Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 228

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q228

PRINCIPAL: OLGA IRIS GUZMÁN EMAIL: OGUZMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHIL COMPOSTO

02-29-2012

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
Olga Iris Guzmán	*Principal or Designee	
Nancy Rosenthal	*UFT Chapter Leader or Designee	
Alejandro Victor	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Eileen Hughes	Member/ Staff	
Inez Ruiz	Member/ Staff	
Evelyn Gomez	Member/ Staff	
Maria Jeffrey	Member/ Parent	
Valia Portila de Viola	Member/ Parent	
Maria Meneses	Member/ Parent	
Rosa Guzmán	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- All students including ELLs and Students with IEPs, will achieve state standards in ELA measured by at least 80% of students scoring on or above grade level on the *NYCDOE Common Core State Standards aligned reading and writing task* measured by the *NYCDOE Common Core Aligned Scoring Rubric for Early Childhood.*

Comprehensive needs assessment:
EPAL trends and data analysis show that 20% of second grade students scored below grade specific benchmarks in focused writing in response to Reading.
2010-2011 progress report data shows an A in student performance and a B in student progress. Progress Report data shows no points earned for closing the achievement Gap for English Language Learners and Students with IEPs. Item skills analysis also indicates a need for improvement in Informational Reading and Writing, and focusing on main idea and author's message.

Instructional strategies/activities

- Between September 2011 and June 2012 Members of the PD Team unpack, modify and create CCLS aligned tasks. Team members engage in school based professional development planning sessions, study groups and/or inter visitation 2-3 times per week.
- Teachers implement pre-assessment, Common Core aligned learning experiences, pre assessments and final assessments outlined in NYCDOE model task guidelines. Units are conducted during November/December 2011. Additional CCSS aligned units are implemented between January and June 2012.
- Students participate in differentiated Reading and writing instruction daily between September 2011 and June 2012, utilizing The Teachers College Balanced Literacy Model Instruction based on the CCSS.
- Students have daily exposure to questioning and rigorous learning tasks guided by teacher planning utilizing Webb's Depth of Knowledge.
- Children complete Pre assessments and post assessments administered at the beginning and conclusion of each monthly unit.
- During the conclusion of each monthly unit, students participate in publishing projects, celebrations and share fairs.
- Bilingual and dual language classes have opportunities to read and write and achieve or surpass the Standards in English and Spanish.

Strategies to increase parental involvement

- Parent workshops focused on grade specific benchmarks and unit supports are offered between September 2011 and June 2012.
- Parent Teacher conferences and parent assessment meetings are conducted 2 or more times per year.
- Parent Learning leaders are encouraged to be active participants in their children's learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- School based professional development offered 2 or more times per week by members of the PS 228 Professional Development Team including the Principal, the Assistant Principal, the UFT Teacher Center Coach, the ESL and Dual Language Facilitators, the IEP Coordinator and the Grade Leaders.
- Collaborative study frameworks including grade leader structures, inquiry teams, and ICT teaching teams foster ongoing professional learning.

- Children's First Network Leaders and other PD providers offer school based and off site professional learning experiences for teachers.
- Professional Development Focus topics include the Common Core State Standards, Common Core aligned tasks and Webb's Depth of Knowledge.
- Attend Job fairs to interview and attract highly qualified teachers
- Fellows, open market are sources of new teacher recruitment.
- New Teachers receive mentoring for the first year of teaching and beyond.
- New teacher Workshops are provided and partner teachers are available.

Service and program coordination

- After School Title 111 ESL Program provides academic support for English Language Learners.
- Learning Leaders provides school- based parental and community support in education.
- Student Teacher program partnership with Queens College provides additional instructional support.

Budget and resources alignment
Title 111 ESL programs
Parent Involvement title 1
Professional Workshops, per session and substitutes as needed provided by Title 1
Data Specialist funds are AARA
Tax Levy provides Raz kids and other technology Reading programs.
TL NYSTL funds provide non fiction Common Core Library.

- Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, Title IV, IDEA, NYSTL

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, 80% of K-2 students will meet or exceed grade benchmark scores on the TCRWP sight word Assessment.

Comprehensive needs assessment

- Progress report data (Closing the Achievement Gap) shows that ELLs and students with IEPS scored below the top 40 percentile in English, and scored on or above the top 40 percentile in Math. Data reflects third grade scores of former PS 228 students.

Instructional strategies/activities

- Between June-October 2011, the PS 228 Professional Development Team including Administrators, Coach, Facilitators, Grade Leaders and Teachers check, gather and distribute word study resources for all classes: Bumpy books, letter tiles, word building materials, keyboards, word and letter mats, clay and other art materials.
- Between September 2011 and June 2012, K-2 teachers participate in professional development consisting of work sessions, demonstration lessons and team teaching facilitated by members of the PS 228 Professional Learning Community including the coach, facilitators, grade leaders and all teachers. PD is focused on Multisensory strategies for effective word study in Early Childhood.
- Between September 2011 and June 2012, 5-10 K-2 teachers attend Professional Development conferences in word study provided by the Network, BER and other professional development providers. All information is shared during grade leader meetings and faculty conferences.
- Between September 2011 and June 2012, K-2 teachers use multisensory word study strategies to conduct at least 3 periods of word study per week.
- During September, November, March and May of the 2011-2012 school year, the TCRWP and the PS 228 sight word assessments are administered to assess student progress. Ongoing progress monitoring drives instruction between September and June to determine the skills, strategies and words that must be reinforced with additional programs, strategies and frequency of instruction.
- Between September and June 2012 model lessons, checklists, portfolios, charts, schedules, photos and other artifacts are evidence of multisensory word study implemented in K-2 classes.

