



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 28X /MOUNT HOPE CENTENNIAL SCHOOL

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

PRINCIPAL: MR. STEPHEN BECKLES EMAIL: SBECKLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MRS. DOLORES ESPOSITO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Stephen Beckles	*Principal or Designee	
Monica Hilton	*UFT Chapter Leader or Designee	
Ines Payano	*PA/PTA President or Designated Co-President	
Joan Hodge	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	
George Prisco	Member/Science teacher /SLT Chairperson	
Sylvia Medina	Member/K Teacher	
Virginia Duran	Member/Paraprofessional	
Yetsenia Silfa	Member/Parent	
Angela Santos	Member/Parent	
Johanna Camacho	Member/Parent	
Guadalupe Aguirre	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

- *To develop teacher effectiveness by implementing and supporting a shared understanding of exemplary instruction in English language Arts*

Comprehensive needs assessment

- *By June 2013, students in grades 3-5 will show a 3-5% increase in students' performance at or above Level 3 on the NYSTP ELA assessment as a result of our focus on teacher effectiveness.*
- *1. Priority focus in ELA, for grades 4 and 5, will be in outlined from varied data sources including ARIS comparative measures on performance indicators to provide targeted support as well as baseline information and ongoing data in meeting individual student outcomes.*
- *2. Progression and attainment of teacher effectiveness goals will be noted in administrative walkthroughs and on teacher goal setting documents with a special focus in the competency areas of designing curriculum, using questioning and discussion techniques and using assessment in instruction.*
- *3. Documented PD for teachers based on their own personal identified goals as well as follow up areas as noted in walkthroughs and observation.*
- *2011-2012 State Exam Data*
ELA: 372 tested in grades 3-5, 67% performed below proficiency level of 3, of 104 ELLs 8% performed at or above Level 3.
Math: 395 tested in grades 3-4, 66% performed below Level 3, of 126 ELLs 13% performed at or above Level 3. Of the 67 SWDs 21% performed at or above Level 3 in ELA, and 24% performed at or above Level 3.
- *School Progress Report Grade C and areas of improvement identified by the NYCDOE QR from December 2011 include:*
-student academic performance on assessments, State Exams, and daily school work
- *Quality Review 1.1 Enrich the curriculum to ensure that academic tasks in all classrooms are challenging and that questioning extends student thinking to increase student performance.*
- *From September 2012 through June 2013, PS 28's administrators will:*
 - *review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of ELA instruction*
 - *provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts*
 - *schedule time for teachers to collaborate during teacher teams which is supported by coaches*
 - *utilize the school website and infuse technology when supporting teachers*
 - *hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs*
 - *hold cabinet meetings to review feedback from observations and create support for concerning teachers*

Instructional strategies/activities

Administration has reviewed various data forms (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of ELA instruction.

- *Professional development opportunities are identified, in order to deepen their understanding of the instructional shifts and how to embed these into their teaching practices*
- *In terms of resources, teachers have been supplied with new instructional tools that are reflective of the Common Core “Treasures” from K-5, to support their understanding of the CCLS for the grade level and how to instructionally address these new standards.*
- *Scheduling and funding allotment for opportunities for teacher teams to meet twice a week. During these meetings, professional development has been planned, and is facilitated by coaches, administrators, and teacher peers.*
- *Scheduling funds for after school academy for identified bottom 1/3 students for ELA/Math academy*
- *Use of on going data (DRA and baseline) will be reviewed for trends, thereby allowing for strengths and weaknesses to be identified and addressed on an ongoing basis*
- *Teachers will then analyze student data (both formal and informal) to determine individual student and class needs, as well as to develop appropriate student learning outcomes and goals*
- *Ongoing DY0 assessments will support the setting of new goals, and assist teacher teams in the planning and preparation of units of study/task bundles to meet the needs of all learners*
- *Teachers will identify specific curriculum outcomes for each grade level, which will achieve coherence both vertically and horizontally*
- *CCLS Task bundles will enhance teacher understanding of learning outcomes, and will provide a forum to apply consideration for specific student needs, and application of the instructional shifts using the UDL design*
- *In terms of setting coherent outcomes, the use of protocols and rubrics will be aligned across grade levels, for viewing and responding to student needs, through analysis of their work*
- *Teacher will focus on sharing best practices to support and monitor student progress growth during teacher team time and PD opportunities*
- *In addition, teachers will be asked to utilize ongoing data and information from ARIS to encourage greater consistency in differentiated instruction, so that all students are challenged*
- *All student subgroups will include a systemized protocol to identify and track the progress of learning goals (IPPS/Individual Pupil Plans), and to evaluate and adjust student progress and teacher focus*
- *Administrators will support teacher effectiveness by providing them with ongoing feedback from frequent instructional walkthroughs*
- *Teachers will meet with their teacher teams, coaches, consultants and administrators to discuss action plans they created using current data*
- *Teachers will meet with administrators to discuss action plans for their students, with specific focus on meeting the needs of the identified bottom 1/3 of their class in the beginning, middle and end of the school year(Sept., Jan., June)*
- *Weekly team meetings will allow for teachers to discuss and understand the application of ELA instructional shifts and share best practices while examining student work across the grade*
- *Aussie consultant will support focuses through modeling, use of lab sites, and the use of protocols to examine student work*
- *The focus in ELA instruction will be on requiring students to ground reading and writing, and discussion with evidence from the text. New appropriate and grade level texts will support all groups of students. Strategies are embedded to support the subgroups of ELL and SWD students*
- *Teachers will use available resources to make appropriate text choices that will require students to read closely and to make meaning from them*
- *The expectation is that teachers will appropriately ask questions to students, which will support their engagement with the text which will be supported through walkthroughs that are based on the various domains and components from Charlotte Danielson*
- *Frequent walkthroughs and feedback will identify and support teacher effectiveness in specific goal setting terms*
- *21st century skills of using technology for research and presentation will also be embedded into the ELA curriculum as well as targeted videos to build background knowledge*

