



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ____Ps 28X/MOUNT HOPE CENTENNIAL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ____09BX028____

PRINCIPAL: MS. BARRESI ____ **EMAIL:** __MBARRES@SCHOOLS.NYC.GOV__

SUPERINTENDENT: MRS. ESPOSITO

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
Marie Barresi	*Principal or Designee	
Monica Hilton	*UFT Chapter Leader or Designee	
Beverly Dominquez	*PA/PTA President or Designated Co-President	
Brenda Santiago	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lissette Alba	Member/Math Coach	
Eileen Bresnan	Member/2 nd Grade Teacher	
Virginia Duran	Member/1 st Grade Paraprofessional	
Yesenia Silfa	Member/Parent	
Guadalupe Aguirre	Member/Parent	
Altagracia Ventura	Member/Parent	
	Member/	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will use available data in order to deliver targeted instruction as we sustain and build upon the current academic student progress and performance which will be evidenced on the 2011-12 State ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- By the end of June 2012, the performance of students in levels 3 and 4 in ELA State Standardized tests will reflect an overall increase of 3- 5% from 33.1% 38.1%
- By the end of June 2012, the performance of students in levels 1 and 2 will reflect a decrease of 3% for all grade levels overall

ELA

- In June 2011, the number of levels 3 & 4 students in grades 3, 4 and 5 will increase from 33.1% to a projected 36-38% and levels 1 & 2 students will decrease from 34% to an projected 3% as measured by the New York State ELA Exam and level 1 students will decrease from 12% to 7% as measured by the New York State ELA Exam
- By the end of June 2012, 90% of the teachers will implement differentiated instruction on data collected to support ELA instruction

These projections are based on trends over the last three years taking into account the new-scaled scores of the 2011 ELA state test.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Classroom teachers, RTI support, and coaches will participate in professional development in conjunction with Aussie consultants, assistant principals and the data specialist which will be directed at looking and analyzing student work to drive instruction. This will be facilitated through the implementation of "Data Days" planned for quarterly intervals as well as ongoing monthly grade conferences and the use of common planning time. Teachers will continually update their assessment binders as they draw from varied assessments for student information.
 - Use of Curriculum mapping will guide and support the teachers' planning and coordinate with identified DYO testing calendar for the year
 - Teachers will utilize the "Class at a Glance" spreadsheets, whereby teachers will input data of all internal assessments and review item analysis within the class. Instructional decisions will be embedded within the formative data.
 - Labsites will focus on identified focuses that support the new common core as well as teacher best practices. Aussie Consultants will offer modeling

and debriefing sessions that will be replicated by the coaches

- School will implement the customized assessment calendar approved by the Periodic Assessment Team that will be incorporated within the curriculum mapping for each grade. Classroom teachers, coaches, assistant principals and principal will meet periodically to analyze these assessment results and their implication for instruction.
- Coaches will plan and advocate for availability during weekly common planning sessions to further analyze data, and plan individual, whole group, and small group activities especially as they relate to ELL learners, special education and the learning styles of boys and girls in their classrooms.
- Teachers will use the “Assessment Grade Binders” and “Progress Reports” for each of the 6 units. The assessments will target the intended outcomes for each unit as the reports will allow students to understand their growth and to set academic goals throughout the school year in all major content areas as reflected on the reports. This aligns the efforts of parents, teachers and students in communication and goal setting.
- Teachers will create and organize Data Binders in which they will keep all assessment results, action plans, and differentiated groups. Binders will be brought grade conferences as well as individual conferences with the immediate supervisors as teacher goals are discussed during intervals of the school year
- Formal and informal observations will be conducted to ascertain that teachers’ delivery of instruction is aligned with school goals in differentiating instruction and meeting students’ needs.
- Supervisors will review lesson plans to ensure that teachers target students for differentiation. Teachers have outlined non-negotiable in terms of plans for whole, small and individual support.
- Walkthroughs will be conducted on a weekly basis by administration/CFN personnel to ascertain that instruction is aligned to assessments and students’ needs. Use of the professional teaching standards will be used for both administrative and extended walkthroughs which will encompass identified teachers.
- Inter-visitation to observe best practices will be scheduled for teachers to visit classrooms within the school and in other schools.
- Grades 3 to 5 will utilize the Reading Program “Treasures” as well as “Treasure Chest” for ELLs as we address the differentiated needs of each student using the balanced literacy approach. Assistant Principals and Coaches will support classroom teachers in differentiating instruction through the use of varying process, content and products in addressing the needs of their targeted population. The early grades, Kindergarten and First Grade, will incorporate Wilson “Foundations” to support early childhood reading skills. Dibels testing and progress monitoring will inform teachers and support targeted instruction.
- Inquiry Team members will continue to expand the study of comprehension through accountable talk and visual literacy in a grade three ELL class and in a special education class to increase the level of comprehension and to support teachers in successfully meeting the needs of all students. Findings are shared with the staff through various forums throughout the year.
- Study groups will be scheduled to meet teacher interest and support professional learning and growth.
- Two teachers per grade will participate in a lab site under the Aussie Consultants. Teachers will then turn key learning during weekly common planning/professional period
- Administrators, teachers, literacy and math coaches and teachers will continue to utilize the school website. The website contains units of study, lesson plans, assessment calendar, and resources for teachers, videos, pod casts, professional readings, agendas and minutes as well as student work and parent calendar as well as notices.
- Coaches will model and support staff members in incorporating technology in daily lessons
- PD offerings from various avenues will be identified and scheduled with the focus of promoting deeper and richer knowledge for our staff
- Common core standards initiative will begin with targeting grade K and introducing the new standards in our work with the Aussie Consultants through our labsites Academies will be scheduled for after school as we plan for test preparedness for ELA and NYSESLAT
- After-school academies will also support at the beginning of January

