



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30/Q/228

PRINCIPAL: OLGA IRIS GUZMÁN

EMAIL: OGUZMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. COMPOSTO

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Olga Guzmán	*Principal or Designee	
Iris Rios	*UFT Chapter Leader or Designee	
Maria Meneses	*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> )	
	CBO Representative, if applicable	
Eileen Hughes	Member/Staff	
Ines Ruiz	Member/Staff	
Evelyn Gomez	Member/Teacher	
Rosa Guzmán	Member/ Parent	
Vivian Camacho	Member/ Parent	
Katherine Rosario	Member/ Parent	
Cristina Peñafiel	Member/ Parent	

\*\* 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**

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

### **Annual Goal #1**

- By June 2013, K-2 students will demonstrate progress toward achieving the ELA Common Core State Standards as measured by all students participating in 2 Common Core-aligned Nonfiction units of study with at least 88% of all students advancing 1 or more levels on the Spring 2013 Teacher's College Nonfiction Reading and Writing Project Performance Post Assessment.

### **Comprehensive needs assessment**

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

2011-2012 Progress Report data for PS 228 indicates that PS 228 earned an overall grade of "A". 2011-2012 Progress Report data also shows a "B" for student performance and student progress in English, indicating a need to focus on student achievement of the Common Core Learning Standards in ELA. This need is aligned with 2012-2013 New York City Instructional Expectations, since the current ELA focus is on planning and implementing Common Core State Standards-aligned units of study designed to enable students to achieve the Standards. PS 228 demographic data also supports the need for all students to progress by at least one level on the Common Core Aligned Reading and Writing rubrics. English Language Learners represent 49% of the PS 228 student population and 20% of the student population consists of students with IEPs. Effective, supportive instruction for these student groups requires progress monitoring in English Language Arts with CCSS aligned assessments. Since April 2012 Common Core Aligned assessments showed that approximately 75% of all PS 228 students in K-2 progressed by one or more rubric level, there is a need to increase the percentage of students advancing by 1 or more levels on CCSS aligned rubrics during Spring 2013.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Between September 2012 and June 2013, PS 228 Teachers implement research-based Understanding by Design (UBD) "backwards planning" strategies in backwards planning to enable all students to meet the Standards. Common Core-aligned rubrics are used to move students forward and enable students to progress across rubric levels.
- The Workshop model is used by all K-2 teachers to deliver Reading and Writing workshops to all students in K-2 classes between September 2012 and June 2013. The content and strategies incorporated in the Teachers College K-2 Common Core-aligned Units of study in non fiction, also research based, is taught through workshop structures including mini lessons, conferences, and share time that include opportunities for students to participate in authentic Nonfiction reading and writing tasks and discussions about their learning.
- Other research-based strategies incorporated in this work between September 2012 and June 2013 include summarizing information and note-taking, cooperative grouping to promote student learning and build cooperative skills, and using specific and timely feedback to facilitate student progress.
- K-2 Teachers meet diverse student needs in ELA by implementing research-based differentiated instruction that includes daily small group strategy lessons, guided reading and individual conferences.
- All members of the PS 228 professional Learning Community engage in professional planning through participation in weekly grade group meetings, lesson study, and Inquiry Team meetings. The professional learning community includes the Principal, the Assistant Principal, the Literacy Coach, the ESL Coordinator, the IEP Coordinator, the Grade Facilitator, K-2 teachers including lead teachers, members of the school based support Team, the Parent

Coordinator and the Educational Assistants.

Timeline:

- Two month-long Common Core aligned nonfiction units of study are implemented. (November/December 2012 and May 2013)
- K-2 teachers implement Pre and post assessments before and after each unit of study. The teachers engage in progress monitoring throughout the units using conference notes and teacher made assessments.
- Grade, Data and Inquiry Teams monitor progress and analyze data trends during September 2012, November/December 2012, May 2013 and June 2012. The teams also use ongoing progress monitoring to track student progress.
- Professional Development Team members engage in collaborative scoring of pre assessments and post assessments in November 2012, December 2012 and June 2013.
- Teacher teams use the research-based Danielson Framework for Effective Teaching to provide feedback to improve teaching and learning during the implementation of the Common Core aligned Nonfiction units of study.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The Professional Development Team offers 1 -1 ½ hour workshops on the following topics between September 2012 and June 2013: Common Core Standards aligned Reading Benchmarks, Grade-specific Reading Strategies, Nonfiction Reading strategies, and Technology enhanced Reading and Writing.
- The PS 228 Parent Coordinator, the Coach and the Grade Facilitator assess Parent reflections and attendance after each parent workshop.
- Between September 2012 and June 2013, the Parent Coordinator and K-2 teachers maintain open, ongoing communication with parents, sending newsletters, notes and personal invitations to encourage parents to attend workshops and other parent involvement activities.
- Between September 2012 and June 2013, parent involvement activities are offered 2 or more times per month.
- Professional Development Team members including k-2 teachers invite parents to attend Nonfiction Reading and Writing celebrations during November/December 2012 and during May 2013.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Share Funding, Title III and Human Resources to implement this action plan as indicated below:

- Administration, Literacy Coach, Grade Facilitator support.
- Professional development resources including workshops and webinars.
- Leveled Nonfiction Reading libraries to support independent Reading.
- Guided Reading sets to support instruction.
- Learning Leaders provide school- based parental and community support in education.
- Student Teacher program partnership with Queens College provides additional instructional support.
  
