



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE THOMAS EMANUEL EARLY CHILDHOOD CENTER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q028

PRINCIPAL: LAURA PESSUTTI      EMAIL: LPESUT@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Laura Pessutti	*Principal or Designee	
Ann Marie Schuh	*UFT Chapter Leader or Designee	
Mary Nevarez	*PA/PTA President or Designated Co-President	
Madelaine Schmidt	Member/UFT - Chairperson	
Kathleen Heanue	Member/UFT	
Caroline Nestor	Member/UFT	
Diane Coppeta	Member/UFT	
Sonia Atencio	Member/Parent	
Leticia Priego	Member/Parent	
Vilma Reinoso	Member/Parent	
Norma Anazco	Member/Parent	
Maria Luna	Member/Parent	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2012, First Grade students will demonstrate progress toward achieving State standards in Reading – Literature as measured by a 5% increase in students scoring at a Level 3 or higher as measured by the Fountas & Pinnell Reading Assessment.

### **Comprehensive needs assessment**

- Our goal this year is to have 60% (a 5% increase) of our students reading on or above grade level. An analysis of the Fountas & Pinnell Reading Assessment revealed that 55% of our first grade students were reading on or above grade level in 2011. This represented a 6% increase from 2010 and a 2% decrease from 2009 as well as 2008. Further analysis indicated that 51% of the students performed on or above grade level by the end of 2011 in the area of decoding. An analysis of the NYSESLAT Reading section raw scores indicate that the students' average raw score was 54% which was a decrease of 15% from the raw score achieved on the reading section in the 2010 NYSESLAT.

### **Instructional strategies/activities**

- Teachers will use baseline reading data to inform their Balanced Literacy instruction beginning September 2011.
- Foundations, a research-based phonics program, will be implemented as the new phonics program to give the students the skills needed to increase their decoding ability beginning September 2011.
- Teachers will use interim assessments and conferencing on an on-going basis beginning October 2011 to monitor and track student performance toward meeting this goal.
- Students who are not making adequate progress will receive targeted instruction through AIS using the Fountas & Pinnell Leveled Literacy Intervention program beginning November 2011.
- Professional Development, conducted by the Literacy Consultant Staff Developer, will be given on guided reading, conferencing with students, and best practices in teaching reading to the early childhood learner. Teachers will receive one-on-one/small group professional development monthly beginning September 2011.
- Teachers will use common planning time and grade meetings to evaluate student assessment results and determine next steps for accelerating students reading growth and progress beginning November 2011.
- Data conversations with individual teacher, administrators and coaches will be conducted three times during the year to discuss the specific needs of the students, as well as the teacher, to facilitate student growth and progress in reading.
- Students will be assessed using the Fountas & Pinnell Reading Assessment three times during the year beginning in November 2011 to track student progress toward meeting this goal and determine if it has been met.

### **Strategies to increase parental involvement**

- Progress Reports with Student Goals will be sent home three times a year beginning October 2011 to inform parents of their student's progress in reading as well as offer specific suggestions as to how they can help their child at home in reading.
- Report Cards will be sent home three times a year beginning November 2011 to inform parents of their student's progress in reading as well as offer specific suggestions as to how they can help their child in reading.
- Foundations Parent Workshop will be offered in November 2011 to familiarize parents with the program and give ways they can help their child at home.
- Homework Help Workshop will be offered in November 2011 to give parents the tools necessary to help their child at home.
- A literacy at-home program, Backpack for Reading, will be offered to parents in October 2011. This program allows students to be able to bring a book, book on

tape with a tape recorder and notebook home each night to share with their family. The student and his/her family listen to the book and record comments about the book they listened to.

- A Home School Newsletter, which gives specific literacy strategies and ideas, is distributed to parents monthly.
- Adult ESL classes are offered to parents twice a week beginning November 2011.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To retain our Highly Qualified Teachers, teachers are given an opportunity to take ownership of their learning by selecting their own personal learning goals. These goals are supported by administrators through providing materials, literature, and professional development by a Literacy Consultant Staff Developer and workshops (both in and out of school) to foster their continued professional growth. Teachers are valued as professionals and are encouraged to take leadership roles throughout the school.

#### **Service and program coordination**

- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world reading experience. Students will be able to read and follow directions in the recipes they are given.

#### **Budget and resources alignment**

- Academic Intervention Services is being funded by Contract for Excellence, TL Fair Student Funding
- Per Diem for Teachers – Professional Development is being funded by Title I SWP
- Professional Development – Literacy Consultant Staff Developer is being funded by Title I SWP

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, teachers in Kindergarten through Second grade will create Mathematics curriculum maps that are aligned to the Common Core State Standards and will be revised based on the results from the analysis of student work.

### **Comprehensive needs assessment**

- The Common Core State Standards in Mathematics defines what students should understand and be able to do in their study of mathematics. This necessitates that all teachers be involved in the process of creating curriculum maps that they can use as a tool to keep track of what has been taught and plan what will be taught. These new standards require students to be given more rigorous tasks with aligned rubrics to determine if these standards are being met.