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Increase in state test results in ELA. Class at a glance profiles (DRA, In-house assessment as stated in our DY0 plan, Math benchmarks) will be analyzed to determine student growth from one benchmark to the next.
 - Focused analysis of safe harbor group (Special Education) and targeted instruction evidenced as well as ongoing monitoring of this group
 - Baseline, midline and end line writing assessments are analyzed for growth and to determine next steps.
 - Interim data analysis as well as mid-point (January) review of progress and revision as we move towards our end of year targeted goals
 - DIBELS results will be reviewed to see movement of students from one level to another (intensive, strategic and benchmark)
 - Review of lesson plans will demonstrate that teachers have a keen sense of the learning styles of their students, i.e.: Ell's and girls vs. boys, and plan instruction and center activities to address the needs of their students.
 - Use of the data binder during common planning time to differentiate instruction
 - Agenda and attendance of both faculty and grade conferences
 - Formal and Informal observations
 - Walkthrough feedback both administrative on a weekly basis and extended walkthroughs as scheduled throughout the year with suggestions for next steps
 - Adherence to our overviewed Action plan for the year on a monthly basis
 - Best practices investigated as part of Inquiry Team study will be disseminated during faculty conferences, scheduled professional development days and common planning time and will be incorporated by other teachers
 - Observation of teaching practices using technology
 - Increased student participation and knowledge in using technology but sustained PD in the areas of technology and data use
 - Student work developed through the use of technology
 - Professional development delivered through the use of technology
 - Technological documentation of the data Inquiry Team study will assist in addressing the specific needs of students

Strategies to increase parental involvement

Parent informal observations

Data on newcomers, ELL and FELLs as indicated on our NYSESLAT results

Home Language Survey

Orientation meetings for ELL parents

Monthly Ongoing Parent Workshops

Parent Coordinator Feedback

SLT Turn-Key in Parent Association Meetings

Parent Monthly Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We have always endeavored to attract and retain highly qualified teachers at PS 28 and have used various methods to reach that goal.

Administration and representatives of the staff attend job fairs and invite potential candidates to visit and observe the daily routines of our school.

The most promising of these candidates are then offered a position. There have been a number of qualified professional that have applied to PS 28

through the Open Market System. The Principal and Interviewing Team have met with many of these candidates and many have done demo lessons for review. We will select the most qualified of this group. We also invite Teaching Fellows participants to PS 28. We will continue to give on the job training and assistance to help our new teachers to reach their potential. We will encourage the more successful candidates to make education their career and remain at PS 28.

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.

Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials, which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:

- a. Parent Volunteers
- b. Differentiated instruction in the classroom (use of data to determine needs)
- c. Literacy Coach/RTI Personnel will be working with groups within the classrooms
- d. Educational Assistants
- e. Use of leveled reading materials
- f. Use of on-going assessments to plan instruction
- g. Additional supplemental materials for groups/classrooms (class libraries)
- h. Test preparation
- i. Technology lab
- j. The Breakthrough to Literacy Program on computers in classrooms, as well as, in the Technology Lab (ELL students.)
- k. Treasures Chest
- l. Wilson Program , Foundations
- m. Experience Corps Program
- n. Healthy Living (4th Grade)
- o. Armani Grant (5th Grade)

The Early Literacy Intervention Program at PS 28 is staffed by State Certified and/or Licensed Reading Teachers. There are 2 ESL teachers who are licensed and have completed the required coursework in this area. A pullout as well as a push-in program is available for LEP students. There are a number of opted-out students in monolingual classes. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To achieve these objectives we will begin with a Beginning of the Year professional development for planning and overview of Literacy action plan. Throughout the year, we will support teachers and the instructional program with teacher workshops, smartboard and school website training to

access instructional resources to support accountable talk and visual literacy. In addition, content area coaches, as well as AUSSIE consultants will collaborate supporting teachers with data collection and analysis, implications for instruction and strategies to apply for differentiated instruction.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will use available data in order to deliver targeted instruction as we sustain and build upon the academic achievement to be evidenced on the 2010-11 on the State Math exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - By the end of June 2012, the performance of students in levels 3 and 4 in Math State Standardized tests will reflect an overall increase of 3- 5% from 44.6% to 51.6%
 - By the end of June 2012, the performance of students in levels 1 and 2 will reflect a decrease of 5% from 27.3 to 22.3%
 - By June 2012, the number of levels 3 & 4 students in grades 3, 4 and 5 will increase from 44.6% to a projected 49.6% and levels 1 & 2 students will decrease 3% from 27.3% to an projected 24.3% as measured by the New York State Math Exam and level 1 students will decrease from 7.6% to 4.6% as measured by the New York State Math Exam.*(see attached chart and graph at the end of goal 1)
 - By the end of June 2012, 90% of the teachers will implement differentiated instruction based on data collected to support Math instruction

These projections are based on trends over the last three years taking into account the new scaled scores of the 2011 Math state test.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Classroom teachers, RTI providers, and coaches will participate in professional development with the Aussie Math consultant, assistant principals will be directed at looking and analyzing student work to drive instruction. This will be facilitated through the implementation of “Data Days” planned for tri-quarterly intervals
 - Coach will create digital class profiles or “Class at a Glance” spread sheets, whereby teachers will input data of all internal assessments as outlined on our curriculum map for the school year 2011-12
 - Teacher teams with Professional Development support will engage all students in one math task aligned to strategically selected Common Core standards

- School will implement the customized assessment calendar approved by the Periodic Assessment Team(DYO) that will be incorporated within the curriculum mapping reflective of scaffolded development of skills and understandings for each grade
- Classroom teachers, coaches, assistant principals and principal will meet periodically to analyze these assessment results and their implication for instruction.
- Teachers and coaches will meet weekly for common professional development sessions to further analyze data, and plan individual, whole group, and small group activities especially as they relate to ELL and special education learners
- Teachers will use the “Assessment Grade Binders” ;E-drives and “Progress Reports” for each of the 6 units that currently are reflective of the CCLS for Math. The math assessments will target the intended outcomes for each unit as the reports will allow students to understand their growth and to internalize their next steps as they set academic goals throughout the school year in all major content areas. The focus of the Aussie Math consultant is to support and assist with the development and integration of the performance task bundles for mathematics. The UDL principles for curriculum development will provide PD for teachers to meet the individual needs of their students. Flexible approaches will be observed critiqued and implemented.
- Workshops will align the efforts of parents, teachers and students in communication and goal setting.
- Grants have been secured by Title 11D for professional development in the area of mathematics. Work in the common core, performance tasks, RTI mathematical application and use of exemplars will be offered and turn keyed to the staff
- Academies will be scheduled for after school as we plan for test preparedness for Mathematics
- Teachers will create and organize Data Binders in which they will keep all assessment results, action plans, and differentiated groups. Binders will be brought to every professional development session.
- Formal and informal observations as well as frequent walkthroughs will be conducted to ascertain that teachers are meeting students’ needs.
- Supervisors will collect and review lesson plans to ensure planning of differentiation.
- Walkthroughs will be conducted on a weekly basis by administration to ascertain that instruction is aligned to assessments and students’ needs.
- Inter-visitation to observe best practices will be scheduled for teachers to visit classrooms within the school and in other schools.
- Funding for Aussie consultants in Math best practices, support common planning in conjunction with the Math coach..
- Study group will take place to research best practices around differentiation using professional readings with professional development mentor support
- Data specialist, literacy and math coaches will continue to develop the school website. The website contains units of study, lesson plans, assessment calendar, and resources for teachers, videos, pod cast, student work and parent calendar as well as notices.
- Coaches will model and support other staff members on best practices
- Teachers will infuse the use of all multimedia devices as provided to enhance and support Mathematics instruction (i.e.Smartboards ,computer lab and i-pads....)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent informal observations

Data on newcomers, ELL and FELLs as indicated on our NYSESLAT results

Home Language Survey

Orientation meetings for ELL parents

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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have always endeavored to attract and retain highly qualified teachers at PS 28 and have used various methods to reach that goal.