- The PS 228 Title 1 parent group coordinates workshops and supports family curriculum nights.
- Nonfiction books and resources are purchased for Title III afterschool program with Title III funds.
- After School Title 111 ESL Program provides academic support for English Language Learners.
- VTS Funds for questioning strategies through the Arts

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By June 2013, K-2 students will demonstrate progress in Mathematics toward achieving the Math Common Core State Standards as measured by a 5% increase in students scoring levels 3 and 4 on grade specific Common Core-aligned scoring rubrics.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- 2011-2012 Progress Report data for PS 228 indicates that PS 228 earned an overall grade of “A”. 2011-2012 Progress Report data also shows a “B” for student performance and student progress in Mathematics, indicating a need to focus on student achievement of the Common Core Learning Standards in Mathematics. PS 228 Progress Report data for 2011-2012 indicates that Math scores for PS 228 students were higher than the average value among comparison schools and slightly higher than PS 228 English scores and that these scores reflect a need for improvement in order for the school to earn an “A” in this area. This need is aligned with 2012-2013 New York City Instructional Expectations, since the current Mathematics focus is on planning and implementing Common Core State Standards-aligned units of study designed to enable students to achieve the Standards. PS 228 data is consistent with the citywide need for all students to achieve the Standards in Mathematics. May 2012 assessment data for PS 228 Common Core aligned Math tasks indicated that 85% of all students advanced by 1 or more levels on the CCSS aligned Mathematics rubric. This data indicates that there is a need for all students to achieve the Standards with at least 90% of all students advancing by 1 or more levels on the May 2013 Common Core aligned Math rubric.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Research-based instructional strategies used include backward planning UbD to develop common core state standards aligned units of study incorporating the Everyday Mathematics Program. Instructional Teams utilize the Danielson Framework for Effective Teaching to provide feedback on teaching strategies.
  - Students are exposed to real world problem solving, integration of technology, visual aids, manipulatives and collaborative learning activities.
  - Teachers and Educational Assistants will assist students in developing problem solving strategies to understand mathematical concepts, interpret, approach, and apply strategies to solve mathematical problems.
  - Teachers take part in weekly grade meetings, staff development sessions, and collaborate in developing monthly pacing calendars and school-based assessments, incorporating differentiated lessons and assessments aligned with the Common Core State Standards.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

## Timeline:

- Beginning in the Fall of 2012, Learning Leaders are assigned to work in targeted classrooms to facilitate and provide small group instructional support in math.
- During the Fall 2012 Parent Teacher Conferences, parents were provided with strategies to facilitate and extend learning of mathematical concepts in the home.
- Teachers maintain ongoing communication with parents through: individual meetings, notifications, daily feedback of reviewed homework assignments and classroom observations, and information on student progress towards achieving mastery of mathematical concepts, as indicated by monthly unit math assessments.

**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.

  X   Tax Levy     X   Title I              Title IIA     X   Title III     X   Grants              Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As a Title I School, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Share Funding, Title III and Human Resources to implement this action plan as indicated below:
  - Administration, Coach, Grade Facilitator support.
  - Professional development resources including workshops and webinars.
  - Manipulatives and libraries to support independent Mathematics instruction.
  - Learning Leaders provide school- based parental and community support in education.
  - Student Teacher program partnership with Queens College provides additional instructional support.
- The PS 228 Title 1 parent group coordinates workshops and supports family curriculum nights.
- After School Title 111 ESL Program provides academic support for English Language Learners.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

- By June 2013, K-2 teachers will implement strategies that engage all students in reading complex texts as evidenced by 2012-2013 inquiry study artifacts, classroom observation checklists and teacher team feedback.

#### **Comprehensive needs assessment**

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

Based on the Common Core State Standards initiative and the City wide instructional expectations, there is a State and Citywide need for all students to increase their ability to read and comprehend complex texts to achieve the Standards and to become college and career ready. This need applies to PS 228 students. 2011-2012 Progress Report data for PS 228 indicates that PS 228 earned an overall grade of "A". 2011-2012 Progress Report data also shows a "B" for student performance and student progress in English, indicating a need to focus on student achievement of the Common Core Learning Standards in ELA. EPAL trends show that 10% of second grade students scored below grade-specific benchmarks in Reading. 2010-2011 and 2011-2012 Grade 3 and 4 ELA item skills analysis data for our students also indicates a need for improvement in informational Reading and Writing, and focusing on main idea and author's message. The 2011-2012 Peer Quality Review included feedback about additional projects, challenges and extensions for higher achieving students. There is a need for additional opportunities for this student group and all PS 228 students, to engage with complex texts.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- During September 2012, the PS 228 Professional Development Team consisting of the Principal, the Assistant Principal, the Coach, the Grade Facilitator, the ESL Coordinator, the IEP Coordinator, Lead Teachers and all K-2 teachers, reviewed and analyzed ELA data and achievement trends to assess student independent reading levels and plan small group instruction.
- During October 2012-June 2013, A PS 228 Professional Development Team consisting of the Principal, the Assistant Principal, the Coach, the Grade Facilitator, The ESL Coordinator, Lead Teachers, and Second Grade Teachers engage in inquiry work about text complexity. Inquiry work includes bi monthly text complexity study sessions, and weekly lesson study, team planning, teaching, collaborative teaching and reflection.
- All members of the PS 228 School Wide Professional Development Team use the research-based Danielson Rubric for Effective Teaching as a reflective teaching tool for self-assessment and for monthly opportunities for teacher team observation and feedback between September 2012 and June 2013.
- Between October 2012 and June 2013, CFN 410 Instructional leaders conduct monthly Text Complexity Professional Development sessions to increase the Inquiry Team's Professional knowledge. Research based strategies are utilized including book leveling according to lexiles, collaborative annotation and using graphic organizers to preview and learn new vocabulary in complex texts.
- Between November 2012 and June 2013, PS 228 teachers of K-2 classes access complex texts that match teaching objectives for whole class and small

group assessment based instruction.

- Between November 2012 and June 2013, Inquiry members including the Principal, the Assistant Principal, the Coach, the ESL Coordinator, the Grade Facilitator, and Lead Teachers share strategies that enable all students to access complex texts through study sessions, co-planning, co-teaching, demonstration lessons and classroom intervisitation.
- Classroom observation checklists, teacher made tools, lesson plans and observation feedback are used by K-2 teachers 1 or more times per week to monitor instructional teacher progress in implementing new strategies between October 2012 and June 2013.

