



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

PRINCIPAL: LAURA PESSUTTI

EMAIL: LPESSUT@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

| Name                | Position and Constituent Group Represented   | Signature |
|---------------------|--|-----------|
| Laura Pessutti      | *Principal or Designee   |           |
| Ann Marie Schuh     | *UFT Chapter Leader or Designee  |           |
| Sulma Diaz          | *PA/PTA President or Designated Co-President   |           |
|                     | DC 37 Representative, if applicable  |           |
|                     | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| Sonia Atencio       | Member/Parent  |           |
| Leticia Priego      | Member/Parent  |           |
| Qin Zheng           | Member/Parent  |           |
| Norma Anazco        | Member/Parent  |           |
| Glenys Alvarez Pena | Member/Parent  |           |
| Madelaine Schmidt   | Member/Teacher/Chairperson   |           |
| Lisa Pizzitola      | Member/Teacher   |           |
| Diane Coppeta       | Member/Teacher   |           |
| Nadine Cardi        | Member/Teacher   |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2013, each teacher will participate in 3-6 formative feedback sessions with supervisors regarding the 3 selected Danielson Competencies (Using Questioning and Discussion, Designing Coherent Instruction, Using Assessment in Instruction). 100% of teachers will show evidence of implementation of next steps from formative feedback sessions.

### **Comprehensive needs assessment**

- During the 2011-2012 school year the Danielson Framework for Teaching was used as a tool to improve teacher effectiveness through frequent cycles of observation and written feedback given to teachers. This written feedback was reviewed and it was determined that the competency of Using Assessment in Instruction would be added to the competencies of Using Questioning and Discussion and Designing Coherent Instruction to better support teachers and determine next steps.

### **Instructional strategies/activities**

- An overview of Strengthening Teacher Practice by using frequent cycles of observations and providing feedback based on specific competencies from a research based rubric will be provided to the teachers in September 2012. Teachers will be informed that the focus this year would be on the three competencies from the Danielson Framework for Teaching: Using Questioning and Discussion, Designing Coherent Instruction and Using Assessment in Instruction.
- Three to six cycles of classroom visits using the Danielson Rubric will begin November 2012.
- Teachers will be provided feedback from the classroom visits with specific next steps following each visit beginning November 2012.
- Feedback will inform Professional Development and additional support needed. The principal and assistant principal in conjunction with the Instructional Team will determine next steps and facilitate the recommended Professional Development for teachers throughout the school year. Additional support will be provided by the Literacy Consultant and the Network.
- Grade Leaders will meet with the Instructional Team bi-weekly to discuss curriculum, share best practices and next steps for the grade.
- Inquiry Teams will share their research and findings with the school community three times a year beginning January 2013.
- Supervisors will use low inference transcripts of classroom visits and feedback to determine if teachers are implementing next steps in their classrooms.

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

- Not Applicable

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

Contract for Excellence

**Service and program coordination**

- OTPS: Curriculum and Staff Development funded by Title I for Literacy Consultant – Professional Development

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2013, all students will experience a minimum of two ELA common core aligned units. Both units will be aligned to the literacy standards in ELA, Social Studies, and/or Science. 75% of the students will meet the standards as evidenced by work products and task rubrics.

### **Comprehensive needs assessment**

- Based upon review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based assessments and student work during the 2011-2012 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with Common Core Learning Standards.

### **Instructional strategies/activities**

- Teachers will receive Professional Development, facilitated by the Literacy Coach, on the instructional shifts in ELA in September 2012.
- Teachers will review the ELA curriculum maps and make necessary revisions to align to these instructional shifts and the Common Core Learning Standards during grade meetings beginning September 2012.
- Professional Development on ELA Common Core aligned units of study will be provided to teachers by the Literacy Coach in November 2012.
- Kindergarten and Second grade teachers will begin implementing the ELA Common Core aligned units of study from the Common Core Library beginning December 2012.
- First grade ELA Common Core aligned unit of study will be created by the Assistant Principal and Literacy Coach with revisions made by First Grade teachers beginning December 2012.
- Teachers will complete the ELA Common Core aligned unit of study by the end of January 2013.
- Teachers will analyze student data to inform future instruction during grade meetings with the support of the Assistant Principal and Literacy Coach beginning February 2013.
- Teachers in Grades K-2 will create a second ELA Common Core aligned unit of study with the support of the Assistant Principal and Literacy Coach by March 2013.
- Teachers will implement the second ELA Common Core aligned unit of study by April 2013 to be completed by May 2013.
- Teachers will analyze student data to inform future instruction as well as compare task results to determine student growth during grade meeting with the support of the Assistant Principal and Literacy Coach beginning June 2013.