- *SSR will be embedded into the school day for sustained reading practice*
- *Classroom teachers, RTI support, and coaches will participate in professional development in conjunction with Aussie consultants, assistant principals and the data specialist which will be directed at looking and analyzing student work to drive instruction. This will be facilitated through the implementation of “Data Days” planned for quarterly intervals as well*
- *Monthly grade conferences and the use of common planning time. Teachers will continually update their assessment binders as they draw from varied assessments for student information.*
- *ELA coach and Aussie consultant will support teachers in grades Pre-K to 5 in reviewing, revising and implementing the performance task bundle*
- *Teachers will have ongoing support during common professional period for ELA where the CCLS will be integrated into the curriculum map with an understanding of the DOK integration*
- *Student work analysis as well as data analysis will be conducted in Teacher teams as well as professional development period*
- *Use of Curriculum mapping will guide and support the teachers’ planning and coordinate with identified DY0 testing calendar for the year*
- *Teachers will utilize the “Class at a Glance” spread sheets, whereby teachers will input data of all internal assessments and review item analysis within the class. Instructional decisions will be embedded within the formative data.*
- *Lab sites will focus on identified focuses that support the CCLS and teacher effectiveness as well as teacher best practices.*
- *Aussies and coaches will offer modeling and debriefing sessions that will be replicated by the coaches*
- *School will implement the customized assessment calendar approved by the Periodic Assessment Team that will be incorporated within the curriculum mapping for each grade. Classroom teachers, coaches, assistant principals and principal will meet periodically to analyze these assessment results and their implication for instruction.*
- *Coaches will plan and advocate for availability during weekly common planning sessions to further analyze data, and plan individual, whole group, and small group activities especially as they relate to ELL learners, special education and the learning styles of boys and girls in their classrooms.*
- *Teachers will use the “Assessment Grade Binders” and “Progress Reports” for each of the 6 units. The assessments will target the intended outcomes for each unit as the reports will allow students to understand their growth and to set academic goals throughout the school year in all major content areas as reflected on the reports.*
- *Teachers will create and organize Data Binders in which they will keep all assessment results, action plans, and differentiated groups. Binders will be brought grade conferences as well as individual conferences with the immediate supervisors as teacher goals are discussed during intervals of the school year*
- *Formal and informal observations will be conducted to ascertain that teachers’ delivery of instruction is aligned with school goals in differentiating instruction and meeting students’ needs.*
- *Supervisors will review lesson plans to ensure that teachers target students for differentiation. Teachers have outlined non-negotiables in terms of plans for whole, small and individual support.*
- *Walkthroughs will be conducted on a weekly basis by administration to ascertain that instruction is aligned to assessments and students’ needs. Use of the professional teaching standards will be used for both administrative and extended walkthroughs which will encompass identified teachers.*
- *Intervisitation to observe best practices will be scheduled for teachers to visit classrooms within the school and in other schools.*
- *Grades K-5 will utilize the Reading Program “Treasures” as we address the differentiated needs of each student using the balanced literacy approach.*
- *Assistant Principals and Coaches will support classroom teachers in differentiating instruction through the use of varying process, content and products in addressing the needs of their targeted population.*
- *The early grades, Kindergarten and First Grade, will incorporate Wilson “Foundations” to support early childhood reading skills. The early childhood coach will support small group work with identified at risk students.*
- *Dibels, DRA and reading records and ongoing testing and progress monitoring will inform teachers and support targeted instruction.*
- *Inquiry Team members will continue to expand the study of comprehension visual literacy in identified primary (k-2) and (3-5) to increase the level of comprehension through vocabulary development and text based evidence from the text*
- *To support teachers in successfully meeting the needs of all students. Findings are shared with the staff through various forums throughout the year.*