Timeline:

- K-2 teachers use the Teachers College Reading and Writing Project Reading assessment to monitor student Reading and comprehension of complex texts during 4 benchmark periods (September 2012, November 2012, March 2013 and May/June 2013) and additional times for ongoing progress monitoring.
- Inquiry artifacts, classroom observation checklists and teacher team feedback will support our school's implementation and achievement of this goal.

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The Professional Development Team offers 1 -1 ½ hour workshops on the following topics between September 2012 and June 2013: Common Core Standards aligned Reading Benchmarks, Grade-specific Reading Strategies, Nonfiction Reading strategies, and Technology enhanced Reading and Writing, "Identifying and Exploring Complex Texts" and "Strategies for Close Reading of Complex Texts".
- The PS 228 Parent Coordinator, the Coach and the Grade Facilitator assess Parent reflections and attendance after each parent workshop and communicate with parents as necessary.
- Between September 2012 and June 2013, the Parent Coordinator and K-2 teachers maintain open, ongoing communication with parents, sending newsletters, notes and personal invitations to encourage parents to attend workshops and other parent involvement activities 2 or more times per month.
- Professional Development Team members including k-2 teachers offer Nonfiction Reading and Writing parent celebrations during November/December 2012 and during May 2013. Celebrations include group and individual Reading projects accomplished by studying complex texts.

### 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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Share Funding, Title III and Human Resources to implement this action plan as indicated below:

- Administration, Literacy Coach, Grade Facilitator support.
- Professional development resources including workshops and webinars.
- Leveled Non fiction Reading libraries to support independent Reading.
- Guided Reading sets to support instruction.
- Learning Leaders provide school- based parental and community support in education.
- Student Teacher program partnership with Queens College provides additional instructional support.
  
- The PS 228 Title 1 parent group coordinates workshops and supports family curriculum nights.
- Nonfiction books and resources are purchased for Title III afterschool program with Title III funds.
- After School Title 111 ESL Program provides academic support for English Language Learners.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- By June 2013, attendance at differentiated parent involvement activities will increase by 5% as measured by 2012-2013 workshop attendance records and reflections.

### **Comprehensive needs assessment**

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

2011-2012 PS 228 parent workshop data including attendance records and reflections indicated a need for increased parent involvement and for differentiated parent workshops aligned with citywide expectations. The data showed that approximately 75 % of parents attended one or more parent involvement activities at PS 228. 2011-2012 PS 228 parent workshop written reflections and verbal feedback indicate that parents need additional instructional strategies to reinforce Standards-based learning at home. Parents requested additional workshops on grade-specific Reading strategies, word study strategies, Academic Intervention Services, ESL strategies, learning through technology and other CCLS-related topics. Overall, 2011-2012 parent workshop data reflected a need to increase parent involvement to at least 80%, and to offer differentiated parent workshops on a variety of Standards-based topics. Based on the NYCDOE endorsed PS 228 parent involvement policy requiring parents to be partners in their children's learning and the need for children to achieve rigorous Common Core State Standards in Spring 2013, there is a need for all PS 228 parents to become more involved in their children's education.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- PS 228 PD Team (composed of: Principal, Assistant Principal, Parent Coordinator, Literacy Coach, ESL Coordinator, IEP Coordinator, Grade Facilitator Grade Leaders and K-2 teachers) will conduct differentiated workshops on CCSS between October 2012 and June 2013 targeting the diverse needs of all students including English Language learners and students with IEPs. Common Core aligned workshops include reading for grades K, 1, and 2, AIS reading, ESL strategies, Speech and Language Development, class settings for students with IEPs in 2012-2013, and instructional strategies for learners with IEPs.
- Beginning in Fall 2012, Professional Team Members including the Literacy Coach, Grade Facilitator, ESL Coordinator, IEP Coordinator, Parent Coordinator and Grade Leaders will conduct parent workshops. K-2 classroom teachers will provide after school workshops for parents on differentiated topics specific to grade and classroom needs.
- During the 2012-2013 school year, workshops will be ongoing, based on parental feedback and observed student needs.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Distribution on monthly Parent Newsletters to communicate school curriculum and calendar of events.
- On-going communication with parents through individual conferences and meetings about student progress.
- Parent Coordinator conducts needs assessment surveys to determine topics of interest and need, during PTA meetings and parent workshops.

**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.

X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants  X  Other

If other is selected describe here: Budget and resources include PTA fundraisers and PTA funds.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Learning leader parent and community volunteers are trained, supported and partnered with teachers in Pre-k-2 classes. Parents become familiar with curriculum, assessments and grade specific Standards.
- Title 1 Parent group coordinates workshops and supports family nights.
- After School Title 111 Funds ESL will be utilized to provide parent workshops on ESL strategies aligned with the Common Core Learning Standards for English Language Learners.

**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.).
<b>ELA</b>	<p><b>Daily Data Driven Class-Based Differentiated ELA Instruction</b> K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p><b>AIS Support Services</b> RTI Researched based Spalding and Wilson Foundations strategies are utilized.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers, Words Their Way word sorts and guided reading instruction.</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Individualized Tutoring Sessions.</p> <p>Teachers, Grade facilitator and Literacy Coach provide individual or small group assessment-based ELA instruction for at risk students.</p>	<p>Monday – Thursday 8:00 – 8:37 ½</p> <p>Provided daily in one 45-minute period</p> <p>Provided Monday – Thursday for 45-minute periods</p>