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

As per the Parent Involvement Policy:

- Parents are invited to attend Parent Workshops to support their child's ELA academic achievement. Workshops include: How to Access ARIS, ELA Instructional Expectations, ELA Common Core Learning Standards, ELA Common Core Aligned Tasks, How to Help Your Child in Foundations.
- Progress Reports will be sent home three times a year beginning October 2012 to inform parents of their student's progress in ELA as well as offer specific suggestions as to how they can help their child at home in reading.
- Report Cards will be sent home three times a year beginning in November 2012 to inform parents of their student's progress and offer suggestions on how to help their child improve their academic performance.
- A Home-School Connection Newsletter, which gives specific literacy strategies and ideas, is distributed to parents monthly.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- OTPS: Supplies funded by Title I will provide necessary supplies for Students in Temporary Housing (STH)
- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world reading experience.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

- By June 2013, each grade will revise the Mathematics curriculum and implement two Math common core aligned units that embed the skills outlined in the relevant common core instructional shifts and assess student learning with rigorous performance tasks and summative assessments. 75% of the students will meet the standards as evidenced by work products and task rubrics.

### **Comprehensive needs assessment**

- Based upon a review of our Math curriculum maps, student performance on school-based assessments and student work during the 2011-2012 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

### **Instructional strategies/activities**

- Teachers will receive Professional Development, facilitated by the Math Coach, on the instructional shifts in Math in September 2012.
- Teachers will review the Math curriculum maps and make necessary revisions to align to these instructional shifts and the Common Core Learning Standards during grade meetings beginning September 2012.
- Professional Development on Math Common Core aligned units of study will be provided to teachers by the Math Coach in November 2012.
- First and Second grade teachers will begin implementing the Math Common Core aligned units of study from the Common Core Library beginning December 2012.
- Kindergarten Math Common Core aligned unit of study will be created by the teachers with support of the Math Coach beginning October 2012.
- Teachers will complete the Math Common Core aligned unit of study by the end of January 2013.
- Teachers will analyze student data to inform future instruction during grade meetings with the support of the Math Coach beginning February 2013.
- Teachers in Grades K-2 will implement a second Math Common Core aligned unit of study from the Common Core Library by April 2013 to be completed by May 2013.
- Teachers will analyze student data to inform future instruction as well as compare task results to determine student growth during grade meeting with the support of the Math Coach beginning June 2013.

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

As per the Parent Involvement Policy:

- Parents are invited to attend Parent Workshops to support their child's Math academic achievement. Workshops include: How to Access ARIS, Math Instructional Expectations, Math Common Core Learning Standards, Math Common Core Aligned Tasks, How to Help Your Child in Math Using Go Math.
- Progress Reports will be sent home three times a year beginning October 2012 to inform parents of their student's progress in Math as well as offer specific suggestions as to how they can help their child at home.
- Report Cards will be sent home three times a year beginning in November 2012 to inform parents of their student's progress and offer suggestions on how to help their child improve their academic performance.
- A Home-School Connection Newsletter, which gives specific strategies and ideas, is distributed to parents monthly.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

Contract for Excellence

**Service and program coordination**

- OTPS: Supplies funded by Title I will provide necessary supplies for Students in Temporary Housing (STH)
- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world mathematical experience.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By June 2013, the average proficiency in ELA as measured by student performance on the Progress Report will increase to 57% of the peer range.

