven class based differentiated Math instruction for at risk students. Teachers utilize individual and small group instruction and flexible class structures to teach Everyday Math Strategies.

➤ **AIS Support Services**

Grade facilitators provide 1-2 45-minute periods of individual or small group assessment based Math instruction per week for at risk students using a collaborative push-in teaching model.

➤ **Morning 37 ½ Minutes**

All teachers provide 37 ½ minutes of class based small group Literacy and Math instruction Monday-Friday. Instructional Programs include Everyday Math and Math Centers.

FOR ENGLISH LANGUAGE LEARNERS:

	<ul style="list-style-type: none"> ➤ ESL Through The Arts A certified ESL teacher provides mandated ESL instruction for English Language Learners that includes Everyday Math support utilizing ESL strategies. <p>FOR STUDENTS WITH IEPs:</p> <ul style="list-style-type: none"> ➤ Individualized AIS instruction for Students With IEPs Special Education teachers and educational assistants provide daily class based individual and small group re-teaching of Everyday Math concepts with modifications.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>FOR ALL AT RISK STUDENTS <u>INCLUDING ELLs</u> The School Guidance Counselor provides 30-minute small group and individual counseling according to student need.</p> <p>FOR STUDENTS WITH IEPs: The School Guidance Counselor provides 30-minute small group and individual counseling in accordance with IEP mandates.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>FOR ALL AT RISK STUDENTS <u>INCLUDING ELLs AND STUDENTS WITH IEPs:</u> This Academic and Social Emotional Support program provides services for fifteen students with IEPs and/or at-risk students and/or ELLs to enhance their social and academic skills. The program supports designated instructional programs for each subject area according to student need and IEP mandates.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>FOR ALL AT RISK STUDENTS <u>INCLUDING ELLs</u> The School Social Worker provides 30-minute small group and individual counseling according to student need.</p> <p>FOR STUDENTS WITH IEPs: The School Social Worker provides 30-minute small group and individual counseling in accordance with IEP mandates.</p>

At-risk Health-related Services:

FOR STUDENTS WITH IEPs:

Licensed therapists provide small group and individual 30-minute occupational therapy and physical therapy sessions in accordance with IEP mandates.

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)

K - 1

Number of Students to be Served:

LEP 80

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 1

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. 228's Title III program will service 80 students at the beginner and intermediate levels of English language proficiency in grades K and 1. Our program will integrate systematic phonics and vocabulary instruction in English that facilitate the development of communicative competence in English. Through the use of poems, charts, songs, rhymes, shared readings, and writings, students will develop the vocabulary, structures, and background knowledge needed to comprehend and communicate in English. In addition to a literacy-based approach to language learning, our program will also incorporate the teaching of ESL through the Arts. Students will engage in visual, tactile, and kinesthetic learning experiences that encourage self-expression, creativity and communication in native and second languages.

Our program will meet two days per week from 3:05pm to 5:05pm for a total of 42 sessions. Program staff will consist of 3 bilingual certified and 1 ESL certified teacher and 1 program supervisor.

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.

Professional development program will provide PD in ESL methodologies incorporating and modifying the balance literacy model to meet the needs of ELLs, integration of visual arts in second language learning and incorporating technology and interactive activities in teaching English as a Second Language.

Section III. Title III Budget

—

School: PS 228
 BEDS Code: 343000010228

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	18360.00	<input type="checkbox"/> <u>Professional Salaries</u> <u>Title III ESL After School K</u> 2 Teachers X 42 Sessions X 2 hours X 49.73 = 8,355.00 2 Teachers X 21 Sessions X 2 hours X 49.73 = 4177.00 <u>Title III ESL After School 1st Grade</u> 1Teacher X 42 Sessions X 2 hours X 49.73 = 4177.00 <u>Total Cost of Professional Salaries</u> \$16,709.00 <u>Total Cost \$18,360.00</u>
Purchased services - High quality staff and curriculum development contracts	NA	<input type="checkbox"/> NA

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1550.00	<input type="checkbox"/> SRA Reading Mastery <ul style="list-style-type: none"> • Engage in phonemeic awareness activities, including segmenting and blending. • Use their knowledge of letter sounds to decodee and spell words • Respond to questions, follow directions, make predections, and draw conclusions • Develop students vocabulary
Educational Software (Object Code 199)	0	<input type="checkbox"/> NA
Travel	0	<input type="checkbox"/> NA
Other	101.00	<input type="checkbox"/> Parental Involvement Refreshments and handouts during parent workshops.
TOTAL	20011	

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.

PS 228's written and oral language interpretation needs are assessed by examining and analyzing home language survey results, ATS data and 2008-2009 Language Allocation Policy data. Informal data about language preference and translation needs is also collected during daily ongoing communication with parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. The Chancellor's Regulation for translation was also reviewed to ensure that limited English speaking parents are provided with language opportunities to access programs and services critical to their children's education.

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.

ATS ethnic data for 2008-09 reveals that 83% of 379 students enrolled at PS 228 are latino and that 117 students are classified English Language Learners. Home Language surveys indicate that more than 50% of the parents of PS 228 students speak languages other than English at home. Current data further reveals that 90% of ELLs speak Spanish as their primary language and 10% of ELLs speak languages other than Spanish and English. For the 2008-2009 academic year, families of the 90% of ELLs required oral and written translation in Spanish and 9% required these services in Chinese, Urdu, Bengali and Arabic.

School ATS data showing a sustained latino population of 80% for the past 3 years supports a continued need for a team of bilingual staff members that perform oral interpretation and written translation in Spanish. Home Language survey data, specifically the 5 ELLs requiring Chinese, Urdu, Bengali and Arabic interpretation and translation, shows a continued need for at least one staff member or family room learning leader fluent in each of those languages. The 2007-2008 projected enrollment indicating an increase in the enrollment of East Asian students is PS 228's most current data that shows a need for Bengali and Urdu translation and interpretation services.