### **Instructional strategies/activities**

- Grade level Inquiry Teams will be formed to examine the new Common Core Standards for content and mathematical practices beginning September 2011.
- Teachers will meet weekly to design curriculum maps aligned to the Common Core Standards that will include rigorous tasks with aligned rubrics during October 2011.
- The Math Coach will provide ongoing support through modeling and professional development in mathematical practice and content beginning November 2011.
- Curriculum maps, tasks and rubrics will be reviewed and revised based on the analysis of student work during monthly grade level and Inquiry Team meetings beginning December 2011.
- Curriculum maps, tasks and rubrics in Mathematics will be reviewed to determine if this goal is on target of being met beginning April 2011.
- Curriculum maps, tasks and rubrics aligned to the new Common Core Standards in Mathematics will be finalized by June 2011.

### **Strategies to increase parental involvement**

- Progress Reports with Student Goals will be sent home three times a year beginning October 2011 to inform parents of their student's progress in mathematics.
- Report Cards will be sent home three times a year beginning November 2011 to inform parents of their student's progress in math as well as offer specific suggestions as to how they can help their child in math at home.
- Principal will address the parents at monthly PA meetings regarding the new standards in Mathematics beginning September 2011.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To retain our Highly Qualified Teachers, teachers are given an opportunity to take ownership of their learning by selecting their own personal learning goals. These goals are supported by administrators through providing materials, literature, and professional development by a Literacy Consultant Staff Developer and workshops (both in and out of school) to foster their continued professional growth. Teachers are valued as professionals and are encouraged to take leadership roles throughout the school.

### **Service and program coordination**

- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world math experience of measurement.

**Budget and resources alignment**

- Math Coach funded by Title I SWP and TL Fair Student Funding
- Per session for teachers funded by ARRA RTTT Citywide Inst Exp

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, 60% of second grade students will perform at a Level 3 or higher in Reading – Informative Text (Non-Fiction) as measured by the Fountas & Pinnell Reading Assessment.

#### **Comprehensive needs assessment**

- The new Common Core State Standards in ELA requires second grade students to be reading Informative Texts. Prior to these new standards, the emphasis in reading has been on reading literature texts. An analysis of the Fountas & Pinnell Reading Assessment for Literature revealed that 68% of our second grade students were reading on or above grade level in 2011. An emphasis will now be placed on reading informative text in second grade and students will be assessed using the Fountas & Pinnell Reading Non-Fiction Assessment.

#### **Instructional strategies/activities**

- Teachers will use interim assessments and conferencing on an on-going basis beginning November 2011 to monitor and track student performance toward meeting this goal.
- Students who are not meeting adequate progress will receive targeted instruction through Academic Intervention Support using the Fountas & Pinnell Leveled Literacy Intervention program beginning November 2011.
- Professional Development, conducted by the Literacy Consultant Staff Developer, will be given on guided reading, conferencing with students, and best practices in teaching informative (non-fiction) reading to the early childhood learner. Teachers will receive one-on-one/small group professional development monthly beginning September 2011.
- Teachers will use common planning time and grade meetings to evaluate student assessment results and determine next steps for accelerating students reading growth and progress beginning November 2011.
- Professional Development will be provided for teachers to learn how to use content area (Science and Social Studies) text to increase student reading comprehension which will result in developing strong core knowledge.
- Smart Boards will be incorporated into Reading mini-lessons beginning December 2011 through interactive lessons, researching on the internet, and non-fiction interactive read aloud.
- Data conversations with individual teacher, administrators and coaches will be conducted three times during the year to discuss the specific needs of the students, as well as the teacher, to facilitate student growth and progress in reading.
- Students will be assessed using the Fountas & Pinnell Reading Non-Fiction Assessment three times during the year beginning in November 2011 to track student progress toward meeting this goal and determine if it has been met.

#### **Strategies to increase parental involvement**

- Progress Reports with Student Goals will be sent home three times a year beginning October 2011 to inform parents of their student's progress in reading as well as offer specific suggestions as to how they can help their child at home in reading.
- Report Cards will be sent home three times a year beginning November 2011 to inform parents of their student's progress in reading as well as offer specific suggestions as to how they can help their child in reading.

- Homework Help Workshop will be offered in November 2011 to give parents the tools necessary to help their child at home.
- A literacy at-home program, Backpack for Reading, will be offered to parents in October 2011. This program allows students to be able to bring a book, book on tape with a tape recorder and notebook home each night to share with their family. The student and his/her family listen to the book and record comments about the book they listened to.
- A Home School Newsletter, which gives specific literacy strategies and ideas, is distributed to parents monthly.
- Adult ESL classes are offered to parents twice a week beginning November 2011.
- Parents will be invited to view their student's science project at the Annual Science Fair in March 2012.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- To retain our Highly Qualified Teachers, teachers are given an opportunity to take ownership of their learning by selecting their own personal learning goals. These goals are supported by administrators through providing materials, literature, and professional development by a Literacy Consultant Staff Developer and workshops (both in and out of school) to foster their continued professional growth. Teachers are valued as professionals and are encouraged to take leadership roles throughout the school

**Service and program coordination**

- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world reading experience. Students will be able to read and follow directions in the recipes they are given.