- *Teacher teams will focus on Inquiry work as delineated by the group which will support student work and performance task bundles for ELA*
- *Study groups will be scheduled to meet teacher interest and support professional learning and growth.*
- *Teachers will participate in a lab site under the Aussie consultants. Teachers will then turn key learning during weekly common planning*
- *Administrators, teachers, literacy and math coaches and teachers will continue to utilize the school website and infuse technology in their lesson planning and implementation*
- *PD offerings from various avenues will be identified and scheduled with the focus of promoting deeper and richer knowledge for our staff*
- *Teachers will use effective strategies to support student growth as an intended outcome of teacher team meetings on a bi-weekly basis*

Strategies to increase parental involvement

- *Parental involvement will incorporate:*
- *The alignment of the efforts of parents, teachers and students in communication and goal setting will be increased to 10x a year with both progress reports (6 yearly) and 4 report cards*
- *The 25 book campaign will be supported at school with parent support by providing home school connections*
- *Parental on site workshops will be planned to support parental involvement on various topics (testing, math/ELA,ELL classes)*
- *On site lending library for parents will be available in the parent center*
- *Administrative cabinet meetings will review teacher progress as well as the home school connection and set supports in place as applicable*
- *Use of Triumph Learning online supports in ELA for each grade level will be made available for school and home use to provide for high level learning experiences at home and school*
- *From September 2012 through June 2013, PS 28's school community will:*
 - *Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS*
 - *Communication regularly with families in different languages about their child's progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed 3 times a year)*
 - *Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing*

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

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

Principal: FSF

Aps: FSF and Title 1

Teachers/Coaches: Title 1, FSF
Consultant: Hensley foundation, Title1

Service and program coordination

- Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials, which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:
 - a. Parent Volunteers
 - b. Differentiated instruction in the classroom (use of data to determine needs)
 - c. Literacy Coach/RTI Personnel will be working with groups within the classrooms
 - d. Educational Assistants
 - e. Use of leveled reading materials
 - f. Use of on-going assessments to plan instruction
 - g. Additional supplemental materials for groups/classrooms (class libraries)
 - h. Test preparation
 - i. Technology lab
 - j. The Breakthrough to Literacy Program on computers in classrooms, as well as, in the Technology Lab (ELL students.)
 - k. Treasures Chest
 - l. Wilson Program
 - m. Experience Corps Program
 - n. Healthy Living (5th Grade)
 - o. Foundations
 - p. Dibels
 - q. Brigance

The Literacy Intervention Program at PS 28 is staffed by State Certified and/or Licensed Reading Teachers. There is 1 ESL teacher who is licensed and have completed the required coursework in this area. A pullout as well as a push-in program is available for LEP students. There are a number of opted-out students in monolingual classes. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. In addition, teachers with ELL students are also working on receiving an extension in their licenses on ESL Methodologies. ESL Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

The following services and programs will be coordinated in support of this goal:

- Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson's Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).
- Response to Intervention (RTI) and Universal Design for Learning (UDL)

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

To engage all students in a cognitively demanding math curriculum by continuing to develop teachers' understanding of effective mathematics instruction.

Comprehensive needs assessment

Anticipated data outcome:

- *Increase the percentage of students performing at level 3 or above by 3%-5% from 34% to 39% in grades 3,4 and 5 as measured by the June 2013 NYS Math Results*
- *Engage all students in two rigorous CCLS math units of study that focus on the major work of the grade and mathematical practices 3 and/or 4. This unit of study will be embedded in our CCLS aligned curriculum, informed by a common teaching framework that will include appropriately challenging for all learners, including students with disabilities and English Language Learners. The second unit will also focus on math practices 3 and/or 4 as well as other relevant math practices and may center on standards in the same domain or on other major work of the grade.*
- *Students will engage in cognitively demanding mathematical tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.*
- *Implement the McGraw-Hill 'My Math' program in all classrooms, while also exploring other supplementing resources and lessons.*
- *School will conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies. Learning Walks will be used to collect low inference data that will support decision-making and as a way to monitor teacher progress at a grade and school level.*

Quality Review 1.2 Promote greater consistency in differentiated instruction, based on formative assessment data, so that all students are challenged.