Needs assessment findings were reported to the local school community at cabinet and grade conferences and discussed at Dual language/ESL and PTA meetings. The PS 228 CEP and Language Allocation Policy for the 2006-2007 academic year is made available to all members of the school community. Copies are available in the PS 228 main office, the UFT Teacher Center, and the family room run by the parent coordinator. All members of the school community are invited to review and comment on the current policy. Informal data collected and reviewed by individual class teachers, the parent coordinator, and ESL/Dual Language Team was presented to the principal, the school leadership Team and the ELL team across the school year.

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.

Within 30 days of student's enrollment in school, the home language surveys will be completed and results will be maintained in ATS and on the student's emergency card. Lists of parents requiring language assistance will be available to the administration, teachers and parent coordinator, as will rosters of available translators. Written translations will be performed by PS 228 staff members. Official DOE notices will be issued in English, Spanish, Chinese, Urdu, Arabic, and Bengali as necessary. When official DOE translations are unavailable or when written communication is school-generated, the PS 228 team of translators will provide translation services to assist parents requiring those services or a cover letter in the appropriate language will provide information about where to get free translation of the document. To ensure timely provision of school documents for all PS 228 students and their parents, the PS 228 translation team will perform necessary schoolwide distribution of each document.

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.

The School will provide oral interpretation services to ensure timely and effective communication with all parents. A roster of staff members serving as language interpreters will be maintained and updated in the PS 228 office. Oral interpretation services, aligned with the current needs assessment, will be provided in Spanish, Chinese, Urdu, Arabic, and Bengali. PS 228's language interpretation team includes the principal, office personnel, the parent coordinator, teachers and paraprofessionals. Parent volunteers may assist with interpretation as necessary; as stated in Chancellor's regulation A-663 parents requiring language assistance have the right to choose to rely on a relative or adult of their choosing for interpretation 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>.



PS 228 will fulfill section VII of Chancellors Regulation A-663 regarding parental notification requirements for translation and interpretation services. The school will provide written notification regarding parental rights to translation and interpretation services and resources for obtaining those services. Signs will be printed in English, Spanish, Chinese, Urdu, Arabic, and Bengali stating rights and resources for language interpretation and translation. The “rights and resources for language interpretation/translation” signs will be posted near the entrance to PS 228 and in the main office. The school’s safety plan will be aligned with Chancellor’s regulations. In the event of an emergency, the interpretation/translation team will activate a phone chain to inform and assist parents in their primary languages.

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:	222,236.00	7206.00	229,442.
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,222.36	72.	2,294.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,111.80	360.	
4. Enter the anticipated 10% set-aside for Professional Development:	22,224.00	721.	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY 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.

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children and with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

I. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PS 228 School Leadership agenda. This policy was adopted by PS 228Q on June 19, 2006 and

will be in effect for the period of September 2009 through June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

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.

□

School-Parent Compact:

PS 228Q and the parents of the students participating in activities, funds and services provided by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high Standards. This School-Parent compact is in effect for the 2007-2008 school year.

Required School-Parent Compact Provisions

School Responsibilities

PS 228Q will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

For grades Pre-K-2, the New York State Literacy, Math and Science Standards, the Department of Education Primary Literacy Standards and the NCTM Principles provide the foundation for a comprehensive curriculum and serve as references for lessons within curricular themes. Academic programs consisting of carefully selected materials and strategies, ongoing assessment and flexible class structures are integral parts of the curriculum.

PS 228's current instructional programs are coordinated and designed to meet social and academic needs of all children and to enable students to meet the NYC and State Standards in all subject areas. Designated academic programs and instructional materials utilized by all classes are selected according to guidelines set by NYC and State Standards, The NYC Department of Education initiatives and PS 228's Team of Early Childhood Specialists. The PS 228 Early Childhood Academic Program is comprised of a balanced literacy methodology utilizing the workshop model, a hands-on problem-solving approach to mathematics, an inquiry-based science curriculum and a social studies program with a concentration in multicultural studies and community values.

1. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: In mid-November 2009 and mid March 2010 as per the DOE schedule.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be issued in November 2009, March 2010, and June 2010 for 1st and 2nd grade. Kindergarten report cards will be given in March and June 2010. Individual progress reports will be discussed with parents as needed.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make individual appointments to speak with the staff.
4. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Parents have opportunities to be trained as learning leaders. Parents will be invited by classroom teachers to participate in activities in the class.
5. Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools) in an organized, ongoing and timely way.
7. Hold an annual meeting to inform parents of the school's participation in title I, Part A programs and to explain the Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parent involvement meetings (such as in the morning or evening) so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I part A programs and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
9. Provide to the parents of participating children information about Title I Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels children are expected to meet. Information will be presented to parents in a timely manner.
10. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent with an individual student report about their child's performance on the State assessment in math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by section 200.56 of Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities

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

- Do our homework every day and ask for help when we need it.
- Read at least 30 minutes outside of school time.
- Give all school notices and information to my parent or caretaker every day.

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.

Early Childhood English Language Arts

Student achievement, viewed by PS 228 educators as both the goal and the source of standards-based, data-driven instruction, will be measured by multiple assessment instruments. For early childhood schools comprised of pre-kindergarten, kindergarten, first and second grade classes, citywide assessment instruments are invaluable sources of individual, class wide and school wide achievement data. Citywide assessments administered by the PS 228 Early Childhood Center include criteria referenced inventories, achievements, The TCRWP assessments, and tests such as the LAB and NYSESLAT. Formative data including portfolios, journals, work samples, bulletin boards, conference notes and report cards offer detailed information about student progress to support citywide data and are also indicators in early childhood classes.

School wide informal assessment will be reviewed at grade conferences, School Leadership Team and cabinet meetings in order to assess ongoing student achievement within the PS 228 Early Childhood Center. Leadership constituency and PS 228 staff members will examine portfolios, work samples, class based assignments, and report cards to assess academic progress and achievement of grade specific citywide performance standards for all Kindergarteners, first and second grades.