Administration and representatives of the staff attend job fairs and invite potential candidates to visit and observe the daily routines of our school.

The most promising of these candidates are then offered a position. There have been a number of qualified professional who have applied to PS 28 through the Open Market System. The Principal and Interviewing Team have met with many of these candidates and many have done demo lessons for review. We will select the most qualified of this group. We also invite Teaching Fellows participants to PS 28. We will continue to give on the job training and assistance to help our new teachers to reach their potential. We will encourage the more successful candidates to make education their career and remain at PS 28.

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.

Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:

- a. Parent Volunteers
- b. Differentiated instruction in the classroom (use of data to determine needs)
- c. Math Coach/RTI Personnel will be working with groups within the classrooms
- d. Educational Assistants
- e. Use of on-going assessments to plan instruction
- f. Additional supplemental materials for groups/classrooms (class libraries)
- g. Test preparation
- h. Technology lab
- i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.
- j. Math interventions (beginning in September 2006)- Touch Math Program

Teachers and Math Coach are also trained by Title IIB grant at Hunter College on specific content strands and the Math Common Core standards. These workshops are disseminated during the common professional periods within the school day. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To achieve these objectives we will begin with a Beginning of the Year professional development for planning and overview of Math action plan. Throughout the year, we will support teachers and the instructional program with teacher workshops, smartboard and school website training to access instructional resources to support accountable talk and visual literacy. In addition, content area coaches, as well as AUSSIE consultants will collaborate supporting teachers with data collection and analysis, implications for instruction and strategies to apply for differentiated instruction.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To deepen our efforts to align curriculum to the common core standards and to begin the practice of reviewing and revising curriculum, assessment and instruction to meet these intended outcomes as we engage in incorporating and examining student work as we develop and integrate performance tasks for ELA and Mathematics

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- *Teacher teams will be focused on looking at student work and identifying gaps as noted on agendas and next steps as evidenced in frequent walkthroughs and observations*
- *Teachers will be about to describe expectations for student work and demonstrate knowledge in assessing student work; teacher will use classroom based assessments and student work/student data to review and assess using rubrics*
- *Teachers will use the DOK in planning for performance tasks that are rigorous and challenge the students cognitively*
- *teachers will develop assessment criteria, identify specific student learning needs and consider strategies to differentiate instruction as embedded within the planned performance task units for each grade*
- *Teacher will be able to describe student performance as evidenced in their data binders and lesson plans*
- *Teachers will be able to clarify student learning needs as evidenced in their plans and student work progress*
- *Teachers will be able to discuss and apply strategies for differentiation as noted in their lesson plans and student work*
- *Teacher will look at grade level/content maps and develop and share performance based assessments as they produce and implement the yearly task for both ELA and Math*
- *Teacher teams will examine the common core standards in PD periods, conferences, Teacher teams*
- *Teachers will use data from formative and summative assessments*
- *Teachers will study student work products and data that result from performance based assessments in teacher teams*
- *Teachers will continue to deepen their knowledge of the common core standards and curriculum alignment on both their revised curriculum maps and progress reports*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- ***Teachers will meet in teacher teams as well as professional development periods to develop a grade level expectation of student achievement by***

reviewing their curriculum maps with identified outcomes of both content knowledge and skills as well as assessment that is reflective of the new common core

- *Scheduling and funding will be in place to support Literacy, Math, Aussie and administrators to support this work both in the classrooms and in grade, faculty, professional development and teacher team meetings. Data days will also be scheduled to support looking at the data and planning for instruction;*
- *Aussie consultants will work with administrators and coaches to provide labsite and debriefing which will support both common core integration whereas both literacy and math foci will be addressed*
- *Teachers in grades Pre-K to 2 will work with literacy focus as grade appropriate in their work on informational texts that will be incorporated within the curriculum map supported by identified support staff*
- *Teachers in grades Pre K -5 will work on the development of performance task bundles in both ELA and Mathematics that will focus on various mathematical strands*
- *Labsites will support teacher work in applying best teaching practices that are reflective of common core skills and content*
- *Support will be as teachers work to identify gaps in both curriculum and student knowledge as evidenced by student work through various PD opportunities both onsite and off-site; use of the school's unique sixth period professional development period will be scheduled to support target activities*
- *Teacher feedback on frequent walkthroughs will be specific and evidence based*
- *The selection, revising and design will be supported and the teachers will be encouraged to examine student work resulting from the common core aligned tasks*
- *Teacher teams will share teacher practice, planning and sharing lessons learned among the school staff on many forums*

Continuation of this will be evidenced in teachers' ability to revise their practices, set professional development goals and review curricular for the upcoming year

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent informal observations

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Parent Coordinator Feedback

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career and remain at PS 28.

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.

Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:

- a. Parent Volunteers
- b. Differentiated instruction in the classroom (use of data to determine needs)
- c. Math & Literacy Coaches/RTI Personnel will be working with groups within the classrooms
- d. Educational Assistants
- e. Use of on-going assessments to plan instruction
- f. Additional supplemental materials for groups/classrooms (class libraries)
- g. Test preparation
- h. Technology lab
- i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.
- j. Math interventions - Touch Math Program

Teachers and Coaches are also trained by Title IIB grant at Hunter College on specific content strands and Common Core standards. These workshops are disseminated/turn-keyed during the common professional periods within the school day. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To achieve these objectives we will begin with a Beginning of the Year professional development for planning and overview of Math & Literacy action plan. Throughout the year, we will support teachers and the instructional program with teacher workshops, smartboard and school website training to access instructional resources to support accountable talk and visual literacy. In addition, content area coaches, as well as AUSSIE consultants will collaborate supporting teachers with data collection and analysis, implications for instruction and strategies to apply for differentiated instruction

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by using a shared framework of instructional excellence

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- *Teachers will demonstrate understanding the basics of the framework for teaching (Charlotte Danielson)and documented application of evidence based feedback for teachers*
- *Demonstrated ability to identify professional goals and sustained focused on meeting set goals through teacher application and documented administrative supports*
- *Walkthrough sequence will show a pattern of growth in identified component, element and indicators within the domain(s)*
- *Priorities of the Framework for Teaching will result in proficient outcomes whereas students are engaged cognitively and show ownership of their learning*
- *Teacher will become proficient in applying strategies that will result in activities that are designed to facilitate student construction of knowledge whereas the student does the learning.*
 - *Observed ability for administrators to provide quality feedback to teachers*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) *Teachers will meet with administrators and support staff as well as mentors to address teacher identified areas and targets for professional growth*
 - f) *Feedback will be specific and evidence based and provided to the teachers on a frequent basis*
 - g) *Selective priority will be given to individual teachers on important practices to improve student learning aligned to the teaching rubric*
 - h) *Professional development will be embedded throughout the school year in various forums to promote proficient to distinguished indicators within the framework*
 - i) *Teachers will receive frequent feedback in both written and oral forms*
 - j) *Teachers will be guided through the various levels of performance as next steps in meeting those goals are outlined and supported*
 - k) *Opportunities for labsites and intervisitation will be scheduled and made available to teachers to support teacher best practices that have a distinct focus*
 - l) *Administrators will work within the evidence and use this to interpret and make judgments in terms of feedback and support*
 - m) *Priorities of the identified components will be a focus for the school (1c, 1e,1f,2b,2d,3b,3c,3d,4a) for the school year*
 - n) *Teachers will receive professional development in understanding the framework and the indicators*

- o) *Sharing best practices will be reflective of the identified domains and sub criteria*
- p) *Forums such as grade/faculty conferences, professional development periods, administrator/teacher individual meetings, mentor and consultant meetings will serve as a platform for discussions on teacher effectiveness and its application within the classroom*
- q) *Administrators will receive professional development by the CFN and by principal coaching to provide quality feedback*

Aussies and coaches will also support teachers in meeting goals through modeling, PD, intervisitation and extended walkthroughs that result in focused examination of best practices

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent informal observations

Monthly Ongoing Parent Workshops

Parent Coordinator Feedback

SLT Turn-Key in Parent Association Meetings

Parent Monthly Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have always endeavored to attract and retain highly qualified teachers at PS 28 and have used various methods to reach that goal.

Administration and representatives of the staff attend job fairs and invite potential candidates to visit and observe the daily routines of our school.

The most promising of these candidates are then offered a position. There have been a number of qualified professional who have applied to PS 28 through the Open Market System. The Principal and Interviewing Team have met with many of these candidates and many have done demo lessons for review. We will select the most qualified of this group. We also invite Teaching Fellows participants to PS 28. We will continue to give on the job training and assistance to help our new teachers to reach their potential. We will encourage the more successful candidates to make education their career and remain at PS 28.

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.

Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:

- a. Parent Volunteers
- b. Differentiated instruction in the classroom (use of data to determine needs)
- c. Math & Literacy Coaches/RTI Personnel will be working with groups within the classrooms
- d. Educational Assistants

- e. Use of on-going assessments to plan instruction
- f. Additional supplemental materials for groups/classrooms (class libraries)
- g. Test preparation
- h. Technology lab
- i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.
- j. Math & Literacy Interventions - Touch Math Program/Great Leaps/Fundations/Treasures Chest/Versatiles

Teachers and Coaches are also trained by Title IIB grant at Hunter College on specific content strands and Common Core standards. These workshops are disseminated/turn-keyed during the common professional periods within the school day. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To achieve these objectives we will begin with a Beginning of the Year professional development for planning and overview of Math & Literacy action plan. Throughout the year, we will support teachers and the instructional program with teacher workshops, smartboard and school website training to access instructional resources to support accountable talk and visual literacy. In addition, content area coaches, as well as AUSSIE consultants will collaborate supporting teachers with data collection and analysis, implications for instruction and strategies to apply for differentiated instruction

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				
K	16	8	n/a	n/a	8	2	7	6
1	18	8	n/a	n/a	8	2	8	4
2	28	16	n/a	n/a	4	4	4	8
3	16	8	n/a	n/a	8	4	8	8
4	21	15	18	12	20	6	6	9
5	12	13	12	12	25	8	8	12
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	Supplemental services are provided for those students who are having difficulty achieving learning standards in ELA. These services are provided through small group collaborative instruction within the classroom, small group instruction in a separate environment or individually, as appropriate. AIS services in ELA utilize a variety of research based programs including Wilson, Great Leaps, Soar to success and “at risk” Special Education Teacher Support Services. Services are provided during the school day and during the extended day period.
Mathematics	Supplemental services are provided for those students who are having difficulty achieving learning standards in Mathematics. These services are provided through small group collaborative instruction within the classroom, small group instruction in a separate environment or individually, as appropriate. AIS services in Mathematics utilize a variety of research based programs including Elements of Daily Math, Finish Line Math, Breakaway Math, Write Math Matha Navigator and “at risk” Special Education Teacher Support Services. Services are provided during the school day and during the extended day period.
Science	Supplemental instructional services are provided for those students, in grades 4 and 5, who are having difficulty achieving learning standards in Science. These services are provided in small groups or individually by adapting the general education curriculum to meet the needs of the individual student. These services are provided during the school day and during the extended day period. Mc Graw Hill, and support resource materials as well as smartboard lessons, on-going assessments within the curriculum and use of the workshop model.
Social Studies	Supplemental instructional services are provided for those students, in grades 4 and 5, who are having difficulty achieving learning standards in Science. These services are provided in small groups or individually by adapting the general education curriculum to meet the needs of the individual student. Mc Graw Hill program resources and test preparation items will support content understanding. Use of assessments within the curriculum and use of the workshop model will support learning in the context of collegial teamwork. These services are provided during the school day and during the extended day period.