	<p>with IEPs.</p> <p><b>Individualized AIS with Educational Assistants</b>  English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching ELA lessons utilizing ESL strategies</p> <p><b>FOR STUDENTS WITH IEPs:</b>  <b>Students with IEPs participate in all Academic Intervention Services listed:</b>  Students With IEPs participate in modified ELA instruction utilizing the following instructional programs and methodologies: Balanced Literacy Instruction, Literacy Centers, Reading Reform, Words Their Way, and progress monitoring.</p>		<p>Mondays-Thursdays  8:00 – 8:37 ½</p>
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	<p>Teachers utilize additional individual teaching and re-teaching to meet the need the needs of all learners.</p>		
<p><b>Mathematics</b></p>	<p><b>FOR ALL AT RISK STUDENTS <u>INCLUDING ELLs AND STUDENTS WITH IEPs:</u></b>  <b>Daily Data Driven Class-based Differentiated Math Instruction</b>  K-2 teachers provide one 45-minute period of data-driven class based differentiated Math instruction for at risk students. Teachers utilize individual and small group instruction and flexible class structures to teach Everyday Math Strategies. Grade facilitator provides individual or small group assessment based Math instruction per week for at risk students using a collaborative push-in teaching model.</p> <p><b>AIS Support Services</b></p> <p>All teachers provide 37 ½</p>	<p>Teachers utilize individual and small group instruction and flexible class structures to teach Everyday Math Strategies.</p>	<p>One to Two 45-minute periods daily</p> <p>Monday-Thursday 8:00 – 8:37 ½</p>

	<p>minutes of class based small group Literacy and Math instruction Instructional Programs include Everyday Math and Math Centers.</p> <p><b>FOR ENGLISH LANGUAGE LEARNERS:</b> A certified ESL teacher provides mandated ESL instruction for English Language Learners that includes Everyday Math support utilizing ESL strategies.</p> <p><b>FOR STUDENTS WITH IEPs:</b></p> <p><b>Individualized AIS instruction for Students With IEPs</b> Special Education teachers and educational assistants provide daily class based individual and small group re-teaching of Everyday Math concepts with modifications.</p>	Differentiated small group and one-to-one instruction.	Monday-Thursday 8:00 – 8:37 ½
<b>Science</b>	N/A		
<b>Social Studies</b>	N/A		
<b>At-risk services (e.g. provided by the Guidance Counselor, School</b>	The School Guidance Counselor provides 30-	Small group and individual.	

<p><b>Psychologist, Social Worker, etc.)</b></p>	<p>minute small group and individual counseling according to student need. This Academic and Social Emotional Support program provides services for students with IEPs and/or at-risk students and/or ELLs to enhance their social and academic skills. The program supports designated instructional programs for each subject area according to student need and IEP mandates.</p>		
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### 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.

The following Strategies and activities are currently used for recruitment to ensure that PS 228 teachers are highly qualified:

- Attend Job fairs to interview and attract highly qualified teachers.
- Utilize the Department of Human Resources to identify and assign potential teaching candidates who are highly qualified.
- Search the open market as a source of new teacher recruitment for Highly Qualified Teachers.
- Maintain communication with Queens College student teachers mentored at PS 228 who are certified and seeking employment.

The following Strategies and activities are currently used for assignments, support and retention of Highly Qualified Teachers:

- School based professional development is offered 2 or more times per week by members of the PS 228 Professional Development Team including the Principal, the Assistant Principal, the UFT Teacher Center Coach, the ESL and Dual Language Facilitators, the IEP Coordinator the Grade Leaders, pre k-2 teachers, the Parent Coordinator and the Educational Assistants.
- Collaborative study frameworks including grade leader structures, inquiry teams, ESL and Dual Language Teams and ICT teaching teams foster ongoing professional learning.
- Ongoing school based and off site PD provided by the PS 228 PD Team, the CFN, the UFT Teacher Center, BER, STEM and other providers.
- Children's First Network Leaders and other PD providers offer school based and off site professional learning experiences for teachers.
- Professional Development Focus topics include Research based strategies connected to the Common Core State Standards, Common Core aligned tasks, Webb's Depth of Knowledge and the Danielson Rubric for Effective Teaching.
- New Teachers receive mentoring for the first year of teaching and beyond

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

#### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PS 228 School Leadership agenda. This policy was adopted by PS 228Q on June 19, 2006 and will be in effect for the period of September 2012 through June 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2012.

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

PS 228Q will:

Provide high quality Common Core State Standards-aligned curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet grade-specific CCLS as follows:

For grades Pre-K-2, the Common Core State Standards in Literacy and Mathematics provide the foundation for a comprehensive curriculum and serve as references for lessons within curricular themes. Academic programs consisting of carefully selected materials and strategies, ongoing assessment and flexible class structures are integral parts of the curriculum.

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

The PS 228Q community and the parents of students benefitting from activities, funds and services provided by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high Standards. This School-Parent compact is in effect for the 2012-2013 school year.

PS 228 Q will Support home-school relationships and improve communication by:

1. Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: In mid-November 2012 and mid March 2013 as per the DOE schedule.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be issued in November 2012, March 2013, and June 2013 for 1<sup>st</sup> and 2<sup>nd</sup> grade. Kindergarten report cards will be given in March and June 2013. Individual progress reports will be discussed with parents as needed.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make individual appointments to speak with the staff.
4. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Parents have opportunities to be trained as learning leaders. Parents will be invited by classroom teachers to participate in activities in the class.
5. Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing and timely way.
7. Hold an annual meeting to inform parents of the school's participation in title I, Part A programs and to explain the Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parent involvement meetings (such as in the morning or evening) so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I part A programs and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
9. Provide to the parents of participating children information about Title I Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels children are expected to meet. Information will be presented to parents in a timely manner.
10. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent with an individual student report about their child's performance on the State assessment in math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by section 200.56 of Title I.