For the purpose of School wide assessment, reading achievement will be defined as an advancement of one or more reading levels and an ability to demonstrate strategies and reading behaviors. Student writing achievement will be evaluated in the areas of content and genre development, vocabulary, word choice, editing and conventions of print. Data to be reviewed for literacy achievement consists of Teachers College Reading and Writing Project Literacy Assessment scores, LAB and NYSESLAT scores and class based assessments for kindergarten, first and second graders in monolingual, bilingual, collaborative team teaching, ESL, and Title I reading classes. A comprehensive review of Literacy Assessment and EPAL scores for the past three years will be reviewed in order to evaluate individual, class, grade wide and school wide progress in all Literacy strands and categories.

Early Childhood Mathematics

For students in K-2 classes, math achievement is determined by class-based mathematics assessments. Individual, class and school wide Math achievement data will be based on reviews of math journals, class assessments and projects, learning center activities, practice books and homework assignments. The assessment component for math consists of developmental checklists, teacher generated tests, unit and quarterly tests, task-specific rubrics, conference notes and student assessment checklists. Assessments and report cards will be reviewed by individual classroom teachers and at grade conferences. Pass reviewers and Leadership constituency will also examine assessments.

Early Childhood Science

Science achievement will be evaluated by observations of hands-on science investigations, individual and small group discussions recorded on project performance checklists, notations of the frequency and quality of student participation during class discussions, and reviews of written work samples. Written work consisting of data sheets, procedural writing, science portfolio pieces, related art projects and unit assessments will be reviewed by the science teacher to measure student science achievement, Leadership constituency and PS 228 staff members will also examine these assessments.

Early Childhood Social Studies

Social Studies achievement will be evaluated through student performance, teacher evaluation and class based reading, writing and art projects relating to Social Studies. Student enthusiasm and knowledge of content area information will be evaluated informally during class discussions, portfolio reviews, and completion of assessment checklists.

Class environments, work samples and discussions should reflect the students' knowledge of values education, cultural holidays and American historical figures, which are also integral parts of the PS 228 Social Studies program. Assessments will be reviewed by individual classroom teachers and at grade conferences. PASS reviewers, Leadership constituency and PS 228 staff members will also examine these assessments.

2. Schoolwide reform strategies that:

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

□

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Monitoring student achievement scores and educational services
- Implementing and encouraging full participation in research based instruction as per NCLB.
- Providing a range of academic intervention services including extended day, afterschool, push in/pull out AIS and Virtual Y
- Developing assessment based differentiated instruction and learning experiences for all learners.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

PS228 will endeavor to:

- a) Maintain a staff of teachers with professional credentials including permanent licenses, Masters degrees and prior teaching experience.
- b) Provide ongoing professional development for teachers to study and refine instructional techniques in Balanced Literacy, Everyday Math and ESL strategies.
- c) Provide frequent opportunities for collaborative study and intervisitation among teachers during common lunch periods and/or prep periods across grades.
- d) Develop mentoring relationships through strategically paired collaborative team teaching partnerships.
- e) Support teacher education and development of areas of expertise. Teachers have and will continue to pursue additional certification in reading, special education, administration, bilingual education and are to facilitate student achievement.

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.

- 1. 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.
 - a. Columbia University/Teachers College will provide professional development in balanced literacy. Teachers will participate in demonstration lessons, study groups, intervisitations, team teaching and coaching on a daily basis.
 - b. A math facilitator will coordinate workshops and study groups in Everyday Math.
 - c. A professional development team consisting of a literacy coach, grade facilitators, grade leaders, an ESL specialist, an IEP Coordinator and the school's educational leader will support professional development initiatives.
 - d. Regional specialist and professional development providers will offer workshops, consultations and ongoing support.
 - e. The following ongoing assessments will inform professional development activities:
 - .. Best practices walkthroughs
 - .. Reviews of student work samples, portfolios and class-based assessments
 - .. Reviews of the teachers' professional goals
 - .. Examination of Citywide assessment data consisting of TCRWP, EPAL and NYSESLAT scores.
 - .. Surveys of instructional leaders, teachers and parents

“ Ongoing dialogue and reflective responses of school community members at faculty conferences, School Leadership meetings, workshops, study group and PTA meetings

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

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

Build a strong professional community by maintaining high professional standards for employment, including permanent licenses, early childhood credentials, Masters Degrees and/or prior teaching experience. Offer an ongoing public presentation of school initiatives through model classes, displays of student work that reflect the Standards and video displays that showcase accomplishments of the school community.

Provide meetings, workshops and newsletters to maintain a supportive school community and maximize ongoing communication among students, teachers, parents and the principal. Maintain supportive structures for teachers including ongoing school based professional development in balanced literacy and Everyday Math, collaborative study groups and constructive feedback from colleagues and administrators.

Build professional capacity of staff members by encouraging, supporting and compensating teachers in leadership roles. Leadership positions may include:

- Designing and implementing class projects that support citywide educational initiatives
- Mentoring colleagues
- Coordinating and leading after school/Saturday programs

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

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

The PS228 Early Childhood program has a strong parental involvement component evidenced by informed Leadership Team representatives, and active PTA, a productive family room contingency and high attendance rates at parent workshops. Observations, survey and interviews reflect educational awareness, positive attitudes towards the school and staff members, and effective home school relations. Parent volunteer work cooperative art displays, ESL, health, art and science workshops, and presentations about child development and literacy were cited as effective Parent involvement programs offered during 2008-2009. Data shows that parental involvement in an integral part of PS 228 school culture and a determinant of positive school-home relations.