Strategies to increase parental involvement

- Offer parent workshops about Reading/Word study to provide curriculum overview and strategies to help children at home.
- Conduct Parent Center Night to allow parents to work on centers.
- Include Reading and word study information/ assessments in School events including parent teacher conferences.
- Prepare and distribute parent information and material. (Parent Reading Resource packets)

Strategies for attracting Highly Qualified Teachers (HQT)

- School based professional development offered 2 or more times per week by members of the PS 228 Professional Development Team including the Principal, the Assistant Principal, the UFT Teacher Center Coach, the ESL and Dual Language Facilitators, the IEP Coordinator and the Grade Leaders.
- Collaborative study frameworks including grade leader structures, inquiry teams, and ICT teaching teams foster ongoing professional learning.
- Children's First Network Leaders and other PD providers offer school based and off site professional learning experiences for teachers.

Service and program coordination • Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Budget and resources alignment Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, Title IV, IDEA, NYSTL NYSTL funds provide books and materials. RESO grant allocated for computers and technology resources. Title 1 funds are used for parent involvement activities.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, attendance at parent involvement activities will increase by 5% as measured by attendance records and reflections.

Comprehensive needs assessment

- 2010-2011 progress report data shows an A in student performance and a B in student progress. Progress Report data shows no points earned for closing the achievement Gap for English Language Learners and Students with IEPs. Data reflects a need for additional strategies to build parent capacity in support of student learning. EPAL and TCRWP assessment trends show that 20% of all students performed below grade specific benchmarks and require parental support to meet the Standards. Parent involvement records show parent requests for additional workshops on the Common Core Learning Standards and strategies for helping with Reading and ELA strands.

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Instructional Strategies/activities
Strategies to increase parental involvement

- Between June-October 2011, the PS 228 Professional Development Team including Administrators, Coach, Facilitators, Grade Leaders and Teachers gather and compile parent resources for Common Core State Standards, for Reading, Math and other Curriculum Supports.
- Between September 2011-June 2012, the Parent Coordinator and the Professional Development Team plans and implements parent workshops focused on college and career readiness, and identifying grade specific Common Core State Standards for Early Childhood grades.
- PD Team presentations also include grade-specific strategies and activities aligned with the Common Core Learning Standards. Parent involvement topics include Homework help, project based learning and developing conversations.
- During September, November, March and May 2011-2012, the TCRWP assessments are completed and results are shared with parents.
- Between September and June 2012 attendance sheets, reflections, model activities, checklists, portfolios, charts, schedules, photos and other artifacts are ongoing evidence of effective parent workshops.
- Final Parent workshop attendance data for 2011-2012 is compared with 2010-2011 data to assess a parental involvement increase of 5% or More.

Strategies for attracting Highly Qualified Teachers (HQT)
Job fairs, open market, ATRs and interviews with principals are sources of new teacher recruitment.

- CCSS study groups for Teachers and parent volunteers.
- Ongoing school based and off site PD provided by the PS 228 PD Team, the CFN, the UFT Teacher Center, BER, STEM and other providers.
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Service and program coordination

- Learning leader parent and community volunteers are trained, supported and partnered with teachers in Pre-k-2 classes. Parents become familiar with curriculum, assessments and grade specific Standards.
- Title 1 Parent group coordinates workshops and supports family nights.

Budget and resources alignment

- Title I, Part A (Basic and ARRA), Title II, Part A, Title III, Part A, TitleIV, IDEA, NYSTL

Tilte 1 funds support parent involvement activities by providing workshops, refreshments , books and materials.

ACADEMIC 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.

	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	78	78	**N/A**	**N/A**	0	3	1	0
1	56	56	**N/A**	**N/A**	0	3	0	0
2	60	60	**N/A**	**N/A**	0	4	1	0
3			**N/A**	**N/A**				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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
ELA	**FOR ALL AT RISK STUDENTS <u>INCLUDING ELLS AND STUDENTS WITH IEP</u> <u>s:</u>** ➢ **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 facilitator provides 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, Foundations 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. ➢ **Academic and Social Emotional Support Program** Academic and Emotional Support program provides services for IEP and/or at risk students to enhance their social and academic skills. **FOR ENGLISH LANGUAGE LEARNERS:** ➢ **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** Four teachers provide afterschool ESL instruction for at risk students on Tuesdays and Wednesday 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. ➢ **Academic and Social Emotional Support Program** Academic and Emotional Support program provides services for 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 <u>INCLUDING ELLs AND STUDENTS WITH IEPs:</u>** ➢ **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 facilitator provides 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:** ➢ **ESL Through The Arts** A certified ESL teacher provides mandated ESL instruction for English Language Learners that includes Everyday Math support utilizing ESL strategies. **FOR STUDENTS WITH IEPs:** ➢**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.
At-risk Services provided by the Guidance Counselor	**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. **FOR STUDENTS WITH IEPs:** The School Guidance Counselor provides 30-minute small group and individual counseling in accordance with IEP mandates.
At-risk Services provided by the School Psychologist	**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.
At-risk Services provided by the Social Worker	**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. **FOR STUDENTS WITH IEPs:** The School Social Worker provides 30-minute small group and individual counseling in accordance with IEP mandates.
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.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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. Our 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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school'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:

- actively involve and engage 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;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- 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;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may 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;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise 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;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, 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:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- 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;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;
- check and assist my child in completing homework tasks, when necessary;