**Budget and resources alignment**

- Academic Intervention Services is being funded by Contract for Excellence, TL Fair Student Funding
- Per Diem for Teachers – Professional Development is being funded by Title I SWP
- Professional Development – Literacy Consultant Staff Developer is being funded by Title I SWP

**IC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	4	0	0	0
<b>1</b>	40	0	N/A	N/A	0	0	0	0
<b>2</b>	46	0	N/A	N/A	7	0	0	0
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	First Grade: AIS providers will work with small groups during the day using Great Leaps, Fountas & Pinnell Leveled Literacy Intervention program and Reading A-Z. Second Grade: AIS providers will work with small groups during the day using Great Leaps, Emergent Reading Skills, Great Leaps, Fountas & Pinnell Leveled Literacy Intervention, and Reading A-Z.
<b>Mathematics</b>	Not Applicable
<b>Science</b>	Not Applicable
<b>Social Studies</b>	Not Applicable
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling is provided by meeting with students individually and in small groups during the day in a pull-out model. Play therapy will be utilized to address social, emotional and behavioral issues of the students.
<b>At-risk Services provided by the School Psychologist</b>	Not Applicable
<b>At-risk Services provided by the Social Worker</b>	Not Applicable

<b>At-risk Health-related Services</b>	Not Applicable
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## **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 28's school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Parent Workshops provide parents with the training they need to work with their children to improve their achievement level. Workshops include: How to Help Your Child with Homework, How to Help Your Child Using Foundations, How to help Your Child in Reading Using the Backpack for Literacy Program and How to help Your Child in Math. English Classes for parents are held twice a week and parents are introduced to materials used in the classrooms via technology such as *Pebble Go*. In addition, parent workshops are presented by school social workers and guidance counselor focusing on the social, emotional, and developmental
- Parents are provided with the training and information they need to effectively become involved in the planning and decision making in support of the education of their children through the activities of the School Leadership Team and Parent Association. All letters and notices are translated into the primary languages and translators are available at all meetings and workshops A newsletter, Home-School Connection, is sent home monthly in both English and Spanish. This newsletter provides parents with practical ideas that promote school success, parent involvement, and more effective parenting. In June and September there are Pre-Kindergarten and Kindergarten orientations and Getting to Know You Conferences.
- We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing parents with Progress/Goal Reports three times a year in addition to School Report Cards which are distributed at the end of each trimester. Monthly school calendars are sent home to keep parents abreast of workshops and school events. The Parent Coordinator, Guidance Counselor and Social Workers help teachers connect to families and bridge the barrier of language and culture. Parents are encouraged to participate in school events such as class trips, attending the school Art Fair and Science Fair, and classroom visits during Open School Week.
- Parents are provided with information relating to City, State and Federal standards and assessments during Parent Association meetings and workshops. Information relating to the Common Core Learning Standards was distributed during Parent-Teacher Conferences. This information was sent home in the various languages. Translators are available at all meeting and workshops.
- To the best of our ability, all notices sent home to parents sharing information about school and parent related programs, meetings and other activities are translated into Spanish and Chinese which are the dominant languages of the parents in our school.

P.S. 28's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- P.S. 28 actively involves parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.
- Parent members of the Title I committee are invited to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills. Rosetta Stone and laptops were purchased from the Title I parent involvement funds.
- The Title I committee will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- P.S. 28 has a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops, such as ESL classes twice a week. The classes are structured based on the assessed needs of the parents of children who attend our school. Having an office on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops are conducted monthly addressing topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Student Proficiency Levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report are discussed with parents at School Leadership Team Meetings, Parent Association Meetings and at parent-teacher Conferences.
- The required Annual Title I Parent Meeting was held on October 11, 2011 (on or before December 1<sup>st</sup> of each school year) advising parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- Nine Parent Association meetings are held throughout the year. Two meetings are held in the evening. There are four quarterly meeting held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal.
- All critical school documents are translated and translators are available during all meetings and events.

P.S. 28 will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year such as Holiday and Spring Concerts, Annual Art Show, Science Fair and Pinwheels for Peace.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.
- A Parent Resource Center/Area is set up in the Lobby and maintained by Parent Coordinator.
- Provide written progress reports that are periodically (three times a year) given to keep parents informed of their children's progress;
- Distribute a school calendar designed to keep parents informed about school activities

### ***SCHOOL-PARENT COMPACT***

P.S. 28, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Instruction is delivered through the Workshop Model of Instruction in all academic areas.
- All students receive instruction in the Arts (Visual Art and Music), Library/Media, and Physical Education which provides our Early Childhood students with a well-rounded education.
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Respecting cultural, racial and ethnic differences is imbedded throughout the curriculum and incorporated into school activities.
- Curriculum Maps in all subject area have been aligned to the Common Core State Learning Standards.

- All instruction is delivered by highly qualified teachers. If and when a teacher is not highly qualified, parents will be notified as required by the No Child Left Behind (NCLB) Act.
- Data is collected monthly and analyzed quarterly and used to drive instruction.
- All special education mandates will be followed and students' instruction driven by IEP goals.
- Academic Intervention Services (Tier I and Tier II) will be provided to students to help them meet the standards.
- English Language Learners will be serviced with a combination of push-in and pull-out model and further supported by Title III intervention.