During 2009-2010, the PS 228 volunteer program will be expanded to include additional volunteers and increased opportunities to assist within the school community. Leadership Team and PTA parent representatives will continue to participate in the development and refinement of curricular programs. As always, parent literacy, ESL, art, health, and science workshops will be offered. Additional workshops may address topics such as homework, positive discipline, and any relevant topics requested by the PS 228 parent body.

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.

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.

State-run preschool program, to local elementary school programs.

- Ongoing exposure to learning structures and activities consistent with schoolwide programs, i.e., immersion in language and print, cooperative and independent learning, experience with learning centers and participation in literacy events and dramatic performances.
- Intervisitations with kindergarten classes and meetings with kindergarten teachers.
- Invitations to parent workshops, kindergarten orientations and family activities hosted by pre-K teachers, kindergarten teachers and the parent

Coordinator.

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.

1. 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.

Citywide and class based academic assessments will be reviewed. There will be discussions about the use of the academic assessments with teachers and the principal during grade and faculty conferences, cabinet meetings, AIS committee meetings, and during grade meetings.

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.

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. Academic Intervention Services are provided for students whose TCRWP assessment scores are rated below grade level according to Division of Assessment and Accountability at-risk ratings, or whose class performances and portfolio assessments do not meet state standards. At-risk students receive academic support in reading, writing and math through AIS instruction consisting of small group learning situations, opportunities for individualized instruction and ongoing assessment. AIS instructional support is provided by grade facilitators. During the extended day, students receive help utilizing small group learning activities. AIS/Leapfrog after school programs provide additional support for students identified as having academic difficulties. Ongoing assessment for PS 228's AIS program includes completion of math and sight word inventories, individual student AIS reports and parent-teacher conferences to monitor student progress.

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.

□

1. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Title 1, Title 3 LEP
 - Early Grade Class Size Reduction (State and Federal)
 - Instructional Program
 - PCEN

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 School wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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.e., Federal, State, or	Program Funds Are "Conceptually" ¹ Consolidated in	Amount Contributed to Schoolwide Pool (Refer to Galaxy	Check (X) in the left column below to verify that the school has met the intent and purposes ² of
--------------	---------------------------------------	---	--	--

	<i>Local)</i>	the Schoolwide Program			<i>for school allocation amounts)</i>	each program whose funds are consolidated.	
		Yes	No	N/A		Indicate goal number references where a related program activity has been described in this plan.	
						Check(x)	Page#(s)
Title I Part Basic ARRA	Federal	Yes			186,678	X	
Title I Part A	Federal	Yes			7,134	X	
Title II Part A				N/A			
Title III Part A	Federal	Yes			147,949	X	
Title IV	Federal	Yes			22,140	X	

1Reminder: 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.

2Note: 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.

NA

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

NA

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;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population.

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).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 NA

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.

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CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 228 Early Childhood Magnet School of the Arts						
District:	30	DBN:	30Q22	School	343000010228		
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3		7		11
	K	v	4		8		12
	1	v	5		9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	71	72	72				NR
Kindergarten	113	109	101				
Grade 1	104	106	118	Student Stability - % of Enrollment:			
Grade 2	94	101	93	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		96.4	93.8	95.4
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>	2008-	2009-	2010-
Grade 7	0	0	0		76.4	89.8	89.8
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-	2008-	2009-
Grade 11	0	0	0		2	29	55
Grade 12	0	0	0				
Ungraded	0	6	2	Recent Immigrants - Total Number:			
Total	382	394	386	<i>(As of October 31)</i>	2007-	2008-	2009-
					4	9	1
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT)	43	49	45	Superintendent Suspensions	0	0	0
Number all others	11	6	4				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)							
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	52	68	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	22	20	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	66	52	TBD		30	30	31
# ELLs with IEPs	0	35	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	10	9	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	6	3	7

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	96.7	100.0	100.0
				% more than 2 years teaching in this school	80.0	86.7	83.9
				% more than 5 years teaching anywhere	66.7	70.0	80.7
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		97.0	97.0	100.0
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	91.7
Black or African American	2.6	2.0	1.0				
Hispanic or Latino	82.7	84.5	86.8				
Asian or Native Hawaiian/Other Pacific	12.3	9.4	9.3				
White	2.1	2.8	2.3				
Male	50.0	49.5	52.6				
Female	50.0	50.5	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	51.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 410	District 30	School Number 228	School Name Magnet --Arts
Principal Olga I. Guzmán		Assistant Principal Carmenza Ramirez	
Coach Eileen Hughes		Coach	
Teacher/Subject Area Leticia Cruz/ESL		Guidance Counselor	
Teacher/Subject Area Nelly Frances/Bil. Facilitator		Parent Alejandro Victor	
Teacher/Subject Area Belkis Parache/DL Teacher-1st		Parent Coordinator Reyna Verduga	
Related Service Provider Elba Zarza		Other Rosa Ortiz	
Network Leader Altagracia Santana		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	15	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	13	Number of Special Ed. Teachers with Bilingual Extensions	6	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	386	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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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.

Upon initial enrollment, all new incoming students and their families will be administered the Home Language Questionnaire to determine the predominant language in the home. Home Language Survey interviews will be conducted by Ms. Leticia Cruz, ELL Coordinator/ESL teacher, and Ms. Nelly Frances, Bilingual Program Facilitator. Both Ms. Cruz and Ms. Frances are bilingual and ESL certified pedagogues trained in the ELL intake process. Ms. Cruz and Ms. Frances will assist parents of newly registering students in completing the Home Language Questionnaire. Two additional pedagogues will be trained in the ELL intake process to ensure that Home Language Surveys can be satisfactorily completed, in the event that neither Ms. Cruz or Ms. Frances are available. Home Language Surveys will be provided in parents' native languages. Support for parents requiring translation/interpretation services in the languages of: Spanish, Bengali, Mandarin, and Italian may be provided through the assistance of P.S. 228 staff members proficient in these languages. For parents requiring assistance in languages for which no translation support is available within the school building, the ELL Coordinator will contact the DOE's Translation and Interpretation Services unit to arrange for translation services.