- *School Progress Report Grade C and areas of improvement identified by the NYCDOE QR from December 2011 include:
-student academic performance on assessments, State Exams, and daily school work*
- *Review of student work/ conferencing notes/ teacher planning and student grouping*
- *Use of data to set student goals and student scaffolding of content and skills understandings*

From September 2012 through June 2013, PS 28's administrators will:

- *review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of Math instruction*
- *provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts*
- *schedule time for teachers to collaborate during teacher teams which is supported by coaches*
- *utilize the school website and infuse technology when supporting teachers*
- *hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs*
- *hold cabinet meetings to review feedback from observations and create support for concerning teachers*

Instructional strategies/activities

Teachers will:

- *Implement grade level scope and sequence documents that reflect the major work of the grade outlined in the NYS Common Core Emphases.*
- *Early Childhood Assessment in Mathematics (ECAM) will be explored as a formative assessment in Counting, Addition/Subtraction and Numeration units of study for K-2. The data will also be used to track and monitor student progress within these concepts as students move from Kindergarten through to 2nd Grade.*
- *Focus on computational fluency with whole numbers as a major goal of the elementary grades.*
- *Emphasize reasoning and modeling in math.*
- *Will connect math to the real world to ensure students are engaged in contextually relevant problems.*
- *Use weekly grade level meetings to discuss and explore mathematics content and pedagogy with other grade level teachers. To ensure data driven decision-making we will use Performance Tasks, ARIS, Conferencing Notes, and student work as the basis for discussion and exploration.*
- *Engage the range of learners in understanding mathematics by utilizing UBD and UDL Planning Frameworks.*
- *Maintain a focus on assessment that drives instruction and measures student progress over time.*
- *Develop their understanding of questioning and discussion techniques and how to facilitate positive classroom discourse.*

All teachers will implement a daily five minute session for K and, ten minute math session for grades 1 – 5. All sessions will be supplemented by a daily 'Mental Math' session in order to develop the following key cognitive strategies:

1. *Make sense of problems and persevere in solving them*
2. *Reason abstractly and quantitatively*
3. *Construct viable arguments and critique the reasoning of others*
4. *Model with mathematics*
5. *Use appropriate tools strategically*
6. *Attend to precision*
7. *Look for and make use of structure*
8. *Look for and express regularity in repeated reasoning*

External Professional Development Providers

- *Math and literacy A.U.S.S.I.E. consultants will work with the coaches, and classroom teachers to embed comprehension strategies and vocabulary into mathematical problem solving.*
- *Lab sites and demonstration lessons will be used to support teachers understanding of best practices in math. The focus of these lessons will be on computation fluency and reflect the major work of the grade to ensure we meet the increased intensity outlined in CCLS shifts.*
- *Consultants and Assistant Principals will support coaches, cluster teachers, and classroom teachers to learn how to use comprehension strategies and teach vocabulary in math.*
- *The coaches will support and coach teachers in the use of manipulative.*
- *The coaches and AUSSIE Math Consultant will monitor the ongoing implementation of all aspects of the City Wide Expectations and the My Math program*

Internal Professional Development

**Teachers will work to collaboratively develop and an understanding of effective Unit and Lesson Planning using UDL and UBD frameworks to ensure all learners are appropriately challenged.*

Professional Development will be provided with the support of the math coach and the A.U.S.I.E. consultant to ensure effective use of technology in math instruction. This will include, but not be limited to, utilizing the Interactive Whiteboard resources included in the My Math program.