- 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, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- 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;
- 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:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- 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 Altagracia Santana	District 30	Borough Queens	School Number 228
School Name Early Childhood Magnet School of Arts			

B. Language Allocation Policy Team Composition ⓘ

Principal Olga I. Guzman	Assistant Principal Diana Rodriguez
Coach Eileen Hughes	Coach type here
ESL Teacher Leticia Cruz	Guidance Counselor type here
Teacher/Subject Area Belkis Parache/Dual Language	Parent Alejandro Victor
Teacher/Subject Area	Parent Coordinator Reina Verduga
Related Service Provider	Other Elba Zarza/I.E.P. Teacher
Network Leader Altagracia Santana	Other type here

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	1	Number of certified bilingual teachers	16	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	16	Number of special education teachers with bilingual extensions	7	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	318	Total Number of ELLs	146	ELLs as share of total student population (%)	45.91%

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. 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 ESL and bilingual 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 satifsfactorily completed, in the event that neither Ms. Cruz or Ms. Frances are available. Home Language Surveys will be provided in parents' preferred 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. The initial ELL identification process will include: completion of Home Language Identification Survey, an oral interview of the parent in their preferred language and of the student (to officially determine student's dominant language), an assessment of answers to Home Language Questionnaire, the recording of language information on home language forms, and the notification of OTELE codes to the school's Pupil Accounting Secretary, who will enter 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 an ESL or bilingual certified, trained pedagogue, who will hand score answer documents of 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 be 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, each spring all identified ELLs will be administered the NYSESLAT. ELL Coordinator will generate and review the RLER to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT testing period. During administration of the NYSESLAT, the Speaking subtest will be administered individually and in a separate location. Listening, Reading, and Writing subtests are administered to students as a group. Make-up test dates will be dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accomodations, as mandated by IEPs and 504 Plans. ELL Coordinator will also utilize the REXH and RNMR reports to determine student proficiency levels, develop instructional groups, and ensure that all ELL students are provided with mandated units of ESL instruction. Parents of students who were administered the NYSESLAT during the previous spring will receive written notification of their child's continuing status as an ELL or of having achieved a passing score on the NYSESLAT, via continued entitlement or transition letters.

2. 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 newly identified ELLs will also receive an initial invitation to attend one of two initial parent orientations to be conducted by the ELL Coordinator, school administrators, and Parent Coordinator, during morning and evening sessions. During the ELL orientation, parents will be provided with information on the ELL identification process and state ELL guidelines, in parents preferred 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 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 parents preferred languages. Translation services may also be requested and ELL Coordinator will contact the DOE's Translation and Interpretation unit to request support, as needed. During ELL parent orientations, parents will obtain information on the various program choices and components of each program, Chancellors Regulations for education of ELLs (CR Part 154), and receive Parent Program Selection forms and Parent Surveys to be completed during the orientation. Information and documents will be provided in parents' preferred languages. After viewing the video presentation and having been informed of ELL guidelines, parents will be asked to complete parent surveys and program selection forms. Once completed, forms will be collected and reviewed by ELL Coordinator. ELL Coordinator will consult with adminstrators and Pupil Accounting Secretary to determine the availability of student placements within the school. Parents of students obtaining placement within P.S. 228 will receive placement letters informing them of their child's program for the entire school year. Parent's whose first program of choice cannot be honored within our school, will be assisted in obtaining placement in another school within district, offering their first choice. Original parent surveys and program selection forms will be filed in student cumulative folders. Copies of surverys, program selection forms, and placement letters will be kept on file by the ELL Coordinator. 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 schools days upon initial student enrollment, as mandated by NYS ELL compliance guidelines. Parent who are ns will be contacted via telephone to schedule individual meetings with the ELL Coordinator. Pa d individual meetings will be notified in writing of their child's placement in school's default

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 ○

3. Parents not attending initial orientation will be contacted by ELL Coordinator to schedule an individual parent meeting during morning or evening sessions. 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 assist parents in completing Program Selection forms and surveys over the telephone. ELL Coordinator will document date of telephone conferences. Parents contacted via telephone will still be required to a schedule an individual meeting with the ELL Coordinator to sign the Program Selection Form for their child. 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. Copies of entitlement/non-entitlement, placement, continued entitlement, and transition letters will also be kept on file by ELL Coordinator.

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.

4. Parent Program Selection forms for newly enrolled students will be reviewed by ELL Coordinator. ELL Coordinator will review Program Selection forms and assess availability of program and space within the school. 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 become available at our school site, they will be contacted and offered placement within our school. Transfer students will also be placed according to parent program selection. Students entitled to continued ESL services, as indicated by NYSESLAT scores, will remain in

Transitional Bilingual, Dual Language, or Freestanding ESL classrooms, as dictated by initial parental choice. Parents will be notified via continued entitlement letters. Notifications will be made available in parents preferred languages. Students achieving passing scores on the NYSESLAT, who were previously enrolled in Transitional Bilingual programs, will be eligible for placement in a TBE classroom for one additional year. as a means of providing support to former ELLs transitioning into mainstream settings.

5. Review of Parent Program Selection forms for the 2010-2011 and present school year indicate that Transitional Bilingual Education classrooms continue to be the first program of choice for parents of newly identified ELLs. For the current school year, 49 out of 63, or 78%, of parents of newly enrolled ELL students selected Transitional Bilingual classes as their first program of choice, 14% requested Freestanding ESL programs, and 8% chose Dual Language.

6. The need to align our school's program models with parental requests, as well as individual ELL and special needs mandates, has resulted in the need to maintain Transitional Bilingual classes in grades K, 1, and 2. In addition, one self-contained, 12:1, special education bilingual classroom has been formed in Kindergarten, for the current 2011-2012 school year.