Initial ELL identification process will include: Completion of Home Language Identification Survey, including oral interview of both parents and students, assessment of answers to Home Language Questionnaire and oral interview by ELL Coordinator to determine student home language/OTELE codes, recording of language information on Home Language forms, and notification of OTELE codes to Pupil Accounting Secretary who will enter OTELE codes into ATS system.

Students whose home language is determined to be one other than English will be administered the English LAB-R for their respective grade level, by a trained pedagogue, who will hand score answer documents and record scores for assessed students. LAB-R will be administered within 10 days of initial enrollment. ELL Coordinator will keep copies of answer documents and hand scores on file. Students scoring below the minimum passing score for their grade level will be identified as ELL students and are eligible for ESL services. Students with Spanish as their home language, scoring below the minimum passing score, will also be administered the Spanish LAB-R. Hand scores and answer documents for Spanish LAB-R will also be kept on file by ELL Coordinator. Original completed answer documents, for both English and Spanish LAB-R assessments, will be submitted to respective Borough Assessment Office, for official scoring. In addition to LAB-R assessments, all identified ELLs will also be administered the NYSESLAT each spring. ELL Coordinator will run and review the RLER report through the ATS system to ensure that all eligible students are administered the NYSESLAT.

Parents of newly identified ELL students will be notified of their child's status via entitlement letters, within 10 days of initial student enrollment. Students passing LAB-R will receive non-entitlement letters. Parents of students who were administered the NYSESLAT will receive notification of their child's continuing status as an ELL or of having achieved a passing score on the NYSESLAT, via continued or transition letters. Parents of newly identified ELLs will also receive an initial invitation to attend an ELL parent orientation to be conducted by the ELL Coordinator, school administrators, and Parent Coordinator. During the ELL orientation, parents will be provided with information on the ELL identification process and state ELL guidelines, in native languages. Parents will also have the opportunity to view a DVD presentation in their native language, as available, and in this way be informed of the various program models available for the education of their children. Parents will also be notified of the availability of the parent information video to be viewed online, through the DOE website. School staff members will provide assistance with translation and interpretation services in: Spanish, Bengali, Mandarin, and Italian. Informational brochures will also be available in native languages. Translation services may also be requested and ELL Coordinator will contact the DOE's Translation and Interpretation unit to request support. During ELL parent orientations, parents will receive Program Selection forms and surveys, to be completed and submitted at the end of the workshop. Once completed, forms will be collected and reviewed by ELL Coordinator. Coordinator will assess parental requests and program and space availability. Parents, whose first request can be honored at our school site, will receive placement letters and be notified that program selection and placement will be for the entire school year. Parents, whose program selection cannot be honored, due to lack of program availability or space, will be contacted by ELL Coordinator. Both ELL and Parent Coordinator will assist parents in contacting schools offering selected programs and securing student placement. Parents who obtain placement outside our school will also be informed that, should their program of choice or space become available at our school site, they will be contacted and offered placement within our school.

The process of ELL identification including LAB-R administration, communication with parents regarding ELL or non-ELL status, parent orientation sessions, completion of Parent Surveys and Program Selection Forms, and student placement will be conducted by Ms. Cruz and Ms. Frances and be completed within 10 school days from initial student enrollment, as mandated by NYS ELL compliance guidelines.

Parents not attending initial orientation will be contacted by ELL Coordinator to schedule an individual parent meeting during morning sessions or after school. Parents who cannot attend any scheduled sessions will be contacted, via telephone, by ELL Coordinator. ELL Coordinator will inform non-attending parents of the various program models and will assist parents in completing Program Selection forms and surveys over the telephone. Coordinator will document date of telephone conferences. Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone will receive a written notification of their child's placement in the school's default program.

Copies of completed Home Language Questionnaires, Program Selection forms, and surveys, will be kept on file by ELL Coordinator and original documents will be filed in student cumulative folders. ELL identification, parent contacts/orientations, and student placement will take place within ten days of initial enrollment, as per NYS ELL guidelines.

ELL documentation for students transferring from other schools will be reviewed and filed by ELL Coordinator. In cases where ELL documentation for transfer students is not included in student cumulative folders, ELL Coordinator will contact previous school's Pupil Accounting Secretary or ELL Coordinator to request forwarding of missing documents. Dates of initial request will be documented as well as any additional follow ups.

Review of Parent Program Selection forms from 2008 to the present, indicate that parents continue to request transitional bilingual, Spanish/English, programs as their first program choice, followed by Dual Language placement requests. The need to align our school's program models with parental requests and the increasing number of identified ELL students in grades K and 1, has resulted in the need to create two additional transitional bilingual classrooms in both K and 1st grade, respectively.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	2	1											5
Dual Language (50%:50%)	0	1	1											2
Freestanding ESL														
Self-Contained														0
Push-In	0	2	3											5
Total	2	5	5	0	0	0	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	142	Special Education	34
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	104	0	31	0	0	0	0	0	0	104
Dual Language	24	0	0	0	0	0	0	0	0	24
ESL	14	0	0	0	0	0	0	0	0	14
Total	142	0	31	0	0	0	0	0	0	142

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	48	45	11											104
Chinese														0
Russian														0
Bengali	0	0												0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	48	45	11	0	104									

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish	14	3	4	18	5	16													23	37	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Haitian																			0	0
French																			0	0
Other		1		1		0													0	2
TOTAL	14	4	4	19	5	16	0	0	0	0	0	0	0	0	0	0	0	0	23	39

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>9</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>2</u>
Native American:	White (Non-Hispanic/Latino): <u>2</u>
	Hispanic/Latino: <u>37</u>
	Other: <u>2</u>

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	3	4	5											12
Chinese														0
Russian														0
Bengali	1	1	0											2
Urdu														0
Arabic														0
Haitian	0	1	0											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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
TOTAL	4	6	5	0	0	0	0	0	0	0	0	0	0	15

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.