**Teachers will continue to learn how to use Excel class spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e. 3-5 Predictive assessments.*

**Trial of ECAM for students in K-2 and for 'at risk' students in 3-5. This will include how to administer, analyze and use for future planning.*

**Developing cognitively demanding tasks for all learners.*

**Teachers will be able to access information gathered using technologies. This information will be valuable in order for teachers to set individual teacher and student goals and individualized learning plans.*

Additional focus and student support:

•Review of student work and lesson review to support student progress by ascertaining student understandings of mathematical conceptual understandings and specific planning to meet those anticipated goal

•Support for bottom 1/3 of students with Tier 2 intervention from the RTI team and coaches

•Teacher development of IPPs (Individual Pupil plans) for their identified "at risk students

•After school academies for at risk students (December 2012-March 2013)

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.*
- *Parent informal observations*
- *Data on newcomers, ELL and FELLs as indicated on our NYSESLAT results*
- *Home Language Survey*
- *Orientation meetings for ELL parents*
- *Parent Coordinator Feedback*
- *SLT Turn-Key in Parent Association Meetings*
- *Parent Monthly Meetings*
- *Parental involvement in the forms of Mathematics workshops "Math night": attendance sheets*
- *Home school connections in Mathematics: use of Online Triumph application and use of home school connection activities for students*
- *Unit progress reporting with at home strategizing feedback for parents*
- *Parent teacher conferencing and feedback*
- *Parent involvement at SLT and implementation of the home school connection with our Triumph partnership*
- *From September 2012 through June 2013, PS 28's school community will:*
 - *Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS*
 - *Communication regularly with families in different languages about their child's progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed 3 times a year)*
 - *Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing*

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:

Principal: FSF

Aps:

Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title1, Contract for Excellence

Service and program coordination

- *Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are*
- *formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not*
- *performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive*
- *academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:*
- *a. Parent Volunteers*
- *b. Differentiated instruction in the classroom (use of data to determine needs)*
- *c. Math Coach/RTI Personnel will be working with groups within the classrooms*
- *d. Educational Assistants*
- *e. Use of on-going assessments to plan instruction*
- *f. Additional supplemental materials for groups/classrooms (class libraries)*
- *g. Test preparation*
- *h. Technology lab*
- *i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.*
- *j. Math interventions (beginning in September 2006)- Touch Math Program*
- *Teachers and Math Coach are also trained by Title IIB grant at Hunter College on specific content strands and the Math Common Core standards.*
- *These workshops are disseminated during the common professional periods within the school day. These teachers have had the mandatory 10 hours*
- *of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers*
- *also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system*
- *The following services and programs will be coordinated in support of this goal:*
 - *Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).*
 - *Response to Intervention (RTI) and Universal Design for Learning (UDL)*

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

- *Students will experience common core aligned instruction that will focus primarily on Mathematical fluency, application and conceptual understanding*
- *Students will experience common core aligned instruction literacy for students to ground their reading, writing and discussion in evidence from text*
- *Parental involvement will be offered in various modes to support student academic success in meeting the CCLS standards*

Comprehensive needs assessment

For ELA

- *1. Student progress will be evident in their observed reading and writing responses that will be reflective of supported arguments on various grade levels, as observed in evidenced based conversation using an effective teaching framework.*
- *2..Students will also demonstrate evidence of forming their own judgments as they are facilitated by rich conversations and questioning techniques*
- *3.Students will demonstrate engagement with the authors and choices by their responses which are reflective of deep reading and understandings*

Students of testing grades will demonstrate an increase of 3-5% in the 2013 NYS ELA and exams

Quality Review 3.3 Develop a system to track progress of the learning goals of student subgroups at the school, teacher team, and classroom level to evaluate progress and adjust instructional plans and pedagogy accordingly.

- *School Progress Report Grade C and areas of improvement identified by the NYCDOE QR from December 2011 include:
-student academic performance on assessments, State Exams, and daily school work*

For Mathematics

1.Students will focus on standardized criteria as reflected in our curriculum mapping and teacher planning as evidenced in teacher team meetings and identified item analysis from data

2.Students will experience coherence and continuity of mathematical content as evidenced in our curricular spiraling and scaffolded content throughout the grades with a focus on identified areas of need

3.Student activity of fluency requirements for the grades will be evidenced in planning and outcomes of student performance on specific tasks devised

- *Students of testing grades will demonstrate an increase of 3-5% in the 2013 NYS Mathematics exams*

Quality Review 3.3 Develop a system to track progress of the learning goals of student subgroups at the school, teacher team, and classroom level to evaluate progress and adjust instructional plans and pedagogy accordingly.