### **Comprehensive needs assessment**

- Based on the review of the 2012 Progress Report, the average proficiency in ELA as measured by student performance was 45.7% of the peer range. We identified areas of need within our ELA curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

### **Instructional strategies/activities**

- Professional Development, facilitated by the Literacy Consultant, Literacy Coach and Assistant Principal, will be given to teachers on best practices in teaching reading to the early childhood learner during common planning periods and grade meetings throughout the year beginning September 2012.
- Students will be assessed using the diagnostic assessment Fountas & Pinnel Reading Assessment three times a year beginning October 2012.
- Teachers will use progress monitoring on a continuing basis to assess students and track student performance beginning October 2012.
- Teachers will use common planning time and grade meetings to evaluate student assessment results and determine next steps for accelerating reading growth and progress beginning October 2012.
- All students in K-2 will be screened in Literacy using the universal screener EASY CBM three times during the year beginning December 2012.
- Assessment data will be analyzed by the RtI Team and Instructional Team to track student, grade and school-wide progress toward meeting standards in Reading.
- Teachers will meet individually with the RtI Team to discuss the specific needs of the students and receive recommendations for Tier I, Tier II and Tier III Interventions.
- Students who are at risk for not making adequate progress will receive targeted small group/one-to-one intervention during the day and extended day.
- Data conversations between individual teachers and the Instructional Team will be conducted three times during the year to discuss specific needs of the teacher and students in order to facilitate growth and progress in reading beginning November 2012.
- Findings from Inquiry Team work on Assessment, Vocabulary and Thematic Teaching will be used to further the academic progress of students as well as improve teacher effectiveness.

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

As per the Parent Involvement Policy:

- Parents are invited to attend Parent Workshops to support their child's ELA academic achievement. Workshops include: How to Access ARIS, ELA Instructional Expectations, ELA Common Core Learning Standards, ELA Common Core Aligned Tasks, How to Help Your Child in Foundations.
- Progress Reports will be sent home three times a year beginning October 2012 to inform parents of their student's progress in ELA as well as offer specific suggestions as to how they can help their child at home in reading.
- Report Cards will be sent home three times a year beginning in November 2012 to inform parents of their student's progress and offer suggestions on how to help their child improve their academic performance.
- A Home-School Connection Newsletter, which gives specific literacy strategies and ideas, is distributed to parents monthly.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- OTPS: Supplies funded by Title I will provide necessary supplies for Students in Temporary Housing (STH)
- OTPS: Curriculum and Staff Development funded by Title I for Literacy Consultant – Professional Development
- Students will participate in the Food Bank's CookShop program which teaches good nutrition as well as gives students the opportunities to have a real world reading experience.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS)   | Description   |  |   |
|--|---|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)                             | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.).     |
| ELA  | a)Gr. K: Double Dose Foundations<br>b) Gr.1-2: Leveled Literacy Intervention<br>c) Gr. K-2: Engage Literacy | a) Small group/one-to-one<br>b) Small group<br>c) Small group                  | a) During the school day<br>b) During the school day<br>c) During the school day/extended day |
| Mathematics  | a) Gr. K: Number fluency<br>b) Gr. 1: Number facts<br>c) Gr. 2: Number facts                                | a) Small group<br>b) Small group<br>c) Small group                             | a) During the school day<br>b) During the school day<br>c) Extended day                       |
| Science  | N/A   |  |   |
| Social Studies   | N/A   |  |   |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Services for at-risk students will be provided by the Guidance Counselor                                    | Small group  | During the school day/extended day  |

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

To retain our Highly Qualified Teachers, teachers are given the opportunity to take ownership of their learning by selecting a collaborative learning goal which is aligned to their Inquiry work and citywide expectations. These goals are supported by administrators through providing materials, literature, and professional development conducted by a Literacy Consultant and workshops (both in and out of school) to foster their continued professional growth. Teachers have been identified as Lead Teachers to facilitate professional development in the school as well as act as lead during Inquiry Team meetings. Teachers participate in bi-weekly Instructional Team meetings to articulate best practices vertically with other grade team members. Teachers receive professional development during grade meetings, common planning periods, study groups, data conversations, Rtl meetings and Inquiry Team meetings. Teachers are valued as professionals and are given continued opportunities to grow as educators through professional development and take leadership roles throughout the school.