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❄ No⊙	If yes, indicate language(s): Spanish & English
Dual language program	Yes❄ No⊙	If yes, indicate language(s): Spanish & English

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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	2	1											**6**
Dual Language (50%:50%)	1	1	1											**3**
Freestanding ESL														
Self-Contained	0	0	0											**0**
Push-In	1	0	0											**1**
Total	**5**	**3**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**10**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	147	**Newcomers (ELLs receiving service 0-3 years)**	141	**Special Education**	47
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	113	0	50	5	0	3				118
Dual Language	13	0	0	0	0	0				13
ESL	15	0	0	1						16
Total	**141**	**0**	**50**	**6**	**0**	**3**	**0**	**0**	**0**	147
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	53	51	14											**118**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**53**	**51**	**14**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**118**

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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	5	21	7	16	1	27													**13**	**64**
Chinese																			**0**	**0**
Russian																			**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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	21	7	16	1	27	0	0	0	0	0	0	0	0	0	0	0	0	13	64

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): 16	Number of third language speakers: 5
Ethnic breakdown of EPs (Number): African-American: 3 Asian: 5 Hispanic/Latino: 63 Native American: ___ White (Non-Hispanic/Latino): 2 Other: 7	

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	5	4	3											**12**
Chinese														**0**
Russian														**0**
Bengali	3													**3**
Urdu	1													**1**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
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
TOTAL	9	4	3	0	0	0	0	0	0	0	0	0	0	16

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. a). 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. The program breakdown per grade is as follows: Kindergarten-3 Kindergarten Transitional Bilingual classrooms (two ICT and one self-contained 12:1), 1 kindergarten Dual Language classroom, and 1 Freestanding ESL push-in/pull-out classroom. First grade- 2 Transitional Bilingual ICT classrooms, 1 Dual Language classroom, and 1 Freestanding ESL classroom serviced through a pull-out model. Second grade- 1 Transitional Bilingual ICT classroom, 1 monolingual ICT classroom, 1 Dual Language classroom, and 1 monolingual classroom.
b). Kindergarten ELLs are homogeneoulsy grouped while first and second grade students are heterogenously grouped within individual classrooms.

2. At the beginning of each school year, the ELL Coordinator/ESL teacher generates and reviews both the REXH and RNMR reports to obtain information on student current language proficiency levels and individual performance across language modalities, as indicated by NYSESLAT scores. LAB-R scores are utilized for newly identified ELLs. ELL Coordinator develops schedules and services students in Freestanding ESL classrooms according to mandated units. ELL Coordinator also creates ELL class rosters for all classes, listing all ELLs and providing information on individual student proficiency levels and mandated units of ESL. Teachers in TBE and Dual Language classrooms plan for language delivery according to student proficiency levels, as indicated by ELL rosters, ATS reports, and state guidelines for Bilingual and Dual classrooms.

A. Programming and Scheduling Information

a). A total of 67 kindergarten ELL students are homogeneously grouped as beginner ELLs and receive two daily periods of ESL instruction delivered by bilingual certified classroom teachers in our Transitional Bilingual and Dual Language classrooms and one ESL certified teacher in our Kindergarten Freestanding ESL classroom.

3. Beginner ELL students in one of two Kindergarten Transitional Bilingual/Integrated Co-Teaching classrooms receive instruction across content areas in both their native language and English. Students receive two daily 50 minute periods of NLA instruction during a balanced literacy block that includes: reading, writing, and word study instruction in Spanish. ESL instruction is delivered through two daily 50 minute periods of reading, writing, and word study/phonics in English. Daily additional 50 minutes of English enrichment are delivered through ESL through the arts, music, and library periods. Math and science instruction are delivered in Spanish. Each Transitional K classroom also takes part in one additional science period, per week, to be delivered in English.

Students in our self-contained (12:1) Transitional Bilingual Special Education classroom receive content area instruction in Spanish by a certified Special Education teacher with a bilingual extension. Delivery of instruction & related services adhere to IEP mandates. Students receive 2 daily periods of NLA instruction and 2 periods of English literacy instruction, using ESL methodologies. Content area instruction in math is delivered through daily 50 minute periods in Spanish. Science, social studies, and enrichment periods in ESL through the arts, music, library, and an additional science period, alternate daily. Social studies, science, and art lessons delivered by the classroom teacher are taught in Spanish. Music, library, and the weekly additional science period are delivered in English.

First grade and second grade ELL students in our Transitional Bilingual classrooms are grouped heterogeneously. Through differentiated instruction, beginner, intermediate, and advanced level students receive mandated NLA and ESL units of instruction by classroom teachers with Bilingual Extensions and Special Education certifications. ELL students at the beginner and intermediate levels receive 2 periods of NLA instruction. NLA instruction is delivered through both literacy and content area lessons. Advanced level ELLs take part in one 50 minute NLA period, per day. Beginner and intermediate students also receive 2 periods of ESL instruction. Advanced level ELLs receive one period of ESL, during the English literacy block, in addition to one period of ELA. Daily math periods are delivered in Spanish for beginner and intermediate level students, and in English, with some native language support, for advanced students. During mathematics, beginner and intermediate students also receive English language reinforcement of math concepts utilizing ESL strategies. The usage of English during the delivery of math lessons varies for beginner and intermediates, specifically during the group work and sharing portions of lessons. Content area lessons in social studies and science alternate daily. Beginner and intermediates participate in social studies and science lessons in Spanish, with portions of the lesson delivered in English, integrating ESL strategies. Enrichment periods for music and library are provided all in English and ESL through the arts is taught in English, with some Spanish language support for beginners and intermediates, and in English to advanced students.