- *From September 2012 through June 2013, PS 28's administrators will:*
 - *review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the areas of ELA and Math instruction*
 - *provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts*
 - *schedule time for teachers to collaborate during teacher teams which is supported by coaches*
 - *utilize the school website and infuse technology when supporting teachers*
 - *hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs*
 - *hold cabinet meetings to review feedback from observations and create support for concerning teachers*

Instructional strategies/activities

Action Plan for student success:

- a) Principal will support teacher work and provide for professional opportunities in supporting student tolerance with complex texts*
- b) Teachers will learn and share effective reading strategies such as "chunking" and scaffolding and questioning techniques based on Webb's DOK*
- c) Teacher team time will allow for teachers to effectively discuss best teaching practices and to cohesively look at student work*
- d) The use of ongoing reading data and item analysis will support groupings and targeted teacher planning. Individual and small group student goals will then be articulated.*
- e) Students will self monitor their growth and respond to content areas in writing through journals and be able to oral articulate their goals upon request*
- f) Specific topics of professional development (i.e... questioning techniques that are specific to the text to encourage higher order thinking skills) will be reviewed and supported through various meetings and conferences with teachers, consultants, coaches and CFN support with an emphasis on best teaching and learning practices*
- g) Teachers will also be provided with equal amounts of information and literacy grade/level specific texts to support this transition.*
- h) Administration will hold teachers accountable for building student content knowledge through text through walkthroughs, meetings, and observations*
- i) Curricular mapping will support content, text scaffolding, and various source materials at every grade level*
- j) Teachers will be monitored by lesson plan and student work collection in conjunction with frequent walkthrough and team meetings as well as one on one support as needed.*
- k) Student work/folder work will be reviewed on an ongoing basis*

For Mathematics:

- l) Curricular content will be prioritized as applicable to the grade and student data*
- m) Priority standards will be identified and supported through various teacher meetings and walkthrough feedback and data*
- n) Fluencies will be identified as a stand alone activity with in classroom activities to support this goal*
- o) Time will be given to the teachers to develop content knowledge. Coach, teacher, administrator and parents will be involved of our year 3 of Title IIB (Hunter College collaboration) with mathematical content focus.*
- p) Teachers will analyze student work and identify what will denote student mastery and proficiency*
- q) Cross curricular planning of mathematical application will be encouraged*
- r) Teachers will be supported in providing specific intensity for both fluency and applications.*
- s) Student work and effective teacher practices will be reviewed with appropriate feedback and next steps*
- t) Use of lab sites, demonstration lessons, teacher analysis of student and whole class work will be implemented through support personnel.*
- u) Ongoing math data will be analyzed within teacher teams and result in more effective teaching practices*
- v) Teacher will be provided with various opportunities and time to review, plan and assess progress in small, whole and on an individual basis*

- w) *Teachers will use a variety of access points to facilitate student learning*
- x) *Use of unit studies and task bundles will be facilitated and reviewed during teacher teams*
- y) *Ells and bilingual students will be provided with specific instructional strategies and pull out support*
- z) *Special education students will be monitored with ongoing data from informal assessments from our DY0 as well as the BRIGANCE*
- aa) *Student individual goals will determine best teaching strategies which will be reflective of process, content and product to support the learning continuum*
- bb) *SAT team members will provide support to special education teachers and CTT teachers as well*
- cc) *RTI services will identify the bottom 1/3 students and provide for push in and pull out services from identified providers within the school*
- dd) *Students' areas of need will be addressed on a small group basis. The RTI team will provide for overall support to all student groups as applicable. Six week cycles will be reviewed and plans for reimplementation*
- ee) *SIT team will support the management of identified special education students and students receiving related services.*

Strategies to increase parental involvement

1. *School Leadership Team Training for parents conducted by District 9 Family Advocate – November 2012*
2. *Yearly Science Fair celebration*
3. *Monthly Parent Association Meetings*
4. *Monthly School Leadership Team Meetings*
5. *Quarterly Meetings with PA /title I Presidents*
6. *Parent Workshops on ELA requirements and at-home resources*
7. *Parent Teacher Conferences to discuss ELA progress*
8. *Meet the Teacher Parent Meeting*
9. *Open school night*
10. *25 book campaign*
11. *Student celebrations of learning*
12. *Triumph learning online resources for parents –*
13. *Classroom teachers' class web pages with online resources*
14. *Parent Coordinator Outreach with email and phone messages to parents*
15. *Teacher monthly newsletters*
16. *School book fairs*
17. *Parent Read Aloud in classrooms – parent workshops on testing, Mathematics and ELA*
18. *Letters to parents reminding them to keep up summer reading and writing*

From September 2012 through June 2013, PS 28's school community will:

- *Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS*
- *Communication regularly with families in different languages about their child's progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed 3 times a year)*
- *Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing*

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:

Funding: Principal: FSF

APs: FSF and Title 1

Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title1,

Service and program coordination

- *Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are*
- *formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not*
- *performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive*
- *academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:*
 - a. Parent Volunteers*
 - b. Differentiated instruction in the classroom (use of data to determine needs)*
 - c. Math & Literacy Coaches/RTI Personnel will be working with groups within the classrooms*
 - d. Educational Assistants*
 - e. Use of on-going assessments to plan instruction*
 - f. Additional supplemental materials for groups/classrooms (class libraries)*
 - g. Test preparation*
 - h. Technology lab*
 - i. Computers in the classroom have programs that "reinforce" the Core Reading (Harcourt Brace) on appropriate levels.*
 - j. Math interventions - Touch Math Program*

Teachers and Coaches are also trained by Title IIB grant at Hunter College on specific content strands and Common Core standards. These

- *workshops are disseminated/turn-keyed during the common professional periods within the school day. These teachers have had the mandatory 10*
- *hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New*
- *teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking*
- *system.*

The following services and programs will be coordinated in support of this goal:

- *Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson's Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).*
- *Response to Intervention (RTI) and Universal Design for Learning (UDL)*

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

To address the specific needs of our ELL and Bilingual students in both Language Acquisition and Mathematic and ELA performance as we work towards increasing teacher effectiveness in acquiring knowledge and skills

Comprehensive needs assessment

- *ELLS and Bilingual students will be challenged and supported to meet the same challenging academic content as all students by meeting the expectations as set by our curricular planning and DYO ongoing testing as evidenced in teacher planning, student task engagement, process and representations of learning*
- *Language comprehension will be taught through listening, speaking , reading and writing skills, using observed classroom strategies as noted in the C. Danielson framework as noted in the teacher feedback walkthrough sheets*
- *Students will be given the opportunity to increase student engagement through cooperative strategies and be provided with differentiated activities using our Unit task bundles for both ELA and Mathematics as evidenced in teacher team discussions, cooperative planning agendas, PD outcomes, teacher surveys, student journals*
- *Students will enhance English acquisition by encouraging the development of literacy skills and proficiency in the first language as documented on their NYSESLAT performance level gains*
- *ELLS will be provided with explicit vocabulary instruction as noted in their reading and writing by analyzing student progress on student comprehension of text, movement in text complexity and vocabulary growth, evidence of effective vocabulary instruction during walkthroughs and lesson plan collections*
- *ELLS and Bilingual will demonstrate oral language development through students' story retelling, verbal summarizing answering questions orally and teacher observations and walkthroughs*
- *The students data in these two particular subgroups will reflect an increase in their language proficiency rating levels as well as in an increase of 3-5% on the NYS math and ELA as applicable*

5.3 Create a transparent system for measuring progress of student subgroups toward interim benchmarks to ensure accelerated progress.

School Progress Report Grade C and areas of improvement identified by the NYCDOE QR from December 2011 include:

-student academic performance on assessments, State Exams, and daily school work

From September 2012 through June 2013, PS 28's administrators will:

- *review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of ESL instruction*
- *provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts*
- *schedule time for teachers to collaborate during teacher teams which is supported by coaches*
- *utilize the school website and infuse technology when supporting teachers*
- *hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs*
- *hold cabinet meetings to review feedback from observations and create support for concerning teachers*

Instructional strategies/activities

- *Various levels of students in both ELL and Bilingual classes and has organized with classroom personnel and outside push in and pull out supports*
- *After school academies will be offered for students and parents*
- *Teachers of Bilingual classes have been assigned an RTI bilingual teacher to support varied language acquisition levels and grades*
- *Additional teachers will be provided with the opportunity to receive their ELL extensions through the Intensive Teacher Institute (ITI). This will allow for in classroom attention to specialized needs of our ELLs on a continuous basis throughout all content areas.*
- *ELL consultant and coaches will provide for targeted PD as identified by teacher surveys and feedback*
- *Professional development sessions will allow for mainstream teachers to gain knowledge of useful and applicable ELL classroom strategies for our ELLs .*
- *New curriculum in both Mathematics and ELA is CCLS aligned and offers many suggestions and resources as it applies to this group of students*
- *The application of the content of our task bundles secure a template and design to enhance and support the learning from all entry points of access in the teaching/learning environment.*
- *The support of an ELL consultant will add to the professional development experience with a focus on specific teacher and classroom needs.*
- *Our PENCIL partnership will focus on parental engagement through a variety of activities and workshops.*
- *Teacher walkthroughs and observations will support and define next steps for all students including Ells*
- *Parent coordinator will support parents with home and school connection pieces and the use of our parental lending library*
- *ARIS parent teacher will be available for parent data access and home strategies*
- *Parents will be offered translation services in their native language for all communications*