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance at risk support will be identified for students during our AIS meetings. Cycles of 6 weeks will be evaluated on an ongoing basis throughout the school year as identified during our AIS/ISP meetings as well as supervisor, SAT teacher recommendations. Use of our SAPIS worker, social worker and psychologist will also be involved in this aspect of children development.</p> <p>Counseling services are provided to target attendance problems, family related issues, discipline problems, other behavioral problems and health related issues. Services are provided in small groups or individually. Services are available during the school day and during the extended day period. Students in need of at risk support will be identified during AIS meetings. Six weeks cycles will be evaluated during, on an on-going basis throughout the school year.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist provides a unique view of a child's learning style from a cognitive and social/emotional perspective. The psychologist also helps to target those students who may require more intensive interventions, environmental modifications or accommodations. Services are provided throughout the school day. Psychologist works at monitoring the annual reviews as a case manager and provides advisement and support to teachers and SAT alike.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social worker will support counseling and family social services to support at risk student and families. In house and outside community programs will be identified to support students at risk. The school social worker facilitates referrals to CSE for those students who may require more intensive specialized instruction and refers students to outside agencies for clinically based counseling services or family therapy. Educationally related support services (ERSS) are also provided by the social worker for those students who require specialized counseling for a variety of social/emotional needs including school phobia, motivational needs, family related problems, bereavement counseling and disciplinary problems. Services are provided throughout the school day.</p>
<p>At-risk Health-related Services</p>	<p>Our in house school clinic provides mental health services for our at risk students. The mental health provider provides one on one counseling to students whose mental health may interfere with their academics. Services are provided throughout the school day.</p>

**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 V. MacDonald	District 09	Borough Bronx	School Number 028
School Name Mt. Hope Centennial School			

B. Language Allocation Policy Team Composition

Principal Maria Luisa Barresi	Assistant Principal Carol Otero
Coach M. Minnich, Literacy Coach	Coach L. Alba, Math Coach
ESL Teacher J. Calderon	Guidance Counselor N. Ramos
Teacher/Subject Area C. Ramirez, Bil. Teacher	Parent B. Dominguez
Teacher/Subject Area M. Sanchez, Sped. Tr.	Parent Coordinator M. Reyes
Related Service Provider here	Other type here
Network Leader V. Mac Donald	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	4	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	769	Total Number of ELLs	257	ELLs as share of total student population (%)	33.42%
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Part II: ELL Identification Process

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

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

33nce parents have completed the Home Language Survey (HLS), students are then placed based on HLIS. The school administration provides general orientations and one-to-one meetings. Its purpose is to educate, and provide parents the opportunity to make program selection. Parents are then engaged in a school walk, visit classrooms, and dialogue with pedagogues in order to clarify or expand understanding of goals, procedures, and practices for each program offered. Program Selection letter are sent home after the third orientation has taken place. Monthly meetings are scheduled and advertised in the school calendar, parent’s bulletin board, and parent’s newsletters. These meetings are geared to reinforce and enrich parent’s understanding of program expectations, academic rigor, State, and City regulations for all English Language Learners.

Our Language Allocation Team has observed that there is a trend for the second generation of Hispanic students to be placed in ESL classes by their parents. This student population encompasses approximately 34% of the ELLs. On the other hand, recent immigrant Hispanic parents, who embrace literacy in their native language in order to further acquire literacy in their second language, place their children in bilingual transitional classes. Once parents of our LAU students understand the purpose of the push-in ESL program, and other academic support programs offered to their children, they become strong assets in the home-school connection practices and register their children for the enrichment programs.

Once parents complete the two registration steps (HLS and Orientation Meetings), The LAB-R is then used to properly place students based on proficiency levels. The placement testing team makes sure that parents understand the tools used for testing/placement through letters and a post-testing conference. Letters indicating ELL status and program placement are sent home to inform parents of program recommendations. Individual meeting are scheduled for parents who may have additional questions with regards to placement and program selection

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
Dual language program	Yes 	No 	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	1	1	1	0								3
Push-In	1	1	1	1	0	1								5
Total	2	2	3	3	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	257	Newcomers (ELLs receiving service 0-3 years)	165	Special Education	45
SIFE	3	ELLs receiving service 4-6 years	82	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	120	3	26	27	16	11	0	0	0	147
Dual Language										0
ESL	50	45	5	55	52	3	5	4	1	110
Total	170	48	31	82	68	14	5	4	1	257

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	29	24	25	24	25	17	0	0	0	0	0	0	0	144
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	29	24	25	24	25	17	0	144						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	18	15	21	18	18	0	0	0	0	0	0	0	100
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French		1		1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	1	2	2								11
TOTAL	11	21	19	23	20	21	0	115						

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?

P.S. 28X continues to offer the TBE program in each grade to students whose first language is Spanish. This program follows the 60:40 model. Therefore, the language used as a vehicle of instruction for the Writing Workshop depends on the students' level of language acquisition. Bilingual classroom environments will use colors to differentiated languages: red print for Spanish and black print for English. The ESL program is offered to the opted-out, LAU, and former ELL students. More content area teachers are being

A. Programming and Scheduling Information

encouraged to acquire the ESL training and/or Extension License. The support team (Collegial /AIS Team) continues to target the needs and enrich the students' strengths. There are no changes in the core curricula materials and resources. Data analysis will continue to be used for grouping and regrouping of all subgroups. Three Data Days will be scheduled during the school year to provide all pertaining staff the opportunity to discuss students' progress and to develop short and long term goals that will help our students attain grade benchmarks.

All of our bilingual transitional classes are composed of graded heterogeneous groups. There are five bilingual transitional of which four are general education classes. There is a Bilingual fourth grade inclusion class to meet the needs of a small Special Education student population. We have a Grade K Bilingual self-contained class, 1 First Bil. Self-contained, 1 Bridge self-contained and 1 Bil. CTT class in grade 4. Teachers assigned to support the needs of the ELLs and AIS follow the Push-In model. Students with special needs will be serviced through a push-in/pull-out model by a licensed Bil./ESL pedagogue. Special provisions are made to accommodate their various learning styles: Smartboard, Razz Kids, Up Education, computers, Whisper phones, and Elkonin boards just to mention a few. This year we are piloting the use of Explode the Code as an intervention program for our students with special needs. Tier III instruction includes Wilson and Foundations.

There are two self-contained ESL classes in grades 2, 3 & 4. We have grouped our ELL Opted-out students in a class by grade to facilitate the delivery of ESL through a push-in/pull-out model in grades K & 1 and 5. Our Special Education students also participate in the Pull-out program.