ELL students in P.S. 228's K Dual Language classroom are homogeneously grouped and first and second grade ELLs are heterogeneously grouped. Students receive mandated units of Spanish and English instruction by a certified bilingual teacher through a self-contained Dual Language model. Dual language instruction follows an Alternating Day schedule, with full immersion in one of two languages on a daily basis, providing for a 50:50 dual language program model. Mandated ELA and ESL units are delivered by the classroom teacher in days of English instruction, through 2 periods of ESL instruction. Content area and enrichment periods are provided in both Spanish and English, in alignment with the language of the day. An additional weekly science period is provided, in English, for all Dual classes.

ELLs in our K, first, and second grade Freestanding ESL classrooms are homogeneously grouped and serviced by a certified ESL teacher for two daily periods of ESL instruction, for beginners and intermediates, and one period for advanced students. ELLs in Kindergarten are serviced through a combination of a push-in and pull-out ESL program. The ESL teacher pushes in daily for one period during the reading portion of the balanced literacy block. The second ESL period is in the form of a pull-out period. During this period, students are provided with focused word study lessons as well as content area instruction. Reading, word study, and content area instruction incorporates ESL strategies and is aligned with the thematic work taking place within the classrooms. Students in first and second grade classes are all at the advanced level of language proficiency and take part in one daily pull-out period, during the balanced literacy. The ESL teacher's schedule includes planning periods with classroom teachers of freestanding ESL classrooms, to ensure that instruction during the pull-out ESL period is aligned with the subject area and content being delivered during this period. Although all ESL pull-out periods occur during the balanced literacy block for all three grades, content area lessons in the subjects of: math, science, and social studies and enrichment lessons through ESL through the arts, also take place during the pull-out period. Planning sessions with classroom teachers and access to resources such as the monthly pacing calendars for reading, writing, and math, science and social studies, for all

A. Programming and Scheduling Information

grades, allow for the development and delivery of content area and interdisciplinary lessons, in addition to literacy lessons, that are aligned with the thematic work taking place within classrooms.

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%	conferences and group work assignments, and mandates. Lessons often incorporate cooperative learning experiences that promote interaction among native and second language learners, encouraging communication and the development of listening and speaking skills. To ensure that content is made comprehensible and that the development of language is supported, lessons include strategies such as strong picture to text support/visuals, music, shared readings, read alouds, and accountable talk sessions. Scaffolding strategies are integrated in the form of: modeling, contextualizing through th
75%	
50%	
25%	
Native Language Usage/Support	**Dual Language**
100%	knowledge, building schema, and text re-presentation activities. Lessons often also integrate technology in the form of SMARTBOARD activities and web-based literacy programs.
75%	
50%	
25%	4. ELL students with Spanish as their native langu Language classrooms are also evaluated with the
Native Language Usage/Support	**Freestanding ESL**
100%	year, the Sistema de Evaluacion de Lectura assessment by Fountas and Pinnell, to determine Spanish literacy and instructional and independent reading levels in Spanish, is being piloted in our K Dual Language classroom. Data for Spanish LAB-R, EL SOL, and the
75%	Sistema de Evaluacion de Lectura will be kept on file by ELL Coordinator in Native Language Assessments binder.
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

include: mandated ESL periods, homogeneous grouping, content based ESL instruction, daily Academic Intervention Service sessions, and participation in Title III after-school programs.

b. Newcomer ELLs are provided with a mandated minimum of ESL instruction by certified teachers. They will take part in 37 1/2 minutes of

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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10. What new programs or improvements will be considered for the upcoming school year?
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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?

8. Intervention programs targeting newcomer ELLs, ELLs-SWDs, and ELLs serviced beyond 3 years include collaborative planning group sessions between ESL and classroom teachers, monthly staff development sessions, combination of push-in and pull-out sessions during literacy as well as content area instruction, and additional pull-out sessions to focus on building specific English literacy skills for students requiring extension of services. Students also participate in daily 37 1/2 minutes of Academic Intervention Service periods, that provide instruction in both native and second languages.

9. Support for ELLs who have reached proficiency includes one weekly period of instruction by a certified ESL teacher with a focus on building English literacy through art. Students take part in small group instruction activities for one 50 minute period, per week. The focus of lessons during this period is to increase and apply content area related vocabulary, develop oral communication skills through cooperative learning activities and group presentations, take part in reading and writing extensions, and engage in hands-on activities through the creation of art projects. Transition students may also participate in P.S. 228's Title III afterschool program, should space be available.

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Courses Taught in Languages Other than English

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)?

1. Target languages in our Dual Language programs are utilized 50% of the time, for both ELLs and EP students, across all grades.
2. EPs and ELLs are integrated throughout the entire school day and for all content areas.
3. Languages are separated for instruction following an Alternating Day schedule.
4. P.S. 228's Dual Language program follows a self-contained model.
5. Emergent literacy is taught simultaneously, with balanced literacy components introduced in both students' first and second language according to the Alternating Day language schedule.