## PARENT INVOLVEMENT POLICY

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:

- Parent Workshops provide parents with the training they need to work with their children to improve their achievement level. Workshops include: Child Development and Cognitive Development, Positive Parenting Skills, How to Help Your Child with Homework, How to Help Your Child Using Foundations, Bullying, Cook Shop for Parents, How to Access ARIS, Puppetry in Practice, Cool Culture Information Sessions, CCLS, Tasks, Instructional Expectations, and How to help Your Child in Math and English. In addition, parent workshops are presented by school social workers and guidance counselor focusing on the social, emotional, and developmental.
- Parents are provided with the training and information they need to effectively become involved in the planning and decision making in support of the education of their children through the activities of the School Leadership Team and Parent Association. All letters and notices are translated into the primary languages and translators are available at all meetings and workshops. A newsletter, Home-School Connection, is sent home monthly in both English and Spanish. This newsletter provides parents with practical ideas that promote school success, parent involvement, and more effective parenting. In June and September there are Pre-Kindergarten and Kindergarten orientations and Getting to Know You Conferences. Additionally, an Enrichment Newsletter, produced jointly by the cluster teachers, is distributed monthly. This newsletter features the topics learned and lessons given in Art, Physical Education, Science and Music.
- We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing parents with Progress/Goal Reports three times a year in addition to School Report Cards which are distributed at the end of each trimester. Monthly school calendars are sent home to keep parents abreast of workshops and school events. The Parent Coordinator, Guidance Counselor and Social Worker help teachers connect to families and bridge the barrier of language and culture. Parents are encouraged to participate in school events such a class trips, attending the school Art Fair and Science Fair, Holiday and Spring Concerts.
- Parents are provided with information relating to City, State and Federal standards and assessments during Parent Association meetings and workshops. Information relating to the Common Core Learning Standards and Tasks was distributed during Parent-Teacher Conferences. This information was sent home in the various languages. Translators are available at all meeting and workshops.
- To the best of our ability, all notices sent home to parents sharing information about school and parent related programs, meetings and other activities are translated into Spanish and Chinese which are the dominant languages of the parents in our school.

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 parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.
- Invite Parent members of the Title I committee to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- The Title I committee will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Staff a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops, such as ARIS informational sessions and other resources for parents. The classes are structured based on the assessed needs of the parents of children who attend our school. Having an office on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops are conducted monthly addressing topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Student Proficiency Levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report are discussed with parents at School Leadership Team Meetings, Parent Association Meetings and at parent-teacher Conferences.
- The required Annual Title I Parent Meeting was held on October 9, 2012 (on or before December 1<sup>st</sup> of each school year) advising parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Nine Parent Association meetings are held throughout the year. Two meetings are held in the evening. There are four quarterly meetings held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal, better translations and changes on progress report.
- All critical school documents are translated and translators are available during all meetings and events.

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

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

## **SCHOOL-PARENT COMPACT**

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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>501</b> | Total Number of ELLs | <b>241</b> | ELLs as share of total student population (%) | <b>48.10%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Dual Language (ELLs/EPs)<br>9-12               |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|  | ELL      | EP       |
| Spanish  |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American: ____  | Asian: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |
|   | Hispanic/Latino: ____              |
|   | Other: ____                        |

| Freestanding English as a Second Language      |    |    |    |   |   |   |   |   |   |   |    |    |    |       |
|--|----|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |    |    |    |   |   |   |   |   |   |   |    |    |    |       |
|  | K  | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  | 86 | 56 | 53 |   |   |   |   |   |   |   |    |    |    | 195   |
| Chinese  | 8  | 6  | 4  |   |   |   |   |   |   |   |    |    |    | 18    |
| Russian  |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |    | 1  |    |   |   |   |   |   |   |   |    |    |    | 1     |
| Arabic   | 1  |    |    |   |   |   |   |   |   |   |    |    |    | 1     |
| Haitian  |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |
| French   |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean   |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi  | 1  | 0  | 3  |   |   |   |   |   |   |   |    |    |    | 4     |
| Polish   |    |    |    |   |   |   |   |   |   |   |    |    |    | 0     |