P.S. 228's ELL students are serviced through: Transitional Bilingual, Dual Language, and Freestanding ESL program models, with the freestanding ESL program being delivered through a combination of both a push-in and pull-out model.

A total of 66 kindergarten ELL students receive two daily units of ESL instruction. Beginner ELL students in one of two Transitional Bilingual/Integrated Co-Teaching classrooms are homogeneously grouped and receive instruction across content areas in both their native language and English, by bilingual certified teachers. Students receive daily periods of 60 to 90 minutes of NLA instruction in addition to mandated ESL instruction totaling 2 periods per day.

First grade ELL students in our Transitional Bilingual classrooms are grouped heterogeneously into one of two Transitional/Integrated Co-Teaching classrooms. Beginner and intermediate level ELL students receive 45 minutes to 60 minutes of NLA instruction, delivered by certified bilingual classroom teachers. Two units of mandated daily ESL instruction are delivered by classroom teachers. First grade ESL push-in takes place during daily English literacy block periods. Advanced level ELL students in Transitional classrooms receive one daily period NLA instruction and one of ESL instruction delivered by bilingual certified classroom teachers. Daily single units of ESL instruction are provided two days per week by Ms. Cruz to beginner and intermediate level ELL students, through two push-in periods during literacy block time and two pull-out periods that include ESL instruction through content areas such as: social studies, math, and art.

Second grade ELL students in our second grade Transitional/Integrated Co-Teaching model are heterogeneously grouped and serviced by both certified classroom teachers and Ms. Cruz, ESL teacher. Daily NLA instruction is delivered by classroom teachers for a total of 60 minutes, during which intermediate and advanced level ELLs receive mandated units of NLA. Two days per week, Ms. Cruz provides push-in ELL instruction for one period during the literacy block. For two additional days, Ms. Cruz services intermediate level students for one pull-out period of thematic ESL instruction across content areas. Having honored parental requests for the placement of the majority of our ELL students in Transitional Bilingual classrooms has allowed for scheduling availability for both Ms. Cruz and Ms. Frances, who are able to service both Freestanding ESL classrooms and provide additional ESL support to Transitional Bilingual and Dual Language classrooms

ELL students in P.S. 228's K Dual Language classroom are homogeneously grouped and receive mandated units of Spanish and English instruction by a bilingual certified teacher through a self-contained Dual Language model. Dual language instruction follows a daily alternating language schedule, with full immersion in one of two languages on a daily basis, providing a 50:50 dual program model.

Mandated units of 360 minutes per week are delivered by the classroom teacher in days of English instruction. Additional support is provided by bilingual grade facilitator, Ms. Frances, in the form of a period of pull-out, small group, instruction for ELL students recommended for additional support by classroom teacher. First and second grade ELL students in dual language classrooms are also heterogeneously grouped and receive mandated units of native and second language by bilingual certified classroom teachers and bilingual grade facilitator.

K and first grade beginning and intermediate ELL students in our Freestanding ESL program are grouped as a heterogeneous group, serviced by both Ms. Cruz and Ms. Frances for two periods of daily ESL pull-out instruction, with one period focusing on explicit language arts instruction and the other on delivering ESL through content area lessons. Second grade ELLs in the Freestanding program are homogeneously grouped as an intermediate group. ESL instruction is delivered by Ms. Cruz in the form of two days of push-in instruction and two pull-out sessions and an additional daily ESL pull-out period provided by Ms. Frances, bilingual grade facilitator.

To ensure that students receiving ESL instruction during pull-out sessions take part in instruction that is aligned with classroom lessons and units of study, minimizing the disruption of classroom activities, Ms. Cruz and Ms. Frances are provided with monthly reading, writing, math, and content area daily lesson pacing calendars for grades K through second. These pacing calendars provide a description of daily teaching points and facilitate the process of developing lessons that integrate ESL methodologies and are aligned with classroom activities. In addition, weekly common prep periods have been created for each grade during which teachers are able to plan, collaborate, and share as a team. Ms. Cruz is able to attend weekly K planning sessions, plan collaboratively with teachers, and provide support to by sharing ESL methodologies and ideas on how to effectively incorporate ELL strategies into class lessons. Both Ms. Cruz and Ms. Frances communicate regularly with first and second grade teachers and have access to planning and instructional materials at these grade levels.

Native language support for ELLs is provided through the use of resources such as: glossaries, native language leveled libraries, the integration of technology programs and websites, and the support of staff members, such as educational assistants, who can facilitate differentiation, and peers who can communicate in student native languages.

Across grades, native and second language instruction integrate lessons that incorporate the workshop model, thematic units, graphic organizers, SMARTBOARD technology, web-based and technology programs, and other activities designed to develop vocabulary and academic language.

Newcomer ELLs and those identified as having special needs take part in daily differentiated AIS support for 37 ½ minutes of small group/ focused instruction. During the AIS period, ELL students participate in both English and native language reinforcement. English language support is provided through literacy programs such as: Leapfrog and Raz-kids. Spanish language support is made available through programs such as: Cancionero, Elefonetica, and Trofeos.

Additional support for ELL students takes place in the form of Title III after school programs that focus on thematic studies and the integration of ESL through art. Newly enrolled ELLs and their families receive support prior to the start of the school year by attending an orientation presented by school administrators and both the ELL and Parent Coordinator, designed to help parents become familiar with grade level expectations and school and community resources. During said orientation, parents also receive summer activity packets for their child's respective grade level, to help them better prepare their children for the upcoming school year.