*Support home-school relationships and improve communication by:*

- Parent-Teacher Conferences will be held in November 2011 and March 2012 during which the individual child's achievement will be discussed as well as how this Compact is related.
- Report cards will be distributed three times a year, November, March and June.
- Progress Reports/Goals will be distributed three times a year.
- Annual Title I Parent Meeting was held on October 11, 2011 for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- To respect the rights of limited English proficient families, interpretation services are made available at all parent meetings and workshops. To the best of our ability, all notices and information sent home to parents is translated in order to ensure participation in their child's education.
- Information related to school and parent programs, meetings and other activities is sent to parents of participating children in a monthly school calendar. School messenger is used to send reminders to parents about upcoming important events. Messages and calendar are sent in a language that parents can understand.
- Parents are involved in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- The Parent Involvement Policy and School-Parent Compact is distributed and discussed with parents each year at a Parent Association meeting.

*Provide parents reasonable access to staff by:*

- Staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
  - Teachers will meet with parents of at-risk students on an on-going basis. Teachers will meet with parents before school, after school, and during their preparation periods during the day.
  - Parents have been notified of the procedures to arrange an appointment with their child's teacher or other school staff member.
  - Opportunities are provided for parents to participate in both school-wide and classroom activities which will include but is not limited to observing classroom instruction during Open School Week.
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*Provide general support to parents by:*

- Providing a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Providing assistance to parents in understanding standards and assessments and how to monitor their child's progress by providing opportunities for parents to attend workshops that address academic progress and achievement.
- Sharing best practices for effective communication, collaboration and partnering with all members of the school community.

- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- To insure that all immunizations are up to date as well as all other health issues are addressed.
- Attend PA meetings on a regular basis.
- Check and assist my child in completing homework tasks and reading logs as they are assigned.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes).
- Set limits to the amount of time my child watches television or plays video games.
- Promote positive use of extracurricular time such as, extended day learning opportunities, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child including adhering to the uniform policy.
- Volunteer in my child's school or assist from my home as time permits (school trips, PA functions)
- Participate, as appropriate, in the decisions relating to my child's education including but not limited to attending parent workshops offered by the school community.
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district and keep current information on school documents such as the Blue Cards.
- Respond to surveys, feedback forms and notices when requested.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

## **III. Student Responsibilities:**

- complete my homework and submit all assignments on time;
- making up missed assignments including class work when absent from school
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen/Diane Foley</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>028</b>
School Name <b>Thomas Emanuel Early Childhood Center</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Laura Pessutti</b>	Assistant Principal <b>Elizabeth Brizo</b>
Coach <b>Carol Cardi</b>	Coach <b>Judy D'Andrea</b>
ESL Teacher <b>Dahlia Schoenberg Lam</b>	Guidance Counselor <b>Elizabeth Rivas</b>
Teacher/Subject Area <b>Juana Colon - Kindergarten</b>	Parent <b>Sulma Diaz</b>
Teacher/Subject Area <b>Caroline Nestor - Grade 2</b>	Parent Coordinator <b>Maria Rodriguez</b>
Related Service Provider <b>Consuelo Torres - IEP/SETTS</b>	Other
Network Leader <b>Diane Foley</b>	Other

### C. 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	<b>8</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>501</b>	Total Number of ELLs	<b>241</b>	ELLs as share of total student population (%)	<b>48.10%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. P.S. 28 has a formalized system for identifying students who may be ELLs. Parents of incoming students, who are registering to attend school for the first time in the NYC Public School system, are given the Home Language Identification Survey to complete. This survey elicits information about the language spoken in the student's home. An appropriately certified ESL teacher assists the parents in completing the form to understand what the child's background is in the language stated. Three appropriately certified ESL teachers are used for this process, two of whom speak English and one who speaks Chinese. The appropriately certified ESL teacher is assisted by a translator if they do not speak the language of the parent. The original copy of the Home Language Survey is placed in the student's cumulative record folder and another copy is placed in the file cabinet in the General Office. The student's home language is also recorded on ATS. After the Home Language Survey is complete, the appropriately certified ESL teacher reviews it to determine if the child should be given the Lab-R. The appropriately certified ESL teacher administers the Lab-R to students who qualify within the mandated first ten days of admittance. If a child is not English proficient, as determined by this test, they will qualify for ESL services. If a Spanish speaking child does not pass the Lab-R they will be administered the Spanish Lab.

The appropriately certified ESL teachers analyze the NYSESLAT results by individual modality percentages as well as overall performance. Worksheets are produced by class showing each student's overall proficiency level, modality (listening/speaking, reading/writing) scores and each modality percentage score. These worksheets are distributed to the staff during grade meetings. Classroom teachers, cluster teachers and support service providers are given the opportunity to review their students' scores and begin to work on specific ESL goals with the ESL teachers. These scores also help to determine if ESL school goals should be established for the year. They are also used to identify which students have reached proficiency and require continuing transitional ESL support.

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

3. The Parent Survey and Program Selection are distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ESL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent a notice requesting their attendance at another meeting. The same procedure as the first meeting is followed at this meeting. The remaining parents who do not attend are called individually and asked to come to school to meet with an ESL teacher to discuss their options and assist the parent in filling out the form. Parent selection data is then input into ATS. ESL Entitlement letters are distributed to ELL students' parents during the third week of September informing the parents that their child is continuing to receive English language development support. NYSESLAT student reports that have been generated by NYSED are sent to parents informing them on how their child performed on the May 2011 NYSESLAT exam.