Besides the CALLA, Cooperative Learning, Accountable Talk, Language Experience Approach, Reciprocal Teaching, and Interactive Writing strategies, these are some of the initiatives taking place. ELL students will be engaged in Accountable Talk activities throughout the day in all subject areas. This will further promote the development of their oral communication skills in L2 and the acquisition of academic language. Reciprocal Teaching is one of the strategies used to encourage our ELL students to actively participate in group discussions. Readers' Theater will continue to be used during work station time to assist with their reading and oral language fluency. Individual Conference time with students takes place daily during all subject areas. Record of said conferences is documented by the teachers through conference notes. Furthermore, each student will have his/her audio clip file on the Ticket to Read website and this will be used to monitor their oral communication skills.

Teachers of ELLs (Bilingual, ESL, and Monolingual) are attending the Lab Sites where best practices are modeled, applied, refined and enhanced in order to make content accessible and comprehensible for our ELL students while further promoting the acquisition of academic language development. Teachers and students are then monitored and supported in their own setting by the Inquiry Team, AUSSIE consultants, coaches, and administrators. The Math Japanese Lesson Study will continue to address the linguistic and content needs of our ELLs in each grade. The focuses of our lab-sites are Accountable Talk, Differentiated Instruction in all main subject areas. We have placed great emphasis in these areas after analyzing our findings through our Inquiry Team and results obtained from NYSESLAT, ELA, Math and Science Exams.

The ESL instruction for our ELL's Opted-Outs and the LAU students is imparted by a ESL licensed teacher who follow the ESL Push-In/Pull-Out model. Guided Reading activities with emphasis on differentiated instruction will provide our ELL students with a structured curriculum. Reading levels will be obtained from DRA, running records, DIBELS, Reading Theme Tests and Periodic Assessments. Both of our reading programs (Treasures & Trophies) contain a sound ESL/ELA component for instruction that will address their individual needs. Collegial Teams have been formed to work with small groups of ELL students. ELL students will receive additional tutorial time during the extended-day learning.

Additionally, our ELL students will be part of our targeted population in our ELA, Math, Science and ELL after school academies. Small group instruction for Advanced students takes place in the bilingual classes, where support staff push-in to serve the students who need the 180 minutes of ELA instruction per week. The bilingual licensed teacher meets the mandates by addressing the 360 minutes of ESL instruction for the Beginner and Intermediate students using Intensive Treasure Chest, and other supplemental material to promote phonemic awareness and reading skills in L2. Math is taught using ESL approaches as well. NLA instruction is provided using a core program, Spanish leveled classroom libraries, and computer software. The periods devoted for NLA and Writing (90 minutes for B and I) meets the mandates. Social Studies and Science instruction is imparted by the NLA teachers in L2 using ESL component which provide them with strategies and methodologies. Both teachers, classroom and clusters, communicate constantly for unit planning and delivery based on data.

AIS teacher will provide academic intervention during instructional time. In addition, our ELL students will receive tutorial during the

A. Programming and Scheduling Information

extended-day learning (3x week: 50 mins. session) and they will be part of our targeted population in our ELA, Math, Science, Social Studies and ELL after school academies.

Our SIFE students are assessed in order to identify their language/academic abilities. Students participating in the Bilingual program are assessed in their native language to ascertain their academic levels. Once data is being gathered, this subgroup is placed according to their performance levels. SIFEs are streamed vertically and the classroom teacher instruction is supported by the intervention teacher during the extended day, after-school academies, and the ELL Academy. We have the Spanish version of the DRA - EDL. Teacher's observations and writing baseline-midline-end line assessments are part of the assessment portfolio for the SIFEs. Math Diagnostic Assessments will be used at the beginning of the year to assess students' prior knowledge. Math instructional materials in L1 have been purchased to support instruction in L2.

Parents of SIFE students are invited and encouraged to attend parent orientation meetings with regards to program's requirements and services, parents and student's rights and responsibilities. They are also made aware of Academic intervention and counseling services to facilitate cultural transitions and language acquisition. Guidance counselors offer one-to-one conferences and inform them of possible referrals to outside community organizations as need arises. The Parent Coordinator will assist during registration, orientation, and workshops.

Each grade has a TBE classroom that is composed mostly by new arrivals and Intermediate level students. Advanced students are streamed for literacy in English with Teachers who utilize ESL methodologies. Recent immigrant LAU students form part of the ESL self-contained classes. Differentiated instruction for the Newcomers (Less than three years) requiring ELA testing is closely monitored through data driven instruction. TBE teachers align instruction in Spanish to the skills and strategies needed to succeed in ELA. ESL units serve as a scaffolding tool for this population to build enough background knowledge/language to interact with the mainstream curriculum. Newcomer ELLs in the TBE Program who exhibit academic delays are mandated to attend the extended day learning program 3 days per week for 50 minutes each session. During this time the classroom teacher can provide individualized instruction geared to bring students'

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)		
Besides the hands-on 100% each, and meeting the students IEP educational goals, ELLs with Special needs receive extra support by the Bilingual IEP teacher, 75% speech therapists, and the Resource Room teacher. Service providers maintain communication with classroom teachers in order to reinforce skills and concepts taught during instructional time.	Paste response to questions 1-7 here		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
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.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

- heritage classes

B. Programming and Scheduling Information--Continued

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

Former ELLs

A great number of these students are provided with an additional year of ESL services. This subgroup is also mandated to participate in the after-school and Saturday academies. Pull-out/Push-in teachers also make sure that they receive extra support in Literacy and Mathematics. Monolingual teachers are adapting more and more the curricula to include multicultural perspectives and creativity in the teaching/learning process. Our Former ELLs are encouraged to participate in all of our after school academies for ELA, Math, and Science state exams.

Content Area and Native Language materials

Spanish is being used according to CR-PART 154. The TBE program transitions from 60-40. There is a Native Language Spanish reading core program in place for our bilingual students in grades: Tesoros (McMillan) and Trofeos (Harcourt Brace) in grades K-5. Such programs are supported with leveled classroom leveled libraries, content area libraries and computer software. Spanish is used as the language of instruction for writing according to the levels of language development and the grade. Students do navigate the Portaportal website in Spanish and English. This website gives them the freedom to explore different reading levels through the internet magazine, articles, assessments, and worksheets. Content Area materials are covered in English by the cluster teachers and by the classroom teachers through ESL methodologies. Nevertheless, units of studies are supported with Spanish classroom libraries. There are bilingual dictionaries and dual language libraries in every classroom. The DRA in Spanish will be used to collect informal assessment reading data in all grades. "El sol" will be used as interim assessment to measure progress in Spanish in the lower grades K-2. Upper grade teachers will also continue to use the ELE practice Spanish booklets. Extra support materials will continue to be purchased in Spanish to get the newcomers ready to take the NYS Math test in Spanish. Introduction of new concepts and linguistic summaries are encouraged in Spanish when teaching Math.