## Freestanding English as a Second Language

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

|              | K         | 1         | 2         | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
|--------------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Albanian     |           |           |           |          |          |          |          |          |          |          |          |          |          | 0          |
| Other        |           |           |           |          |          |          |          |          |          |          |          |          |          | 0          |
| <b>TOTAL</b> | <b>96</b> | <b>63</b> | <b>60</b> | <b>0</b> | <b>219</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

### Self-Contained ESL Classrooms

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

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

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

### ESL Push-In Model

Identified ELL students receive instruction from three appropriately certified ESL teachers. The ESL program follows a "push-in" model whereby the ESL teacher pushes in to classrooms during Reading, Writing and all content area subjects. The ESL teacher works with small, differentiated groups with a focus on supporting the acquisition of academic vocabulary. As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive the minimum of 180 minutes of ESL instruction weekly. The ESL teachers use the data generated from the NYSESLAT to inform their instruction. Students are looked at closely through the lens of the four modalities to insure that they will receive the support needed to reach maximum proficiency in the English language. This information informs the grouping needed for differentiated instruction. Visuals, artifacts, hands on experiences, charts, songs, chants, graphic organizer, meaningful accountable talk, read aloud and guided reading and writing activities are a part of this instruction. Instruction is delivered in English with ESL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips with poems and stories, labeling the room, picture support and pairing students with the same native language. The ESL

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

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

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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

and reinforce vocabulary. The research-based program Foundations is used to teach phonics in kindergarten and first grade. Everyday Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experience. The Harcourt Science program provides students and investigative approach to learning the content area. The Harcourt Social Studies program exposes the students to artifacts, documents and informational text. The Art program of visual arts and music serves as a learning tool to support all our ELL students. Technology plays an important role in the instruction of ELL students. Teachers use Smart Boards in their classrooms as an instructional tool. Computer programs such as One More Story, Starfall, Learning A to Z, Pebble Go and ABC Mouse are being used by students in the classroom to support their English language acquisition.

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

15. All required service support and resources correspond to Ells' age and grade level.

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

17. Not applicable

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. P.S. 28 provides ongoing professional development in ESL for both the ESL teachers and the entire staff. Teachers receive professional development at Grade Meetings, Faculty Conferences, and workshops after school. These are conducted by the Literacy and Math Coaches, appropriately certified ESL teachers, Assistant Principal and Literacy Consultant Staff Developer. Teachers are also given the opportunity to attend out of school workshops offered by the Network.

Professional Development activities for the ESL teachers include:

- September – June – Supporting the ELL student in meeting the new Common Core State Standards – facilitated by Literacy Consultant Staff Developer, Literacy Coach, Math Coach, Assistant Principal
- September – Looking at Student Work Through Assessment – facilitated by Literacy Coach, Literacy Consultant Staff Developer
- September – Analyze NYSESLAT Data and Planning for Specific Student Needs Based Instruction – facilitated by Assistant Principal
- November – Facilitating Content Area Conversation – facilitated by CFN
- December – Using Guided Reading and Conferencing to Support the ELL Student – facilitated by Literacy Consultant Staff Developer
- February – Using Reading Assessment Data to Target Instructional Needs for the ELL Student – facilitated by Literacy Coach/Data Specialist, Assistant Principal
- April – Using Data from ELA Task Bundles to Address Specific ELL Student Needs – facilitated by Literacy Coach, Assistant Principal