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

We as parents will support our children's learning and encourage our children to meet or exceed the Common Core State Standards by:

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

### **III. Student Responsibilities**

We as students will share the responsibility to improve our academic achievement and achieve the Common Core State Standards. We will:

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

**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>Altagracia Santana</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>228</b>
School Name <b>Early Childhood Magnet School of Arts</b>			

### B. Language Allocation Policy Team Composition

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

### 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>1</b>	Number of certified bilingual teachers	<b>16</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>16</b>	Number of special education teachers with bilingual extensions	<b>7</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>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>318</b>	Total Number of ELLs	<b>146</b>	ELLs as share of total student population (%)	<b>45.91%</b>
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## Part II: ELL Identification Process

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

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

1. Upon initial enrollment, all new incoming students and their families will be administered the Home Language Questionnaire to determine the predominant language in the home. Home Language Survey interviews will be conducted by Ms. Leticia Cruz, ELL Coordinator/ESL teacher, and Ms. Nelly Frances, Bilingual Program Facilitator. Both Ms. Cruz and Ms. Frances are ESL and bilingual certified pedagogues trained in the ELL intake process. Ms. Cruz and Ms. Frances will assist parents of newly registering students in completing the Home Language Questionnaire. Two additional pedagogues will be trained in the ELL intake process to ensure that Home Language Surveys can be satisfactorily completed, in the event that neither Ms. Cruz or Ms. Frances are available. Home Language Surveys will be provided in parents' preferred languages. Support for parents requiring translation/interpretation services in the languages of: Spanish, Bengali, Mandarin, and Italian may be provided through the assistance of P.S. 228 staff members proficient in these languages. For parents requiring assistance in languages for which no translation support is available, within the school building, the ELL Coordinator will contact the DOE's Translation and Interpretation Services unit to arrange for translation services. The initial ELL identification process will include: completion of Home Language Identification Survey, an oral interview of the parent in their preferred language and of the student (to officially determine student's dominant language), an assessment of answers to Home Language Questionnaire, the recording of language information on home language forms, and the notification of OTELE codes to the school's Pupil Accounting Secretary, who will enter codes into ATS system.

Students whose home language is determined to be one other than English, will be administered the English LAB-R for their respective grade level, by an ESL or bilingual certified, trained pedagogue, who will hand score answer documents of assessed students. LAB-R will be administered within 10 days of initial enrollment. ELL Coordinator will keep copies of answer documents and hand scores on file. Students scoring below the minimum passing score for their grade level will be identified as ELL students and be eligible for ESL services. Students with Spanish as their home language, scoring below the minimum passing score, will also be administered the Spanish LAB-R. Hand scores and answer documents for Spanish LAB-R will also be kept on file by ELL Coordinator. Original completed answer documents, for both English and Spanish LAB-R assessments, will be submitted to respective Borough Assessment Office, for official scoring. In addition to LAB-R assessments, each spring all identified ELLs will be administered the NYSESLAT. ELL Coordinator will generate and review the RLER to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT testing period. During administration of the NYSESLAT, the Speaking subtest will be administered individually and in a separate location. Listening, Reading, and Writing subtests are administered to students as a group. Make-up test dates will be dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accommodations, as mandated by IEPs and 504 Plans. ELL Coordinator will also utilize the REXH and RNMR reports to determine student proficiency levels, develop instructional groups, and ensure that all ELL students are provided with mandated units of ESL instruction. Parents of students who were administered the NYSESLAT during the previous spring will receive written notification of their child's continuing status as an ELL or of having achieved a passing score on the NYSESLAT, via continued entitlement or transition letters.

2. Parents of newly identified ELL students will be notified of their child's status via entitlement letters, within 10 days of initial

student enrollment. Students passing LAB-R will receive non-entitlement letters. Parents of newly identified ELLs will also receive an initial invitation to attend one of two initial parent orientations to be conducted by the ELL Coordinator, school administrators, and Parent Coordinator, during morning and evening sessions. During the ELL orientation, parents will be provided with information on the ELL identification process and state ELL guidelines, in parents preferred languages. Parents will also have the opportunity to view a DVD presentation in their native language, as available, and in this way be informed of the various program models available for the education of their children. Parents will also be notified of the availability of the parent information video online, through the DOE website. School staff members will provide assistance with translation and interpretation services in: Spanish, Bengali, Mandarin, and Italian. Informational brochures will also be available in parents preferred languages. Translation services may also be requested and ELL Coordinator will contact the DOE's Translation and Interpretation unit to request support, as needed. During ELL parent orientations, parents will obtain information on the various program choices and components of each program, Chancellors Regulations for education of ELLs (CR Part 154), and receive Parent Program Selection forms and Parent Surveys to be completed during the orientation. Information and documents will be provided in parents' preferred languages. After viewing the video presentation and having been informed of ELL guidelines, parents will be asked to complete parent surveys and program selection forms. Once completed, forms will be collected and reviewed by ELL Coordinator. ELL Coordinator will consult with administrators and Pupil Accounting Secretary to determine the availability of student placements within the school. Parents of students obtaining placement within P.S. 228 will receive placement letters informing them of their child's program for the entire school year. Parent's whose first program of choice cannot be honored within our school, will be assisted in obtaining placement in another school within district, offering their first choice. Original parent surveys and program selection forms will be filed in student cumulative folders. Copies of surveys, program selection forms, and placement letters will be kept on file by the ELL Coordinator. The process of ELL identification including LAB-R administration, communication with parents regarding ELL or non-ELL status, parent orientation sessions, completion of parent surveys and program selection forms, and student placement will be conducted by Ms. Cruz and Ms. Frances and be completed within 10 school days upon initial student enrollment, as mandated by NYS ELL compliance guidelines. Parent who are unable to attend initial orientation sessions will be contacted via telephone to schedule individual meetings with the ELL Coordinator. Parents who are unable to attend initial and individual meetings will be notified in writing of their child's placement in school's default program.