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

5. At the current time, P.S. 28 has two ESL programs: Transitional Bilingual Education and Freestanding ESL. The trend has been for the majority of parents to request Freestanding ESL. For the 2009-10 school year, 1 parent requested TBE and 65 parents requested Freestanding ESL. In 2010-11, 3 parents requested Spanish Bilingual Education, 3 parents requested Chinese Bilingual Education and 61 parents requested Freestanding ESL. For the 2011-12 school year, 6 parents requested TBE and 65 parents requested Freestanding ESL.

6. The program models offered at P.S. 28Q are aligned with the majority of the parent requests. At the current time the majority of parents requested Freestanding ESL. At the moment P.S. 28 offers Freestanding ESL and Spanish Transitional Bilingual –Special Education classes. As more parents request Chinese and Spanish TBE classes, we will take the steps to determine the feasibility of including these program models at P.S. 28 such as hiring appropriate personnel as well as looking into available space in the building.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	3	0	0											3
<b>Dual Language</b> (50%:50%)	0	0	0											0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	0											4
<b>Push-In</b>	5	5	5											15

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	10	7	5	0	0	0	0	0	0	0	0	0	0	22

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	239	Special Education	29
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	0	22	0			0			22
Dual Language	0	0		0			0			0
ESL	217		7	2						219
<b>Total</b>	<b>239</b>	<b>0</b>	<b>29</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>241</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22													22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>22</b>	<b>0</b>	<b>22</b>											

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	86	56	53											195
Chinese	8	6	4											18
Russian														0
Bengali														0
Urdu		1												1
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi	1	0	3											4
Polish														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
Albanian														0
Other														0
<b>TOTAL</b>	<b>96</b>	<b>63</b>	<b>60</b>	<b>0</b>	<b>219</b>									

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The ESL program consists of two kindergarten Transitional Bilingual Special Education classes, and four Self-Contained Freestanding ESL classes – two kindergarten classes and two first grade classes. Three appropriately certified ESL teachers push-in to service classes in grades K-2 for 5 periods a day. All classes are grouped heterogeneously with mixed proficiency levels in each class. P.S. 28 is an Early Childhood Center consisting of grades Pre-K to 2. Out of a total of 241 ELL students, 239 ELL students are considered Newcomers, receiving services for 0-3 years. 22 of these students are special education students in a Transitional Bilingual Education program who have been in the program 0-3 years. The school requested extension of services for two P.S. 28 students who, after being in the program for three years and will continue as second graders, did not reach proficiency level on the NYSESLAT. These students will continue to receive support services to improve their English proficiency.

#### 2.-7. Spanish Transitional Bilingual Education

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

The Special Education Bilingual classes use a balanced literacy approach inside the workshop model. Literacy is taught using a balanced

## A. Programming and Scheduling Information

literacy approach with includes a Writers and Readers workshop and skills block. The reading and writing program is built around a workshop format with predictable rituals, routines and artifacts. During the Writers Workshop students write daily, edit and revise their work in all genres. During the Readers Workshop students participate in read aloud, shared reading, guided reading, independent reading and conferencing. Skills and strategies are taught via mini-lessons using ESL strategies to support the lesson and small group instruction reinforces the skills taught. The teacher utilizes big books, leveled texts, genre studies, and effective ESL strategies and methodologies to assist students in developing English language proficiency. Differentiated instruction for these newcomers who are special needs students consists of both small grouping and individual support by the language paraprofessional. Differentiated grouping is also done by modality to support these students' individual needs.

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

Technology is used in the classroom through lessons generated using the Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. ELL-SWD students in the TBE program are assessed using Fountas & Pinnell Reading Assessment, both in Spanish and English, Everyday Math Unit assessments, school generated ESL Interim Assessments, teacher generated assessments and the NYSESLAT. These assessments are used to determine students' academic progress along with their level of English language acquisition. The results help to determine at what level the students are performing academically and what modalities need to be focused on.

### Self-Contained ESL Classrooms

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

Instruction is conducted in English with 25% native language support through the use of native language texts, word walls, picture support and picture dictionaries, labeling the room, and pairing students with the same native language. Everyday Math and Math Steps is used by the students. ESL approaches and strategies, with an emphasis on the acquisition of academic vocabulary, is used in all content areas in order for students to achieve maximum proficiency.

Technology is used in the classroom through lessons generated with the use of the Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. Teachers assess students on an on-going basis using conference notes, Fountas & Pinnell Reading Assessments, student work, teacher-created assessment, and student observation in order to drive instruction that supports individual student needs.

### ESL Push-In Model

Identified ELL students receive instruction from three appropriately certified ESL teachers. The ESL program follows a "push-in" model whereby the ESL teacher pushes in to classrooms during Reading, Writing and all content area subjects. The ESL teacher works with small, differentiated groups with a focus on supporting the acquisition of academic vocabulary. As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive the minimum of 180 minutes of ESL instruction weekly. The ESL teachers use the data generated from the NYSESLAT to inform their instruction. Students are looked at closely through the lens of the four modalities to insure that they will receive the support needed to reach maximum proficiency in the English language. This information informs the grouping needed for differentiated instruction. Visuals.