Native Language Instruction and support in the Bilingual Transitional Model

The number of periods of instruction in Spanish complies with the Part 154 mandates. Paraprofessionals and Parent volunteers who support teachers and students during daily academic activities are fluent bilingual individuals. Students in the extended day programs are provided with resources different from those covered during the regular day (Trophies Intervention Program-Trofeos, Treasure-Tesoros).

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

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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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.

ELL teachers are encouraged to participate in National, State, and City workshops and institutes. Principal, Assistant Principals, Consultants, and Coaches will continue to provide updated information/knowledge through weekly/monthly workshops, bi-weekly Newsletter, PD periods and Grade Conferences. To enhance our teaching repertoire, we will continue to visit other schools with modeled initiatives, plan for the implementation of such initiatives, and follow through. Lab Sites for math and ELA and Demo Lessons are being so successful that teachers of all grades request these practices to continue. Monolingual teachers of ELL students are increasingly adopting and implementing new strategies and best ELL practices, such as the use of word map, illustrations, graphic organizers, and strategies for vocabulary development and carry it throughout the lesson. Additional elements such as sentence structures and a clear motivation and learning goals to open up the lesson will be further addressed. Professional Development on ESL strategies is also offered to monolingual teachers.

The same staff development support team will address other school staff, specially parent volunteers, to keep them updated about the needs and strengths of the ELLS. A staff development calendar for all parties has been developed. Dates and conference locations to take place will be published through the monthly calendar, school newsletter, school website and posters.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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?

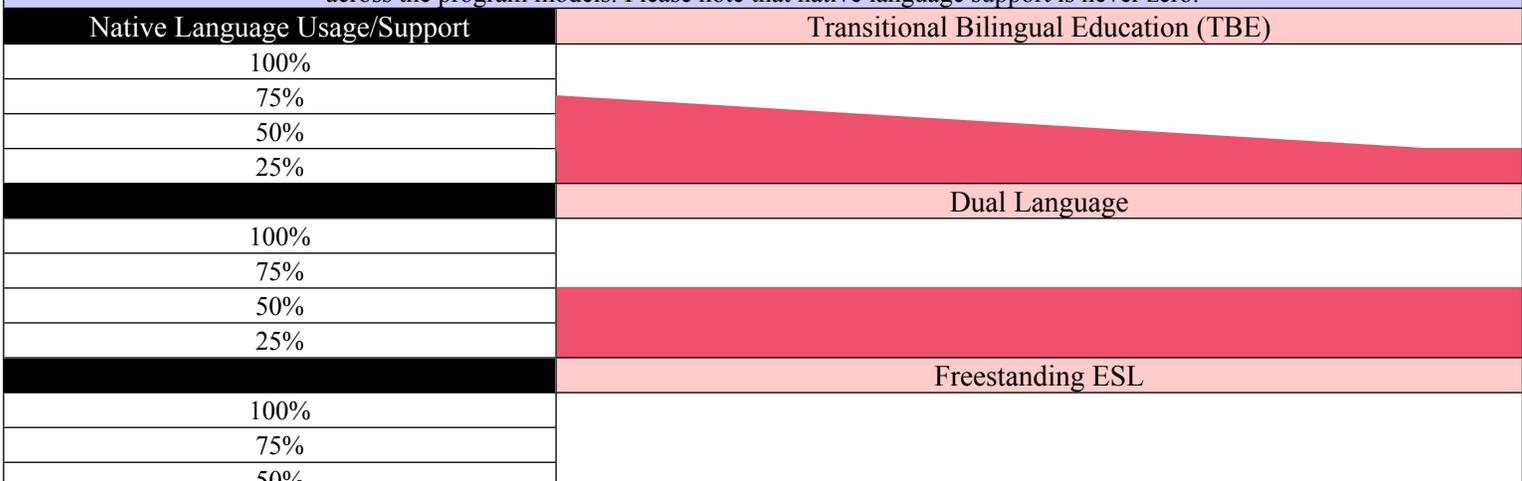
The Parent/Community involvement has been successful with the support of community agencies such as EPIC, and Montefiore Hospital, The School Administrators and the Parent Coordinator will continue to play an important role in the implementation of the services and rights parents are entitled to in order to make the best decisions for the students' health, emotional and academic success.

All parents will continue to receive information in English and Spanish with regards to students' academic progress such as but not limited to Progress Reports (every 6 weeks), Report Cards during regular marking periods. Apart from regularly scheduled parent meetings, parents of newly enrolled LEP and SIFE students will receive a series of orientation sessions on the State Standards, assessments, school expectations and program requirements.

ESL classes will be offered to all ELL parents during school hours as a means of strengthening our ties with the community. Parents of K-5 students will be offered ESL support through the Arts and cooking workshops as part of our parental component program while their children attend the ELL Academy. The purpose of this program is to provide our parents with an ESL program that promotes second language acquisition and socialization skills through hands on activities that will enhance the development of oral and communication skills.

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.



B. Programming and Scheduling Information--Continued

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

Former ELLs

A great number of these students are provided with an additional year of ESL services. This subgroup is also mandated to participate in the after-school and Saturday academies. Pull-out/Push-in teachers also make sure that they receive extra support in Literacy and Mathematics. Monolingual teachers are adapting more and more the curricula to include multicultural perspectives and creativity in the teaching/learning process. Our Former ELLs are encouraged to participate in all of our after school academies for ELA, Math, and Science state exams.

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Native Language Instruction and support in the Bilingual Transitional Model

The number of periods of instruction in Spanish complies with the Part 154 mandates.

Paraprofessionals and Parent volunteers who support teachers and students during daily academic activities are fluent bilingual individuals. Students in the extended day programs are provided with resources different from those covered during the regular day (Trophies Intervention Program-Trofeos, Treasure-Tesoros).

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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3. How is language separated for instruction (time, subject, teacher, theme)?
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5. In emergent literacy taught in child's native language first (sequential) both languages taught at the same time

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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Part V: Assessment Analysis

A. Assessment Breakdown

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?

Enter the number of ELLs for each test, category, and modality.