2. Not applicable

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

- September – Looking at Student Work Through Assessment – facilitated by Literacy Coach, Literacy Consultant Staff Developer
- October – Looking Closely at NYSESLAT Data to Plan for Specific Student Needs Based Instruction – facilitated by ESL Teachers
- November – Language Allocation Policy – facilitated by LAP Committee
- December – Facilitating Content Area Conversation – facilitated by ESL Teachers
- January – Application of Common Core State Standards for the English Language Learner – facilitated by Literacy Consultant Staff Developer
- April – Building Academic Language for ELLs in the Content Areas – facilitated by ESL Teachers
- May – Looking Closely at ELL students and How They Comprehend Text – facilitated by Literacy Coach, Literacy Consultant Staff Developer

## E. Parental Involvement

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

1. The involvement of all families, including those of ELLs, is a priority at P.S. 28. Communication with parents is the foundation for true involvement and cooperation with parents. All school-wide notices are sent home in English, Spanish and Chinese. Spanish and Chinese translation by school pedagogues and staff members is offered at each class' Parent Orientation at the beginning of the school year, during Parent-Teacher conferences, during individual parent meetings, and at all parent workshops throughout the year. The Parent Coordinator is bilingual in English and Spanish and works throughout the year to facilitate a strong home-school connection. She offers workshops on homework help, community resources, special guest speakers and topics of special interest to parents. Parents are invited to participate in Adult ESL classes, conducted by the Parent Coordinator, twice a week. Workshops are also offered by the Guidance Counselor, Coaches and teachers on how to help students achieve both in the classroom and at home. Topics include homework help, how to help your child in reading and in math, how to interpret your child's goals, how to help your child with Foundations, and conversations with your child. Parents are also invited to attend parent orientation and training sessions for our at-home family programs: Backpack for Reading (take home reading program that includes books and cassette tapes and tape recorders) Math is Cool (math games) and Science in the Kitchen (at home science activities). These programs are designed for parents to come and learn how to use the materials that will be sent home with their child to use with the family. These training sessions are conducted in English with Spanish and Chinese translations. Materials sent home are also translated to assist parents in implementing the program. Parents are surveyed to evaluate the programs as well as inform the school about future programs they would like to see.

2. P.S. 28 has partnered with, among others, CookShop, Health Plus, Primerica, Learning Alliance and Consortium for Worker Education. ELL parents receive information and support on student health issues such as asthma, diabetes and good nutrition. ELL parents have also received financial assistance and guidance through Primerica.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |   |   |   |   |   |   |   |    |    |    |       |
|---|----|----|----|---|---|---|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 23 | 9  | 10 |   |   |   |   |   |   |   |    |    |    | 42    |
| Intermediate(I)   | 24 | 18 | 24 |   |   |   |   |   |   |   |    |    |    | 66    |
| Advanced (A)  | 9  | 31 | 38 |   |   |   |   |   |   |   |    |    |    | 78    |

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

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

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

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

| NYS Science |         |    |         |    |         |    |         |    |       |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|             | English | NL | English | NL | English | NL | English | NL |       |
| 4           |         |    |         |    |         |    |         |    | 0     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

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

1.-3. Teachers assess students on an ongoing basis using conference notes, Fountas and Pinnell Reading Assessment, student work, teacher-made tests, and student observations. ELL students are also assessed using the Lab-R and NYSESLAT. The goal of our ESL program is to develop student skills in the four modalities in order to enable students to have success in meeting and exceeding state standards. An analysis of the Lab-R and NYSESLAT revealed that 73% of our kindergarten students are beginner ELL students while 39% of first grade students and 13% of second grade students are beginners. The majority of first grade students (41%) are at the intermediate proficiency level while the majority of second grade students (43%) are at the advanced proficiency level. An analysis of the NYSESLAT by modality revealed that students are stronger in listening and speaking than reading and writing. The data from students entering first grade this year revealed that one student is at the beginner proficiency level in listening and speaking while 23 students are at the beginner level in reading and writing. The data from second grade this year revealed that 2 students are at the beginner proficiency level in listening and speaking while 9 students are at this level in reading and writing. Although 13% of the students entering second grade are at the beginner level, 25 students (35%) reached proficiency level in listening and speaking and 20 students (27%) achieved this level in reading and writing. The overall steady gains made in listening and speaking throughout the grades is attributed to the school wide focus on vocabulary and language development for ELL students.