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

and classroom teachers meet weekly during common preps and grade meetings to discuss student data and plan lessons with the purpose of aligning instruction to address the students' needs

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here8. ELL students in grades K-2, including students with special needs and students who have reached proficiency on the NYSESLAT, receive academic support within the school day. Instruction focuses on literacy in a pull-out model. The ELL subgroup addressed is students who are reading below grade level. This support and resources correspond with the students' grade and age. The programs used are Leveled Literacy Intervention and Great Leaps. ELL students who are receiving service 4 to 6 years are receiving targeted academic intervention through a 100 minute pull-out program taught by an appropriately certified ESL teacher. Based on the NYSESLAT data, these students did not achieve proficiency in the area of Reading and will receive academic intervention in this subject area.

9. Students who have reached proficiency level on the NYSESLAT continue to receive ESL support for two years to maintain their English proficiency. Students receive Academic Intervention Support during the day in reading using the Leveled Literacy Intervention program. Students are also given extra support during a push-in program taught by an appropriately certified ESL teacher. Academic vocabulary is supported through the program Words Their Way with English Learners.

10. The ESL teachers are members of Inquiry Teams who are looking closely at the new Common Core State Standards and investigating how they will support the ELL students to meet these new standards. The teachers use student data to identify a change in instructional practice that will accelerate learning for the ELL students. ESL teachers are supporting students in English academic language and vocabulary as the new standards have placed a greater emphasis on reading informational text as well as reading in the content areas.

11. In order to best address specific student need, the Title III Before School literacy program has been discontinued this year and has been replaced by an appropriately certified ESL teacher who will provide both English and native language supplemental support in a push-in program. This program will give supplemental support to first and second grade ELL students who are at the beginner proficiency level as measured by the NYSESLAT. Data analysis from this exam indicates that students need specific support in the area of reading/writing. This new program will use the research-based Words Their Way with English Learners to support students in the areas of phonics, vocabulary and spelling instruction.

12. ELLs are afforded equal access to all school programs at P.S. 28Q. Students participate in Enrichment After School programs in Science, Art, Music, Physical Education and Technology. Students also receive supplemental services in academic intervention support in the area of literacy.

13. A variety of instructional materials and visuals are used in the classroom to support ESL instruction in literacy and in the content areas. Teachers follow a balanced literacy/workshop model in both Native and English Language Arts utilizing effective ESL methodologies and strategies. Our balanced literacy classrooms are equipped with leveled libraries, which include books across the genres and content areas as well as native language books and dictionaries. Students use literacy manipulatives such as dry wipe boards, magnetic letters, books on tapes and sentence strips with poems and stories. Classrooms contain print rich environments with word walls, charts containing picture representations and labels, artifacts that support rituals and routines, nursery rhymes and labeling of the room. Students are provided with materials that are familiar to them to give them an experiential base to build upon. Teachers provide extensive vocabulary instruction to the language acquisition of the ELL student. The Text Talk program is used by first and second grade teachers to introduce and reinforce vocabulary. The research-based program Foundations is used to teach phonics in kindergarten and first grade. Everyday Math

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here8. ELL students in grades K-2, including students with special needs and students who have reached proficiency on the NYSESLAT, receive academic support within the school day. Instruction focuses on literacy in a pull-out model. The ELL subgroup addressed is students who are reading below grade level. This support and resources correspond with the students' grade and age. The programs used are Leveled Literacy Intervention and Great Leaps. ELL students who are receiving service 4 to 6 years are receiving targeted academic intervention through a 100 minute pull-out program taught by an appropriately certified ESL teacher. Based on the NYSESLAT data, these students did not achieve proficiency in the area of Reading and will receive academic intervention in this subject area.

9. Students who have reached proficiency level on the NYSESLAT continue to receive ESL support for two years to maintain their English proficiency. Students receive Academic Intervention Support during the day in reading using the Leveled Literacy Intervention program. Students are also given extra support during a push-in program taught by an appropriately certified ESL teacher. Academic vocabulary is supported through the program Words Their Way with English Learners.

10. The ESL teachers are members of Inquiry Teams who are looking closely at the new Common Core State Standards and investigating how they will support the ELL students to meet these new standards. The teachers use student data to identify a change in instructional practice that will accelerate learning for the ELL students. ESL teachers are supporting students in English academic language and vocabulary as the new standards have placed a greater emphasis on reading informational text as well as reading in the content areas.

11. In order to best address specific student need, the Title III Before School literacy program has been discontinued this year and has been replaced by an appropriately certified ESL teacher who will provide both English and native language supplemental support in a push-in program. This program will give supplemental support to first and second grade ELL students who are at the beginner proficiency level as measured by the NYSESLAT. Data analysis from this exam indicates that students need specific support in the area of reading/writing. This new program will use the research-based Words Their Way with English Learners to support students in the areas of phonics, vocabulary and spelling instruction.

12. ELLs are afforded equal access to all school programs at P.S. 28Q. Students participate in Enrichment After School programs in Science, Art, Music, Physical Education and Technology. Students also receive supplemental services in academic intervention support in the area of literacy.