D. Professional Development and Support for School Staff

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

1. School administrators, teachers, educational assistants, and school-based support team members attend professional development focusing on: implementing common core standards, strategies to develop academic language and knowledge across content areas, ESL compliance and methodologies, and how to integrate technology in native and second language learning. All classroom and cluster teachers take part in monthly faculty coferences for a period of 40 minutes, each session. All school staff, teachers of ELLs, and related service providers participate in staff development during Chancellor conference days. Each grade is provided with one weekly common preparation period, during which teachers within a common grade plan lessons and grade activities, share best practices, obtain support and guidance in areas of need, and turnkey information obtained through professional development. Teachers of ELLs will also participate in five, 1 1/2 hours of after school training on developing curriculum mapping aligned with ESL methodologies and integrating effective ESL strategies. Monthly staff development also includes grade specific PD provided by Network staff and or Literacy Coach and administrators. Topics presented are aligned with: common core standards, grade curriculums, topics requested, thematic and seasonal activities, and other schoolwide initiatives. Special Education teachers and paraprofessionals will participate in professional development sessions totalling 10 hours, with a focus on differentiating instruction, incorporating ESL strategies, and integrating technology to meet the needs of second language learners with varied learning styles. Teachers also encouraged to take part in inter-visitations within and among grades.

2. Teachers of second grade ELLs transitioning from our school into neighboring upper elementary grades, take part in end of year intervisitations to schools, such as P.S. 149Q, and middle schools, such as I.S. 227 and I.S. 145. Intervisitations allow P.S. 228 staff to obtain information regarding specific programs, admissions procedures, school policies, grade expectations, and curriculum. The information obtained is utilized in the instructional planning for the upcoming school year, helping teachers of graduating ELLs better prepare them to meet the academic demands of upper elementary grades. Information is also disseminated to both students and parents through end of school year informational sessions, given by classroom teachers of transitioning ELLs, administrators, and Parent Coordinator, providing families with much needed support, as they make the transition from an early childhood environment to a larger school setting.

3. ELL training for all staff takes place during Chancellor's conference days and weekly grade planning sessions. Through an integrated core subject approach, The ELL Coordinator/ESL teacher takes part in weekly grade planning sessions, one time per week, with classroom teachers. Staff development with the ESL teacher includes: developing native language and second language literacy, increasing academic knowledge and language across content areas, ELL compliance and guidelines, and integrating ESL methodology and strategies when planning and delivering lessons. Training is also provided through DOE, OELL, and Network sponsored professional development sessions. All records of training are logged in the main office's professional development log. Copies of agendas and materials distributed are submitted to payroll secretary and kept on file .

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E. Parental Involvement

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

1. Parental involvement includes membership in school based organizations such as our P.T.A., the School Leadership Team, Learning Leaders group, as well as various committees, including our school's multicultural committee. Parents volunteer within classrooms and help organize schoolwide activities for students and families, such as food drives, fundraisers, the penny harvest, multicultural and holiday festivals, annual end of year gatherings, family outings, and visits to various cultural and artistic institutions throughout NYC.

2. Our school's Parent Coordinator conducts outreach activities to inform and empower parents and actively engage them in the education and rearing of their children. The Parent Coordinator has established partnerships with organizations such as: The Learning Leaders Association, Violence Intervention Program, Inc., the Queens Public Library, Cornell University, and New York University's LINCS-NYU-School Partnership program.

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3. Parent needs are evaluated through needs assessment surveys, direct feedback at parent meetings and to school administrators, Parent Coordinator and educators, and results of learning environment surveys.

4. Parental involvement activities are aligned with results of needs assessments and topics requested by parents. Topics addressed include resources for adult second language learning, educational strategies for the academic support of their children at home, community resources for physical and mental health, effective methods for financial planning, and introduction to technology. Parental request for adult ESL classes have been honored, resulting in the creation of two adult ESL classes, to begin in January 2012 and to be delivered by the ELL Coordinator and Bilingual Facilitator.

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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%	
	Dual Language
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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10. Plans for the coming school year include expanding the implementation of the Fountas and Pinnell Sistema de Evaluacion de Lectura, Spanish literacy Assessment, to include K and first dual language classrooms. El SOL will continue to be administered in K and 1st, Transitional Bilingual classes and our 2nd grade Dual Language classroom. Additional goals will include increasing the integration of the arts into the schoolwide curriculum, through art enrichment periods, a resident artist program, or an afterschool program incorporating music, drama, and dance.

11. All current programs are expected to continue to be implemented during the upcoming school year.

12. ELL students participate in school based enrichment programs such as our: Title III afterschool program, the Summer Exploratory Academy, school Glee Club, Virtual Y afterschool, the YMCA sponsored swimming program, and the 92nd Street Y Music Enrichment and Concert Series program.

13. Instructional materials used to support ELLs include: native language literacy programs such as Cancionero, Elefonetica, and Trofeos, and Tesoros. Materials to support English language literacy include: The Teachers College Reading and Writing Workshop, Fundations, Bumpybooks, the Spalding Method, Everyday Mathematics in both Spanish and English, and technology programs such as Raz-kids.com, Samsons Classroom, and Bookflix.

14. Native language support in TBE, Dual Language, and ESL classrooms is provided through resources such as native language libraries and glossaries. Technology programs and educational websites in native languages are also utilized. Students may also be grouped and partnered with educational staff and peers with common native languages during small group instruction and collaborative learning activities, to facilitate clarification and comprehension on content material.

15. Services and support are differentiated and aligned with student language & academic proficiency, grade levels, native languages, and assessment results.

16. Newly enrolled ELL students and their parents are invited to take part in a welcoming orientation which takes place at the end of the school year, for those students who will be new entrants the following fall. This introductory meeting is led by school administrators, classroom teachers, and Parent Coordinator and focuses on introducing new families to our educational staff, schoolwide initiatives, and

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)?