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

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)	13	8	1	2	5	5								34
Intermediate(I)	0	14	22	18	12	19								85
Advanced (A)	11	4	19	8	35	37								114
Total	24	26	42	28	52	61	0	0	0	0	0	0	0	233

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B					1	1							
	I	2	2	1	0	0	5							
	A	0	5	18	5	18	19							
	P	1	0	2	5	17	23							
READING/ WRITING	B	3	1	0	0	1	2							
	I	0	2	2	2	0	9							
	A	0	1	9	8	33	13							
	P	0	3	10	0	2	22							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	17	18	5	0	40
5	13	33	2	0	48
6	13	33	2	0	48
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		0		0		0		2
4	14		28		6		0		48
5	7		32		23		0		62
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	3		13		20		6		42
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	25	32	1				
Chinese Reading Test								

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

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

Native Language is assessed using the following tools: El Sol, IDEL and DRA in Spanish. IDEL assess phonemic awareness in Spanish in grades K-3: letter name, sounds, non-sense words and fluency. This type of assessment has been provided by Trophies and Wireless Generation. Students are then grouped according to the level attained: Intensive, Strategic and Benchmark. Teachers assess their students individually using a palm pilot every 2-4 weeks according to progress monitor calendar. El Sol, measures students' phonemic awareness as well as fluency and comprehension in grades K-3. Bilingual Teachers also use Unit Theme Tests to assess students' reading levels and comprehension. The DRA-Spanish version is used to determine students' independent and guided reading levels. This is administered three times per year.

Progress reports are sent home every 6 weeks to maintain parents informed of their children's academic progress in both NLA and English.
 Paste response to questions 1-6 here

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: Mount Hope Centennial School**School DBN: 9-X-28****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Luisa Barresi	Principal		11/17/11
Carol Otero	Assistant Principal		11/17/11
Maria Reyes	Parent Coordinator		11/17/11
Josephine Calderon	ESL Teacher		11/17/11
Beverly Dominguez	Parent		11/17/11
Joaquin Rivera, Bil. Sped.	Teacher/Subject Area		11/7/11
Cielo Ramirez, Bil. Teacher	Teacher/Subject Area		11/17/11
Marianne Minnich, Lit. Coach	Coach		11/17/11
Lissette Alba, Math Coach	Coach		11/17/11
Nancy Ramos	Guidance Counselor		11/17/11
Valerton MacDonald	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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

Part B: Strategies and Activities

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

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.

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>.

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: Mount Hope Centennial School	DBN: 09X028
Cluster Leader:	Network Leader: V. Mac Donald
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # 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: Our ELL students account for 29% of our overall students' population. There are 262 ELL students receiving services through TBE and/or ESL. P.S. 28 provides TBE program in grades K-5 to students whose first language is Spanish. ELL students from grade K - 5 and all upper grade long term ELLs are invited and are expected to attend the ELL Academy will begin as early as of January 2012 and will continue until April 2012 for 17 sessions. Our Title III ELL Academy will take place after school hours on Mondays and Fridays from 2:20 – 3:50 pm. ELL students in grades K-5, will receive a total of 3 hours extra of ESL/ELA instruction per week. There is a total of five classes K class composed by new arrivals, 1 first grade class, 1 second grade class and 1 new arrival class for grades 3-5. There will be 6 teachers participating in the Title III Academy: 4 bilingual teachers, 2 ESL Certified teachers 1 of which rotates between K -1 class to provide support to 1 Common Branch teacher.

Our ELL students' performance is closely monitored through the use of NYSESLAT, DRA, running records, DIBELS, Reading Theme Tests and Periodic Assessments, Writing Assessments: Baseline, Midline and Endline. Our findings indicate that our ELL students require extra support in the areas of reading and writing. With this in mind, we are providing our students with an ESL program that it is aligned to CCLS and further promotes second language acquisition and socialization skills through the use of but not limited to technology, accountable talk, visual literacy, Thinking Maps, hands on activities to facilitate the development of oral and phonemic awareness, reading and writing skills in L2 while preparing our ELL students for the NYSESLAT through the use of Getting Ready for NYSESLAT by Attanasio. We will continue to promote the use of Accountable Talk strategies for all our ELL students during the academy. This further facilitates the development of their oral communication skills in L2 and greater exposure of academic language and self-reflective learning. Visual Literacy will be another strategy used to encourage our ELL students to actively participate in group discussions while emphasizing the development of their reading and writing skills. Furthermore, Thinking Maps and Interactive writing activities will be included this year to further support our students' writing skills.

Our new arrival students in grades 3 to 5 who are at the pre-production stage of second language acquisition, will be using English Now Intervention A/B by Attanassios. This intervention piece is specifically designed for new arrivals. English Now/Intervention addresses the various learning styles through multiple intelligence activities and through the use of audiovisual materials, hands on activities and technology. In addition we are including the use of Up Education by Knowledgewand to further support this targeted group of students in the development of phonemic awareness and fluency in English.

In addition a supplemental phonics program to address our SIFE students' needs in NLA literacy skills will be purchased. The students will receive academic intervention for two periods every week in a small group. The SIFE students would greatly benefit from a RTI program that would support the development

Part B: Direct Instruction Supplemental Program Information

of phonemic awareness and reading skills in their native language as they acquire and transfer said skills into their L2.

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 to enhance knowledge and understanding of effective practices to address the ELLs' language needs will also continue to be addressed. Our Literacy, Math Coaches and AUSSIE consultants will continue to provide support to our Bilingual, ESL and Teachers of ELL students from Pre-K -5 grade during the day-program. Their support will enable their colleagues to become aware of best practices, non-negotiable skills; students need to master to succeed in the next academic year.

Participating teachers of ELLs (Bilingual, ESL, and Monolingual) will attend and present during Lab sites where best practices are modeled, applied, refined and enhanced in order to make language and content accessible and comprehensible for our ELL students.

Furthermore, we have solicited the services of Ms. M. Ciccone, to provide our participating teacher with professional support in the area of second language acquisition through the use of Visual Literacy and Thinking Maps. In addition, Ms. Ebblewhite, and Mr. R. Dunn, AUSSIE consultants will work closely with Bilingual/ESL teachers to support our staff through lab sites on Accountable Talk, Visual Literacy, Universal Design for Learning (UDL) and Depth of knowledge (DOK). We have placed great emphasis in these areas after analyzing our findings through our Inquiry Team and results obtained from NYSESLAT, ELA, Math and Science Exams.

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

Part E: Budget

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

Allocation Amount: \$30224

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	\$30,224.00	