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

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

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

4. Parent Program Selection forms for newly enrolled students will be reviewed by ELL Coordinator. ELL Coordinator will review Program Selection forms and assess availability of program and space within the school. Parents whose first request can be honored at our school site, will receive placement letters and be notified that program selection and placement will be for the entire school year. Parents, whose program selection cannot be honored, due to lack of program availability or space, will be contacted by ELL Coordinator. Both ELL and Parent Coordinator will assist parents in contacting schools offering selected programs and securing student placement. Parents who obtain placement outside our school will also be informed that, should their program of choice become available at our school site, they will be contacted and offered placement within our school. Transfer students will also be placed according to parent program selection. Students entitled to continued ESL services, as indicated by NYSESLAT scores, will remain in

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

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	113	0	50	5	0	3				118
Dual Language	13	0	0	0	0	0				13
ESL	15	0	0	1						16
Total	141	0	50	6	0	3	0	0	0	147

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	53	51	14											118
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>53</b>	<b>51</b>	<b>14</b>	<b>0</b>	<b>118</b>									

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	5	21	7	16	1	27													13	64
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	5	21	7	16	1	27	0	0	0	0	0	0	0	0	0	0	0	13	64	

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 16

Number of third language speakers: 5

Ethnic breakdown of EPs (Number):

African-American: 3

Asian: 5

Hispanic/Latino: 63

Native American:     

White (Non-Hispanic/Latino): 2

Other: 7

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	3											12
Chinese														0
Russian														0
Bengali	3													3
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>16</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. a). P.S. 228's ELL students are serviced through Transitional Bilingual, Dual Language, and Freestanding ESL program models, with the freestanding ESL program being delivered through a combination of both a push-in and pull-out model. The program breakdown per grade is as follows: Kindergarten-3 Kindergarten Transitional Bilingual classrooms (two ICT and one self-contained 12:1), 1 kindergarten Dual Language classroom, and 1 Freestanding ESL push-in/pull-out classroom. First grade- 2 Transitional Bilingual ICT classrooms, 1 Dual Language classroom, and 1 Freestanding ESL classroom serviced through a pull-out model. Second grade- 1 Transitional Bilingual ICT classroom, 1 monolingual ICT classroom, 1 Dual Language classroom, and 1 monolingual classroom.

b). Kindergarten ELLs are homogeneously grouped while first and second grade students are heterogeneously grouped within individual classrooms.

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

Native and second language instruction is aligned with common core standards. Lessons incorporate the structure of the workshop model. Grouping and task and product differentiation are based on assessment results, language proficiency, observations during individual conferences and group work assignments, and mandates. Lessons often incorporate cooperative learning experiences that promote interaction among native and second language learners, encouraging communication and the development of listening and speaking skills. To ensure that content is made comprehensible and that the development of language is supported, lessons include strategies such as strong picture to text support/visuals, music, shared readings, read alouds, and accountable talk sessions. Scaffolding strategies are integrated in the form of: modeling, contextualizing through the use of manipulatives, realia, graphic organizers, bridging or activating prior knowledge, building schema, and text re-presentation activities. Lessons often also integrate technology in the form of SMARTBOARD activities and web-based literacy programs.

4. ELL students with Spanish as their native language are initially assessed through the Spanish LAB-R. ELLs in TBE and Dual Language classrooms are also evaluated with the use of EL SOL, Early Childhood Spanish Literacy Assessment. In addition, this school year, the Sistema de Evaluacion de Lectura assessment by Fountas and Pinnell, to determine Spanish literacy and instructional and independent reading levels in Spanish, is being piloted in our K Dual Language classroom. Data for Spanish LAB-R, EL SOL, and the Sistema de Evaluacion de Lectura will be kept on file by ELL Coordinator in Native Language Assessments binder.

5. a. As an early childhood school, K through 2<sup>nd</sup> grade school, P.S. 228's ELL composition consists of 96% Newcomers and 4% ELLs serviced for 4 years. We currently do not house any SIFE students, but instructional planning for students under this category would include: mandated ESL periods, homogeneous grouping, content based ESL instruction, daily Academic Intervention Service sessions, and participation in Title III after-school programs.

b. Newcomer ELLs are provided with mandated units of ESL instruction by certified teachers. They will take part in 37 1/2 minutes of daily small group instruction through our Academic Intervention Services morning program and Title III after-school programs, and will also participate in the ELL Summer Exploratory Academy. Common preparatory periods between the ESL and classroom teachers will allow for planning that will focus on developing activities to support both social and academic language skills across content areas and across language modalities. ELL students in second grade will receive additional support in developing fluency, reading comprehension, and writing skills, through focused studies incorporating non-fiction texts, as a means of building their literacy skills and academic language, as measured by the NYSESLAT and ELA exams.

c. ELL students being serviced for 4 years will take part in our Academic Intervention Services morning program, after school, and summer programs. In addition to mandated units of ESL, they will also be provided with one, 40 minute, small group instructional periods, to be delivered by a certified ESL teacher, during the balanced literacy block period. The focus will be to develop reading comprehension. Students will have access to the web-based reading program Raz-kids.com, through which students will listen to and read along with e-books at their specific reading level. Comprehension skills will be developed and measured through the completion of differentiated tasks and web-based comprehension assessments. Students will also receive support in vocabulary development, through the program Words Their Way, in which students learn to understand and identify word patterns through sorting activities at their individual stage of English literacy development, which they can then apply in their reading and writing.

d. P.S. 228 does not currently house any long-term ELL students, but instructional planning for students in this category could include: continuing to offer native language support through additional classrooms that would providing instruction in native languages. Homogeneous grouping and additional periods of instruction with a strong focus on building English literacy and grade level academic language, to be provided by certified teachers.

6. Teachers instructing ELL-SWDs provide instruction according to IEP mandates. ELLs-SWDs take part in daily 37 1/2 minutes of small group instruction through our Academic Intervention Services morning program. Classroom instruction for ELLs in special education settings integrates differentiation strategies, cooperative learning activities, and technology based literacy activities to help in the development of oral communication skills. In addition, ELLs-SWDs are aided in English language development through the integration of programs such as "bumpybooks" which provide multi-sensory strategies to help in literacy development, Foundations, and Handwriting

## A. Programming and Scheduling Information

Without Tears.

7. ELLs-SWDs are provided with related and differentiated instruction according to IEP mandates. Related service providers and classroom teachers collaborate to develop individual student schedules for related services, such as speech, physical, and occupational therapy. Delivery of services takes place within the school day and through a combination of both push-in and pull-out sessions. Lessons are scaffolded to meet both the language needs and related service mandates of students.