13. A variety of instructional materials and visuals are used in the classroom to support ESL instruction in literacy and in the content areas. Teachers follow a balanced literacy/workshop model in both Native and English Language Arts utilizing effective ESL methodologies and strategies. Our balanced literacy classrooms are equipped with leveled libraries, which include books across the genres and content areas as well as native language books and dictionaries. Students use literacy manipulatives such as dry wipe boards, magnetic letters, books on tapes and sentence strips with poems and stories. Classrooms contain print rich environments with word walls, charts containing picture representations and labels, artifacts that support rituals and routines, nursery rhymes and labeling of the room. Students are provided with materials that are familiar to them to give them an experiential base to build upon. Teachers provide extensive vocabulary instruction to the language acquisition of the ELL student. The Text Talk program is used by first and second grade teachers to introduce and reinforce vocabulary. The research-based program Foundations is used to teach phonics in kindergarten and first grade. Everyday Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experience. The Harcourt Science program provides students and investigative approach to learning the content area. The Harcourt Social Studies program exposes the

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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## Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### C. Schools with Dual Language Programs

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Science:

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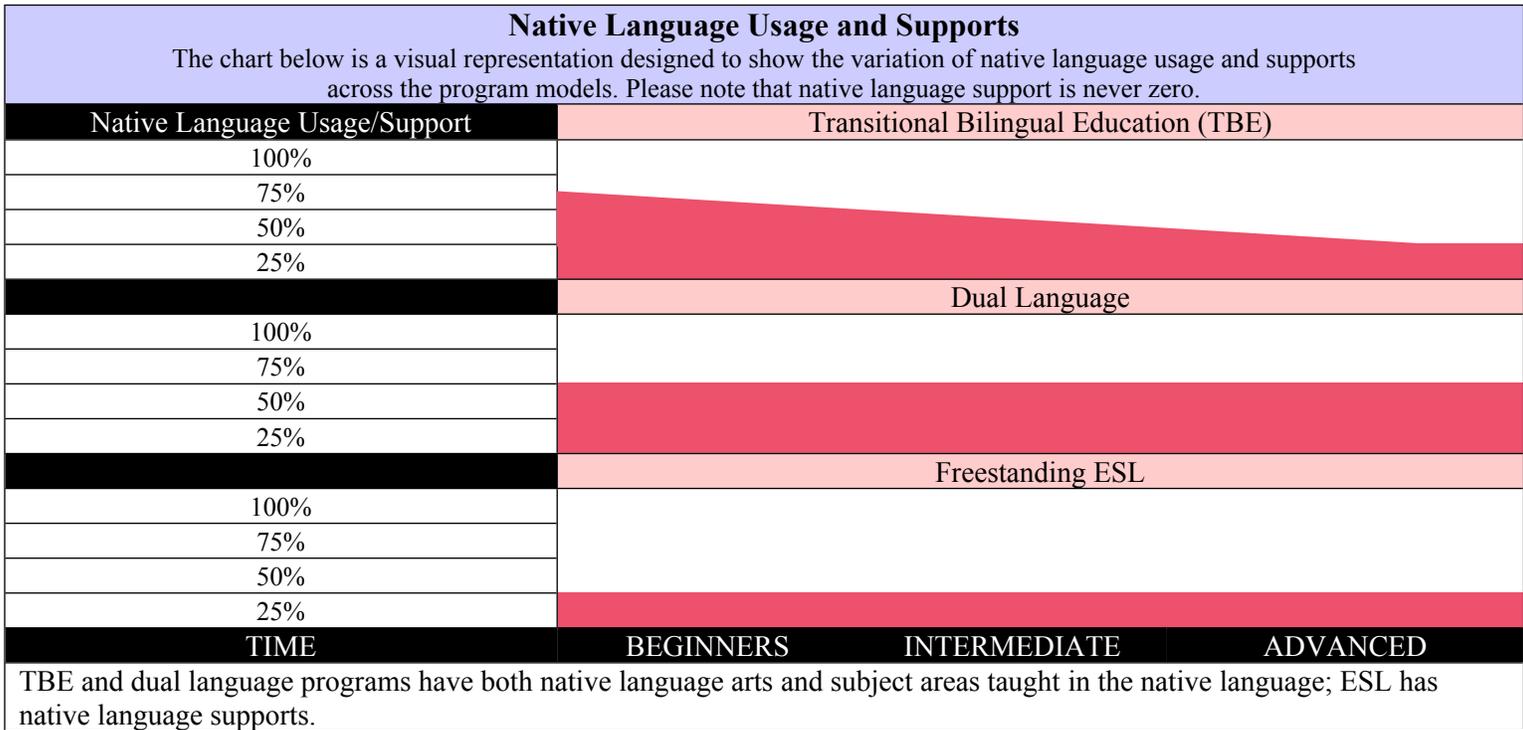
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

8. 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.
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## 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)	23	9	10											42
Intermediate(I)	24	18	24											66

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	9	31	38											78
Total	56	58	72	0	0	0	0	0	0	0	0	0	0	186

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	0										
	I	12	8	7										
	A	24	37	24										
	P	22	25	46										
READING/ WRITING	B	23	9	10										
	I	24	16	24										
	A	8	27	38										
	P	4	20	5										