1. Target languages in our Dual Language programs are utilized 50% of the time, for both ELLs and EP students, across all grades.
2. EPs and ELLs are integrated throughout the entire school day and for all content areas.
3. Languages are separated for instruction following an Alternating Day schedule.
4. P.S. 228's Dual Language program follows a self-contained model.
5. Emergent literacy is taught simultaneously, with balanced literacy components introduced in both students' first and second language according to the Alternating Day language schedule.

D. Professional Development and Support for School Staff

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

1. School administrators, teachers, educational assistants, and school-based support team members attend professional development focusing on: implementing common core standards, strategies to develop academic language and knowledge across content areas, ESL compliance and methodologies, and how to integrate technology in native and second language learning. All classroom and cluster teachers take part in monthly faculty coferences for a period of 40 minutes, each session. All school staff, teachers of ELLs, and related service providers participate in staff development during Chancellor conference days. Each grade is provided with one weekly common preparation period, during which teachers within a common grade plan lessons and grade activities, share best practices, obtain support and guidance in areas of need, and turnkey information obtained through professional development. Teachers of ELLs will also participate in five, 1 1/2 hours of after school training on developing curriculum mapping aligned with ESL methodologies and integrating effective ESL strategies. Monthly staff development also includes grade specific PD provided by Network staff and or Literacy Coach and administrators. Topics presented are aligned with: common core standards, grade curriculums, topics requested, thematic and seasonal activities, and other schoolwide initiatives. Special Education teachers and paraprofessionals will participate in professional development sessions totalling 10 hours, with a focus on differentiating instruction, incorporating ESL strategies, and integrating technology to meet the needs of second language learners with varied learning styles. Teachers also encouraged to take part in inter-visitations within and among grades.

2. Teachers of second grade ELLs transitioning from our school into neighboring upper elementary grades, take part in end of year intervisitations to schools, such as P.S. 149Q, and middle schools, such as I.S. 227 and I.S. 145. Intervisitations allow P.S. 228 staff to obtain information regarding specific programs, admissions procedures, school policies, grade expectations, and curriculum. The information obtained is utilized in the instructional planning for the upcoming school year, helping teachers of graduating ELLs better prepare them to meet the academic demands of upper elementary grades. Information is also disseminated to both students and parents through end of school year informational sessions, given by classroom teachers of transitioning ELLs, administrators, and Parent Coordinator, providing families with much needed support, as they make the transition from an early childhood environment to a larger school setting.

3. ELL training for all staff takes place during Chancellor's conference days and weekly grade planning sessions. Through an integrated core subject approach, The ELL Coordinator/ESL teacher takes part in weekly grade planning sessions, one time per week, with classroom teachers. Staff development with the ESL teacher includes: developing native language and second language literacy, increasing academic knowledge and language across content areas, ELL compliance and guidelines, and integrating ESL methodology and strategies when planning and delivering lessons. Training is also provided through DOE, OELL, and Network sponsored professional development sessions. All records of training are logged in the main office's professional development log. Copies of agendas and materials distributed are submitted to payroll secretary and kept on file .

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E. Parental Involvement

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

1. Parental involvement includes membership in school based organizations such as our P.T.A., the School Leadership Team, Learning Leaders group, as well as various committees, including our school's multicultural committee. Parents volunteer within classrooms and help organize schoolwide activities for students and families, such as food drives, fundraisers, the penny harvest, multicultural and holiday festivals, annual end of year gatherings, family outings, and visits to various cultural and artistic institutions throughout NYC.

2. Our school's Parent Coordinator conducts outreach activities to inform and empower parents and actively engage them in the education and rearing of their children. The Parent Coordinator has established partnerships with organizations such as: The Learning Leaders Association, Violence Intervention Program, Inc., the Queens Public Library, Cornell University, and New York University's LINCS-NYU-School Partnership program.

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3. Parent needs are evaluated through needs assessment surveys, direct feedback at parent meetings and to school administrators, Parent Coordinator and educators, and results of learning environment surveys.

4. Parental involvement activities are aligned with results of needs assessments and topics requested by parents. Topics addressed include resources for adult second language learning, educational strategies for the academic support of their children at home, community resources for physical and mental health, effective methods for financial planning, and introduction to technology. Parental request for adult ESL classes have been honored, resulting in the creation of two adult ESL classes, to begin in January 2012 and to be delivered by the ELL Coordinator and Bilingual Facilitator.

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)	67	6	0											73
Intermediate(I)	0	34	3											37
Advanced (A)	0	22	15											37
Total	67	62	18	0	0	0	0	0	0	0	0	0	0	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B	0	0	0										
	I	1	2	0										
	A	1	13	4										

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	44	14										
READING/ WRITING	B	2	6	0										
	I	0	32	3										
	A	0	22	15										
	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. 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. In addition, El Sistema de Evaluacion de Lectura Spanish Literacy Assessment, by Fountas and Pinnell, will be piloted in our Kindergarten Dual Language classroom during the

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

School Name: E.C. Magnet School of Arts		School DBN: 30Q228	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q228 **School Name:** E.C. Magnet School of Arts

Cluster: 4 **Network:** 410

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

Part A: Needs Assessment Findings

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

P.S. 228's written and oral language interpretation needs are initially assessed by reviewing and analyzing parent responses to preferred languages of communication in student Home Language Surveys, Emergency Contact cards, ATS reports, such as the Adult Preferred Language Report (RAPL), environmental surveys, and school report cards. Information regarding language needs is also obtained through parental feedback during parent meetings and ELL parent orientations, conducted by P.S. 228's Parent Coordinator, Administrators, and ELL Coordinator. In addition, informal data about language preferences and translation needs is also obtained through ongoing communication between parents and P.S. 228 staff, such as classroom teachers and office personnel. The Chancellors Regulation A-663 for Translation is also reviewed to ensure that limited English speaking parents are afforded equal language opportunities, information, and services.