### 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:				

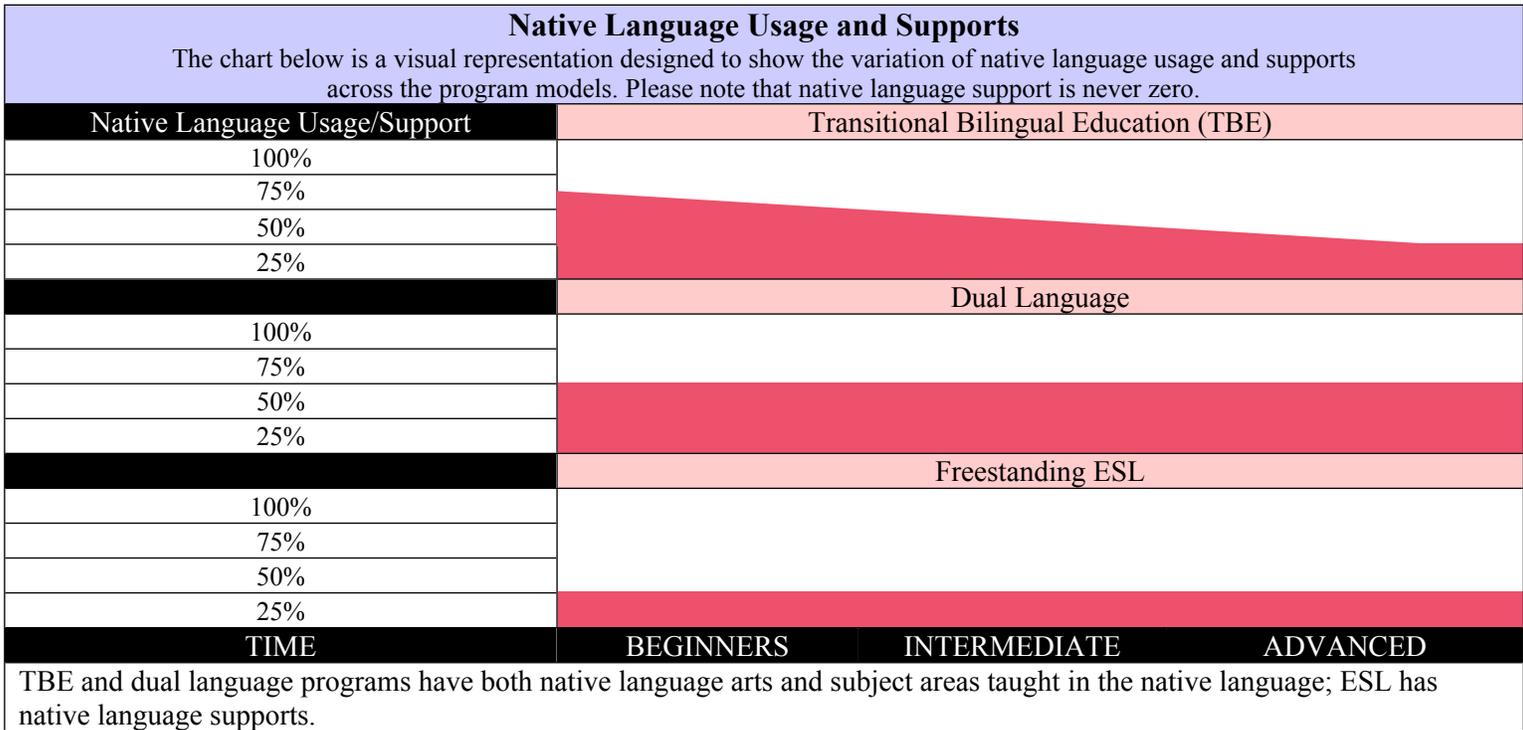
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

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

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

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

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

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

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

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

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

16. Newly enrolled ELL students and their parents are invited to take part in a welcoming orientation which takes place at the end of the school year, for those students who will be new entrants the following fall. This introductory meeting is led by school administrators, classroom teachers, and Parent Coordinator and focuses on introducing new families to our educational staff, schoolwide initiatives, and policies. During said meeting, parents are provided with a welcome packet that includes important school information and educational resources, to be used with their children throughout the summer vacation months and in this way help them develop and reinforce those academic skills needed for the upcoming school year. Parents are also provided with a tour of the school building during the introductory meeting. Parents also take part in our school's annual Meet the Teacher/Curriculum Day and Night orientation which takes place during the first week of the new school year. During this time, parents have the opportunity to meet with their child's future classroom teacher and learn about individual classroom/grade expectations. Native language support during these meetings is provided by school staff. Further translation arrangements can be made by the ELL and Parent Coordinator, through the DOE's Translation and Interpretation Unit.

17. As an early childhood school, servicing grades K through 2<sup>nd</sup>, we do not offer language elective courses.

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

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

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

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	67	6	0											73
Intermediate(I)	0	34	3											37
Advanced (A)	0	22	15											37
Total	67	62	18	0	0	0	0	0	0	0	0	0	0	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0										
	I	1	2	0										
	A	1	13	4										
	P	0	44	14										

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>	2	6	0										
	<b>I</b>	0	32	3										
	<b>A</b>	0	22	15										
	<b>P</b>	0	0	0										

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. P.S. 228 implements the TCRWP literacy assessment in grades K through 2nd and the E-PAL in grade 2. EL SOL is administered in Dual Language and Transitional Bilingual classrooms to measure the level of proficiency in Spanish. In addition, El Sistema de Evaluacion de Lectura Spanish Literacy Assessment, by Fountas and Pinnell, will be piloted in our Kindergarten Dual Language classroom during the present school year. Disaggregated data shows that more than half of ELL students who perform below grade level are ELL students. After analyzing assessment results, our school administration and classroom teachers recognize that the process of adequate language acquisition may take up 7 years and in turn have made a commitment to increase the integration of ESL methodologies across all classrooms when delivering instruction. In addition, our school's instructional plan also includes providing ELLs with a strong academic foundation in their native language in order to facilitate the acquisition of English.