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	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Pessutti	Principal		11/29/11
Elizabeth Brizo	Assistant Principal		11/29/11
Maria Rodriguez	Parent Coordinator		11/29/11
Dahlia Schoenberg Lam	ESL Teacher		11/29/11
Sulma Diaz	Parent		11/29/11
Juana Colon	Teacher/Subject Area		11/29/11
Caroline Nestor	Teacher/Subject Area		11/29/11
Carol Cardi	Coach		11/29/11
Judy D'Andrea	Coach		11/29/11
Elizabeth Rivas	Guidance Counselor		11/29/11
Diane Foley	Network Leader		11/29/11
Consuelo Torres	Other <u>Related Service</u> <u>Prov</u>		11/29/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 24Q028      **School Name:** The Thomas Emanuel Early Childhood

**Cluster:** 204      **Network:** Diane Foley

**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**

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

P.S. 28 data analysis indicates that students come from diverse linguistic backgrounds. According to our Home Language Report, our enrollment of 526 students consists of the following home languages: 77.2% Spanish, 16.3% English, 5.2% Chinese, .8% Punjabi, .2% Pashto, .2% Urdu and .1% Arabic. In order to assess the needs for written and oral translation for our parents, the school utilizes the ATS RAPL Report (Adult Preferred Language Report) that is generated from the Home Language Survey.

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

The major findings of our school needs is that in order to communicate effectively with the parents of the majority of our student population, we must do so in the primary languages of Spanish, English and Chinese. The ATS RAPL Report indicated that 449 parents requested written and oral communication in Spanish, 60 parents require written and oral communication in English while 14 parents require written and oral communication in Chinese and 1 parent requires written and oral communication in Punjabi and 1 parent in Pashto. Parents are made aware that written translation and oral interpretation are available at school through PA Meetings and Parent Orientation Meetings. Teachers are made aware of the fact, through faculty conferences, that forms and notices issued by the school are available in Spanish, Chinese and English. Teachers are also aware that translators are available for all parent-teacher conferences as well as meeting with parents on an individual basis.

## Part B: Strategies and Activities

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

The school will provide timely translations and distribution of important communication in Spanish and Chinese including, but not limited to, registration and selections, standards and performance, conduct and discipline, safety and health, placement in Special Education, ELL and AIS programs, transfers and discharges, procedural/operational issues, testing and school specific issues and events. A translated school calendar is sent home monthly. School Messenger, a translated automated phone program, is used to deliver reminder messages to parents. To insure that materials are translated in a timely manner, in-house staff translates materials to be sent home to parents. A binder is maintained of all translated materials and reviewed by the Principal to ensure that materials are distributed in a timely fashion.

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

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

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

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



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Thomas Emanuel Early Childhood	DBN: 24Q028
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one):    ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school            ●After school            ●Saturday academy            ✳Other: Push-In Services
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ●K    ✳1    ✳2    ●3    ●4    ●5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 28's Title III Program provides English Language Learners with supplemental instruction in a Push-In program based on student need. This program is designed to give First and Second Grade students who are at the Beginner proficiency level on the NYSESLAT the additional support they need to accelerate their progress in the English language. Title III funds will be used to hire a part-time 3 day a week F-Status certified ESL teacher, who is fluent in both English and Spanish, to service the 35 students in this program. Students will be serviced through a push-in program three times a week for 50 minutes each day. The services the students will receive are in addition to the mandated services required. The program will be held for seven months, beginning in November and ending in May. The certified ESL teacher will provide services in English with Spanish Native Language support. The materials used will include the research-based program Words Their Way with English Learners. This is a word study program to support students in phonics, vocabulary and spelling instruction which our data has shown is where these students require extra support. Our goal is to help these students increase their proficiency levels as they continue to acquire the English language.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Title III Professional Development will consist of bi-weekly 30 minute co-planning time between the Title III ESL teacher and common branch/early childhood classroom teachers. The teachers will collaborate on how to support ELLs in the content areas through developing academic vocabulary as well as supporting the students as readers and writers by focusing on phonics and spelling instruction. Student data will be carefully reviewed during these meetings to insure that the Title III ESL teacher is meeting the specific needs of the students. The Title III ESL teacher will also meet with ESL teachers on a weekly basis during common preps to discuss student data and coordinate their goals for each student in the Title III program. The Title III ESL teacher, along with the ESL teachers, will receive monthly professional development facilitated by the Literacy Coach, Literacy Consultant Staff Developer and Math Coach on the following topics: Building Comprehension for the ELL Student, How to Develop Simple and Complex Sentences for the Early ELL Student, Utilizing Reading Vocabulary in Conversation, Building Academic Vocabulary to Meet the CCSS in Math, and Supporting the ELL Student in Meeting the New Common Core State Standards.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent engagement activities targeted toward parents of ELLs is a priority at P.S. 28. The Parent Coordinator, who is bilingual in English and Spanish, works throughout the year to facilitate a strong home-school connection that will impact higher achievement for our ELLs. Adult ESL classes, facilitated by the Parent Coordinator, are offered twice a week. Workshops, conducted by the Parent Coordinator, ESL teachers, Literacy Coach, and Math Coach, are held on a bi-weekly/monthly basis. Parents are invited to attend workshops in the morning directly after student arrival. Topics include homework help, how to help your child in reading and math, how to interpret your child's goals, how to help your child in Foundations, and conversations with your child. Parents are notified through flyers, outside announcements made during morning arrival and afternoon dismissal, school calendar, and School Messenger. All communication with parents is provided in English, Spanish and Chinese.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		