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.

Review and analysis of P.S. 228's preferred languages identify: Spanish, Bengali, Chinese, Arabic, and Urdu as the five languages, other than English, in which parents request information and translation support. Percentages of responses to preferred languages, as indicated by the RAPL ATS report are as follows: 63.1% of parents identify Spanish as their preferred language, 33.9% English, 1.3% Bengali, .79% Chinese, .53% Arabic, .26% Urdu. Analysis of language preferences for both ELL and English proficient students indicates that out of 146 identified ELLs, all but one parent, identified a language other that English as their primary spoken and written language. Approximately 101 out of 235 parents of English proficient students preferred a language other than English as their primary language. Language needs findings were reported and discussed with the school community at PTA meetings, School Leadership and Cabinet meetings, and grade conferences. Classroom teachers also receive copies of the RAPL report for their individual classes, assisting them in identifying language needs and preferences within their group.

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.

Beginning of the year staff surveys will indicate the availabilty of P.S. 228 staff members who may be able to provide support in languages other than English, and specific languages spoken. A school-based translation and interpretation team will be developed based on survey responses. After reviewing Home Language Surveys, Emergency Contact Cards, and RAPL reports, lists of parents requiring language assistance will be made available to: the administration, teachers, Parent Coordinator, ELL Coordinator, and other office staff. Rosters of P.S. 228 staff available for translation and the languages in which they can communicate will also be available in the main office. Written translations for school notices and newsletters will be performed by P.S. 228 staff members, in Spanish and English. Progress Reports, official DOE notices, central memorandums, calendars will be issued in English and the additional five identified main second languages, as requested. Requests for written translations will also be made to the Office of Translation and Interpretration Unit, as needed.

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.

P.S. 228Q will provide oral interpretation services via school-based translation team through the Parent Coordinator, ELL Coordinator, Pupil Accounting Secretrary, Administrators, classroom teachers, Educational Assistants, and additional office personnel, specifically for languages such as Spanish, Bengali, and Chinese. Educational staff such as ELL Coordinator and designated pedagogues will assist with oral translations during Parent Teacher conference and additional academic-related meetings. Oral translations for PTA meetings and parent workshops presented by the school's Parent Coordinator and community-based organizations will be provided by the Parent Coordinator and parent volunteers.

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

P. S. 228Q will provide written notification regarding parental rights to translation, interpretation services, and resources for obtaining these services. Signs will be printed in: English, Spanish, Bengali, Chinese, Urdu, and Arabic, stating rights and resources. Postings will be placed at the school's main entrance area and in the main office. School safety plan will be aligned with the Chancellor's Regulations. In the event of an emergency, the school's translation and interpretation team will activate a phone call chain to inform and assist parents in their primary language.

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: Early Childhood School of Arts	DBN: 30Q228
Cluster Leader:	Network Leader: Altagracia Santana
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:
Total # of ELLs to be served: 80 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: 4 # of certified ESL/Bilingual teachers: 4 # 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. 228's Title III after school program will service a total of 80 newcomer ELL students in grades K, 1, and 2. It will take place from November 15,th, 2011 to April 25th, 2012, for a total of 40 sessions. The program will meet two days per week for 2 hours each day. Instruction will be delivered in both Spanish and English by 3 bilingual and 1 ESL certified teacher. Class compostion will consist of two Kindergaten and one 2nd grade TBE classes and 1 Freestanding ESL group composed of K and 1st grade students. Analysis of ELL performance in assessments such as the NYSESLAT, TCRW Assessment, EPAL, as well as patterns noted through inquiry studies, indicate that our ELL students are not meeting benchmark levels, or score lowest, in literacy components such as reading comprehension, vocabulary interpretation, and writing. P.S. 228's Title III program will focus on developing: fluency, comprehension skills, academic content area knowledge, and vocabulary, through fiction and nonfiction thematic units of study in social studies and science concepts. Units of study will be delivered in both Spanish and English and will help students learn to identify the features of fiction and nonfiction texts and develop skills such as: identifying and extracting relevant information, reading for comprehension, referencing texts to support ideas, and identifying and applying content area vocabulary when, speaking, reading, and writing. Materials to be used will be Benchmark Education's Fiction-To-Facts Big Book Program for grades K, and

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: Professional development will consist of two 1.5 hr. sessions of staff development to take place at the beginning of Title III program and in January of 2012. Both initial and final professional development sessions will be delivered by school administrator. First professional development will focus on developing interdisciplinary units of study utilizing fiction and nonfiction texts and lessons for ELLs that develop academic language and specific literacy skills in native and second languages. Initial professional development session will also include planning pacing schedules for units of study and review of materials to be used. Second professional development session will focus on ELL assessment and integrating classroom practices to help ELLs develop specific language skills, as measured by periodic assessments.

Part C: Professional Development

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: Parental engagement will consist of two 1.5 hr. workshop sessions to be presented by our Parent Coordinator. The first workshop will focus on introducing parent of ELLs to the features of fiction and nonfiction genres. Workshop session will provide information on suggested activities and use of community resources, such as libraries and visits to museums and historical sites, to support fiction and nonfiction studies. The second workshop session will address the topic of ELL assessment and provide insight on integrating at home activities to support specific language skills.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials.		

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.
• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		