2. Analysis of LAB-R and NYSESLAT scores indicate that ELLs in Kindergarten encompass the largest number of beginner level ELL students. Review of NYSESLAT scores for the 2010-2011 school year reveal that the grade in which the highest number of General Ed. and Special Needs ELLs achieved language proficiency was 1<sup>st</sup>, with 63.2% of General Education students and 29% Special Needs achieving passing scores, followed by Kindergarten. Most K General and Special Needs ELLs tested, advanced 1 level of proficiency from beginner to intermediate levels. First grade General Ed. ELLs were the largest group achieving proficiency levels. Approximately 36% of first grade Special Needs ELLs remained at the same level of proficiency. Second grade General Education and Special Needs ELLs also remained at the same or advanced across one level. Across all grades, ELLs scored lowest in the modalities of reading and writing.

3. Instructional planning for ELLs will continue to provide a focus on developing academic language to be applied during reading comprehension and written responses. ELL students will participate in 37 1/2 mins. of small group instruction 4 days per week and in P.S. 228's Title III after school program. Classroom, cluster, ESL, and AIS teachers will develop lessons that will integrate content area vocabulary, reading comprehension, introduction to basic grammatical structures, and focused written responses, in an attempt to support students in making greater gains in NYSESLAT reading and writing strands. Increased native language support will also be a focus for students in TBE and Dual programs to facilitate second language acquisition.

4. a. Approximately 28% of students in TBE classrooms, 41% of students in Dual Language, and 56% of students in Freestanding ESL classrooms achieved language proficiency. The largest number of students achieving proficiency within 1 to 2 years were found in our Dual Language classrooms. The grade in which the highest level of students achieved language proficiency was first, followed by Kindergarten. ELLs in Dual Language classrooms meet higher grade level benchmarks in Spanish than ELLs TBE classrooms. ELLs in classrooms with native language support tend to achieve grade level benchmarks in English assessments across literacy strands within one year and within two, in Spanish assessments.

b. School leadership and teachers utilize ELL results to develop schoolwide initiatives and plan instructional outcomes. Student grouping, classroom instruction and curriculum development, and materials utilized in class are also based on ELL assessment results.

c. Assessment results reveal the importance of native language support in the acquisition of English. Students in classrooms providing content area instruction in both first and second languages tend to achieve second language proficiency and grade level benchmarks sooner than ELLs in monolingual settings. Native language is utilized to deliver content area instruction across subject areas in TBE and Dual settings according to specific program mandates, helping students develop a strong foundation and academic skills that can aid in the acquisition of English.

5. a. Assessment of English proficient students in Spanish as their second language is administered through EL SOL and indicates that English proficient students at the kindergarten level obtain grade level benchmarks in alphabet and phonemic awareness strands, but score lower in reading and writing mechanics strands. In first and second grade there is an increase in their performance across all strands, with the highest level of grade level benchmark achievement noted in the second grade, specifically in reading and writing strands.
- b. Overall, EP proficient students demonstrate beginner levels of target language development during K and 1<sup>st</sup> grade, advancing to intermediate levels by 2<sup>nd</sup> grade.
- c. EP students continue to meet grade level benchmarks in State exams.
6. Success of programs for ELLs is measured by student performance in assessments and their achievement of second language proficiency levels and the amount of time in which this is achieved, as well as parental feedback/requests.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**School Name: E.C. Magnet School of Arts**

**School DBN: 30Q228**

**Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 4      **Network:** 410

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

**Part A: Needs Assessment Findings**

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

## 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: Early Childhood School of [?????]	DBN: 30Q228
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 228's Title III after school program will service a total of 66 newcomer ELL students in grades K, 1, and 2 and will take place from November 20th, 2012 to May 7th, 2013, for a total of 40 sessions. The program will meet two days per week for 2 hours each day. Instruction will be delivered in both Spanish and English by 3 bilingual certified teachers. Class composition will consist of: one Kindergarten, one 1st grade, and one 2nd grade TBE class.

Analysis of ELL performance in assessments such as the NYSESLAT, TCRW Assessment, EPAL, as well as patterns noted through inquiry studies, indicate that ELL students are not meeting benchmark levels, or score lowest, in literacy components such as reading comprehension, vocabulary interpretation, and writing.

P.S. 228's Title III program will focus on developing: fluency, comprehension skills, academic content area knowledge, and vocabulary, through CCLS aligned nonfiction thematic units of study in social studies and science. Units of study will be delivered in both Spanish and English and target the development of strategies and skills in: identifying and extracting relevant information, reading for comprehension, referencing texts to support ideas, and identifying and applying content area vocabulary when, speaking, reading, and writing. Materials to be used will be Benchmark Education's Fiction-To-Facts Big Book Program.?????

### Part C: Professional Development

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

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

Begin description here: Professional development will consist of two 1.5 hr. sessions of staff development, to take place at the beginning of Title III program and in January of 2013. Both initial and final professional development sessions will be delivered by school administrators. First professional development will focus on an introduction to materials to be used and the planning of nonfiction units of study aligned with UBD methodology and CCLS. Planning will focus on tasks that will support ELLs in their development of academic language in both their native and second languages. Initial professional development session will also include planning pacing schedules for lessons.

### Part C: Professional Development

Second professional development session will focus on ELL assessment and integrating classroom practices to help ELLs develop specific language skills, as measured by periodic assessments.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parental engagement will consist of two 1.5 hr. workshop sessions to be presented by our Parent Coordinator. The first workshop will focus on introducing parent of ELLs to CCLS as well as the the features of fiction and nonfiction units of study. Workshop session will provide information on standards-based grade level expectations, common core aligned units of study and suggested activities to be carried out in the home to support learning, as well as information on community resources, that can provide experiences that support nonfiction studies.

The second workshop session will address the topic of ELL assessment and provide insight on integrating at home activities to support specific language skills.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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></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.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		