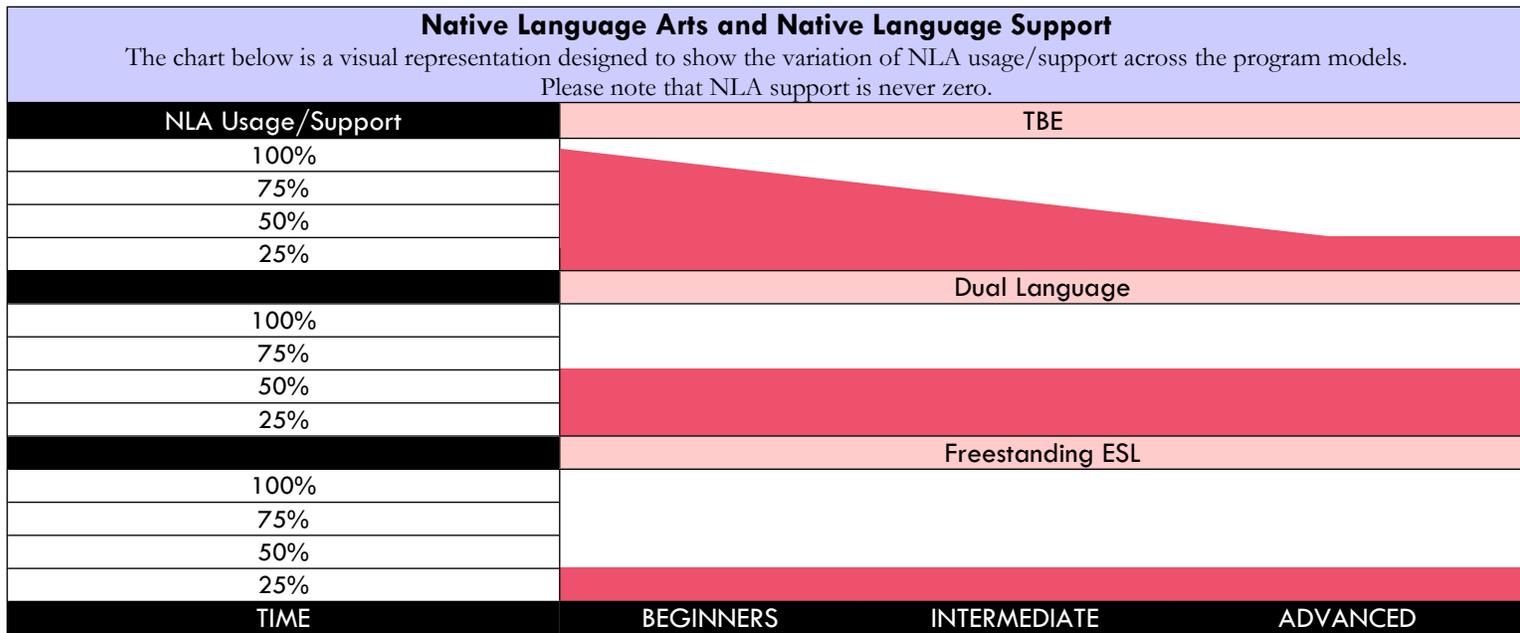
Students achieving passing scores in the NYSESLAT form part of a transition group that is eligible for academic support. Certified grade facilitators provide support academic support in the form of small group instruction.

The number of ELL parents requesting Transitional Bilingual programs and the increasing number of identified ELLs, has translated into the elimination of one monolingual K classroom and the creation of an additional transitional bilingual classroom in the first grade. Programs being considered for ELLs in the upcoming year include integrating art instruction through a resident artist program, possible partnerships with museums or other cultural institutions, and the development of after school programs for ELLs that integrate music and/or dance.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

As an early childhood school, we currently do not have students in the category of Long-Term ELLs, but instructional planning for students receiving ESL for four years or more, includes providing small group instruction through AIS periods, Title III supplementary programs, and additional periods of instruction by ESL teacher and grade facilitators.

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)?

P.S. 228's Dual Language program consists of a total of 3 Dual Language classrooms in grade K through 2nd. It follows a self-contained model in which instruction is delivered by a single bilingual certified teacher. The program follows a 50:50 models with equal emphasis on each language. Native and target language instruction is delivered through alternating days of full immersion in either Spanish or English. English proficient and ELL students are integrated throughout the day and emergent literacy for both languages is taught simultaneously.

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.

School administrators, teachers, educational assistants, and school-based support team members attend professional development providing a focus on topics such as: common core standards, strategies to develop academic language, ESL guidelines and methodologies, ESL across content/enrichment areas, and how to integrate technology in native and second language learning. Teachers will receive 5 -1.5 hour sessions of professional development after school from 3:00 p.m. to 4:30 p.m. Special education teachers and paraprofessionals will attend staff-development sessions totaling 10 hours, with a focus on modifying instruction for ELLs with special needs. Additional workshops will also take place during professional development days. Topics are based on staff needs assessment surveys stating concerns and areas of interest. Professional development sessions attended by staff will be logged in main office's PD log.

Each grade is provided with one weekly common preparation period, during which teachers of the same grade meet for a weekly planning session. During these sessions, teachers plan lessons, share best practices, obtain additional support in areas of need, and turn-key information obtained through workshops. Teachers also take part in inter-visitations within their grade as well as between grades. These inter-visitations are designed to help teachers become better informed about grade level standards and expectations.

Teachers of second grade students transitioning from our school into neighboring upper elementary grades, take part in intervisitations to schools, such as P.S. 149Q and middle schools such I.S. 227 and I.S. 145. The purpose of these visits is to allow P.S. 228 staff to obtain information regarding specific programs, admissions procedures, school policies, grade expectations, and curriculum. This information is then disseminated to both students and parents through end of year informational sessions given by classroom teachers, administrators and the

Parent Coordinator, providing families with much needed support as they make the transition from an early childhood environment to a larger school setting.

Our Parent Coordinator attends DOE sponsored professional development on strategies and resources available to assist parents in supporting their children both academically and emotionally.

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?