Lab-R results for students entering kindergarten this year show that 84 students are at the beginner level and 30 students are at the advanced level. The NYSESLAT results for students entering first grade this year shows 23 students are at the beginner level, 24 students are at the intermediate level, 9 students are at the advanced level and 3 students reached proficiency level. For students entering second grade this year, 9 students are at the beginner level, 18 students are at the intermediate level, 31 students are at the advanced level and 14 students achieved proficiency level. The trend has been an increase in the number of first grade students reaching proficiency level by the end of first grade. In 2010, 10% of students reached this level, however, this increased to 19% in 2011. There also has been a steady decrease in the number of students performing at the beginner proficiency level at the end of kindergarten. In 2009, 61% of the students were at this level, in 2009 it decreased to 44% and by 2011 it was 39%.

Fountas & Pinnell Reading Assessment indicated that 83% of kindergarten students were reading at or above grade level by the end of the year. This is compared to 55% of first graders and 78% of second graders who were reading at or above grade level by year end. This result shows the need to provide focused, differentiated instruction to help students improve their reading.

4.-5. Not applicable

6. Student NYSESLAT scores are evaluated through two lenses. The scores are analyzed and evaluated on an individual student basis to see how each student is performing in each modality. They are also used to evaluate how successful each ESL program is in meeting the needs of the individual student. If a program is found to not meet the needs of the students, it is revamped to either add or eliminate components that are not successful. In the past our students who were in all programs were not performing well on the speaking section of the NYSESLAT. This became a focus in changing a component of all three of our ESL models. An emphasis on giving students multi-opportunities to have conversations in the classroom with appropriate modeling was implemented. As a result, our scores in the speaking section of the NYSESLAT have continued to make steady gains over the past few years. Further analysis has revealed that the reading modality is what is holding students back from reaching proficiency level. There will be a greater focus on reading in all three of our ESL models, especially in the area of reading informational text. Student needs will be addressed through guided reading and small group, differentiated instruction. The ESL programs are evaluated yearly and revisions are made as needed to insure that all students are making

progress. P.S. 28 is dedicated to delivering an academically rigorous program to early childhood students while addressing the specific needs of the English Language Learner. We are committed to providing our ELL students a child-centered curriculum that foster language development and help them attain language proficiency that will meet and exceed state standards.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Thomas Emanuel Early Childhood | DBN: 24Q028

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other: Push-In Program

Total # of ELLs to be served: 37

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 1

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 28's Title III Program provides English Language Learners with supplemental instruction in a Push-In program based on student need. This program is designed to give First and Second Grade students who are at the Beginner proficiency level on the NYSESLAT the additional support they need to accelerate their progress in the English language. Title III funds will be used to hire a part-time 3 day a week F-Status certified ESL teacher to service the 37 students in this program. Students will be serviced through a push-in program three times a week for 50 minutes each day. The services the students will receive are in addition to the mandated services required. The program will be held for seven months, beginning in November and ending in May. The certified ESL teacher will provide services in English with Native Language support. The materials used will include the research-based program Words Their Way with English Learners. This is a word study program to support students in phonics, vocabulary and spelling instruction which our data has shown is where extra support is needed. Our goal is to help these students increase their proficiency levels as they continue to acquire the English language.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parent engagement activities targeted toward parents of ELLs is a priority at P.S. 28. The Parent Coordinator, who is bilingual in English and Spanish, works throughout the year to facilitate a strong home-school connection that will impact higher achievement for our ELLs. Parent Workshops, conducted by the Parent Coordinator, ESL teachers, Literacy Coach, and Math Coach, are held monthly. Parents are invited to attend workshops on the following topics including Understanding Phonics and Phonemic Awareness, The New CCSS Grade Expectations, Cool Culture: Giving Students Cultural Experiences, Introduction to Go Math, How to Help Your Child Succeed by Understanding Student Goals. Parents are notified through flyers, outside announcements made during morning arrival and afternoon dismissal, school calendar, and School Messenger. All communication with parents is provided in English, Spanish and Chinese.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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