Parental involvement activities include regularly scheduled meetings with our Parent Coordinator and representatives of community organizations. Parents attend workshops in literacy and content areas, available community resources as well as school based programs. They also take part in introductory technology lessons. Parents are encouraged to be active participants in their children's education by attending meetings and volunteering. Community partnerships include: Learning Leaders Association, Violence Intervention Program Inc., the Queens Public Library, and Cornell University. Parents also attend school sponsored outings designed to introduce families to the valuable cultural and entertainment resources available throughout New York City.

Parents are also encouraged to communicate their needs and concerns via completion of needs assessment surveys and direct communication with our Parent Coordinator, teachers, and school administrators.

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)	65	8	2											75
Intermediate(I)	1	36	11											48
Advanced (A)	0	11	8											19
Total	66	55	21	0	0	0	0	0	0	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	1	0										
	I	2	3	1										
	A	0	17	6										
	P	3	33	13										
READING/ WRITING	B	4	5	1										
	I	2	36	11										

	A	0	12	6									
	P	0	0	0									

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				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

P.S. 228 implements the TCRWP literacy assessment in grades K through 2nd and the E-PAL in grade 2. EL SOL is administered in Dual Language and Transitional Bilingual classrooms to measure the level of proficiency in Spanish. Disaggregated data shows that more than half of the students who perform below grade level are ELL students. After analyzing assessment results, our school administration and classroom teachers recognize that the process of adequate language acquisition may take up 7 years and in turn have made a commitment to increase the integration of ESL methodologies across all classrooms when delivering instruction. In order to make content more comprehensible, students sharing a common language can receive additional native language support.

An analysis of LAB-R scores indicates that current K, 1st, and 2nd grade students who were administered the LAB-R scored mainly at the beginner and advanced levels of proficiency. Approximately 63% of students across grades scored at the beginner level, 35% scored at the advanced level, and 2% scored at the intermediate level.

An analysis of NYSESLAT scores for the 2009-2010 school year indicates that for kindergarten, advancement occurred mostly across 1 level of language proficiency from beginner to intermediate levels, for all three types of programs, with 71.4% of ELLs in TBE, 33.3% of ELLs in dual language, and 60% of ELLs in our freestanding ESL program, progressing from beginner to intermediate levels. The highest number of K ELL students achieving proficient status, occurred in our K dual and freestanding ESL programs, with 16.7% and 20% of students assessed achieving proficiency status, respectively.

In first grade, advancement in our TBE and dual programs occurred mainly across 2 levels of language proficiency, with approximately 39% of students in TBE and 33.3% of dual ELL students obtaining advanced or proficient status. The highest number of first grade students testing out of our ESL program was found in our first grade TBE program. First grade ELLs in our freestanding ESL program advanced mainly across 1 level of language proficiency.

Second grade ELL students in our freestanding ESL program achieved the highest rate of proficiency status, with approximately 25% of its students achieving passing scores on the NYSESLAT exam, followed by 20% of TBE students. Students in our second grade dual language program achieved advancement mainly across 1 level of language proficiency.

In addition, end of year results for the TCRWP literacy assessment for 2009-2010 indicate that 47.9% of ELLs met grade level literacy standards.

A review of EL SOL 2009-2010 results, to determine Spanish language development reveals that ELL students in K transitional programs met grade level benchmarks in the areas of Spanish alphabet/sight word recognition and phonemic strands, but remained at the early emergent levels in reading and writing strands. K students in our dual language program met grade level benchmarks in alphabet, sight words, and phonemic awareness, and scored mainly at the emergent level in reading and writing.

First and second grade ELL students in TBE programs met grade level benchmarks by the end of the school year. Most first and second grade ELL students in our dual language programs met grade level standards by the fall EL SOL assessment.

P.S. 228's school leadership team and teachers refer to assessment analysis when planning for instruction and in the development of topics to be addressed through grade planning meetings, professional development within our school building and at external sites, AIS and Title III program development and delivery, and parent workshops. Assessment results also guide school-wide initiatives, such as our yearly inquiry study.

ELL students in TBE and dual programs receive Spanish language instruction according to state mandates in the form of required native language and content area lessons in Spanish. Materials such as native language libraries, Spanish text books, and technology and web-based Spanish programs are also integrated in TBE, dual, and freestanding ESL programs. Assessment results indicate that ELL students receiving native language support through our TBE and dual programs make consistent gains in reaching grade level benchmarks in both native and second language acquisition.

2009-2010 EL SOL assessment scores for English proficient students in dual language classes demonstrate that K students perform at grade level in alphabet and phonemic awareness strands, but approach grade level benchmarks in: reading, comprehension, and writing. By the end first grade, 64.7% of EP students were at grade level in alphabet, phonemic, reading, and comprehension. By second grade, all EP students in our dual language class, met benchmarks across alphabet, sight words, and phonemic strands. Approximately 33.3% of EP students scored above grade level, 52.4% met grade benchmarks, and 14.3% were approaching grade level standards in reading, comprehension, and writing.

The success of P.S. 228's programs for ELLs is measured by analyzing the rate of student performance in advancing towards meeting English language development goals for each respective grade as well as native language development for students in our TBE and dual language programs. Indicators of student performance include: results of periodic assessments, teacher observations and conferences, and student portfolios. Programs for ELLs are also evaluated on the basis of consistent student participation in programs such as our Title III after school and AIS programs. Continued parental involvement and request for specific programs, such as our dual language program, also serve as indicators of the success of specific ELL programs.

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.

As an early childhood magnet school of the arts, P.S. 228 seeks to provide all of its students, both ELL and English proficient, with opportunities to gain knowledge, awareness, and a sense of appreciation for the arts. Through the integration of school-wide initiatives, such as: Artist of the Month, Composer of the Month, and ESL through the Arts, all students are afforded the opportunity to acquire academic content and knowledge, expand their vocabulary, and develop individualized artistic perspectives.

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		