Strategies to increase parental involvement

- *Our PENCIL partnership will focus on parental engagement through a variety of activities and workshops.*
- *Teacher walkthroughs and observations will support and define next steps for all students including Ells*
- *Parent coordinator will support parents with home and school connection pieces and the use of our parental lending library*
- *ARIS parent teacher will be available for parent data access and home strategies*
- *Parents will be offered translation services in their native language for all communications*

From September 2012 through June 2013, PS 28's school community will:

- *Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS*
- *Communication regularly with families in different languages about their child's progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed 3 times a year)*
- *Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing*

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

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Funding: Principal: FSF

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Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title1,Title III

Service and program coordination

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

a. Parent Volunteers

b. Differentiated instruction in the classroom (use of data to determine needs)

c. Literacy Coach/RTI Personnel will be working with groups within the classrooms

d. Educational Assistants

e. Use of leveled reading materials

f. Use of on-going assessments to plan instruction

g. Additional supplemental materials for groups/classrooms (class libraries)

h. Test preparation

i. Technology lab

j. The Breakthrough to Literacy Program on computers in classrooms, as well as, in the Technology Lab (ELL students.)

k. Treasures Chest

l. Wilson Program

m. Experience Corps Program

n. Healthy Living (5th Grade)

o. Foundations

p. Dibels

q. Brigrance

The Literacy Intervention Program at PS 28 is staffed by State Certified and/or Licensed Reading Teachers. There is 1 ESL teacher who is licensed and have completed the required coursework in this area. A pullout as well as a push-in program is available for LEP students. There are a number of opted-out students in monolingual classes. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. In addition, teachers with ELL students are also working on receiving an extension in their licenses on ESL Methodologies. ESL Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

The following services and programs will be coordinated in support of this goal:

- *Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson's Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).*
- *Response to Intervention (RTI) and Universal Design for Learning (UDL)*

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		
	The school provides interventions that incorporate repeated readings, interactive writing, stamina building exercises, test-taking skills, and organizational skills.	The delivery method of the service includes: small groups, one-to-one, and tutoring. Students receive services 3 times per week for 45 minute sessions	The service is provided during the school day and after school.
ELA	Fundations Program Wilson Reading Program Triumph Online Learning Soar to Success Program Smartboard Resources	Small Group One to One Extended Day ELA Academy	During School Day Extended Day After School Academy
Mathematics	My Math Program Touch Math Program Triumph Online Learning Breakaway Program Smartboard Resources	Small Group One to One Extended Day Math Academy	During School Day Extended Day After School Academy
Science	McGrawHill Program Smartboard Resources	Small Group One to One Extended Day	During School Day Extended Day
Social Studies	McGrawHill Program Smartboard Resources	Small Group One to One Extended Day	During School Day Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and Mental Health Services	Small Group One to One Extended Day Montefiore Clinic-Sessions/Outside Referral to Mental Health Clinic	During School Day Extended Day After-School Hours

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.

We have always endeavored to attract and retain highly qualified teachers at PS 28 and have used various methods to reach that goal. Administration and representatives of the staff attend job fairs and invite potential candidates to visit and observe the daily routines of our school. The most promising of these candidates are then offered a position. There have been a number of qualified professional who have applied to PS 28 through the Open Market System. The Principal and Interviewing Team have met with many of these candidates and many have done demo lessons for review. We will select the most qualified of this group. We also invite Teaching Fellows participants to PS 28. We will continue to give on the job training and assistance to help our new teachers to reach their potential. We will encourage the more successful candidates to make education their career and remain at PS 28.

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

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.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

2012-2013 SCHOOL-BASED CEP AND BUDGET INITIAL PLAN AND ALIGNMENT

Submitted by:

Stephen Beckles

June 22nd,2013

(Principal Name)

(Date)

P.S.28x

(School Name)

09x 028

(School DBN)

This School-Based CEP and Budget Initial Plan and Alignment reflects the SLT's review of the 2011-12 CEP goals and creation of preliminary 2012-13 CEP goals.

Directions:

In the chart on left below, please indicate whether each of your school's current CEP goals will remain the same for the 2012-2013 school year. A copy of your CEP can be found on your school's DOE webpage. If you would like to make any preliminary changes to your school's 2012-13 CEP goal/s, and/or budget allocations, please note the changes in the chart below.

As part of the annual school based planning process, your school's SLT will revise its 2012-13 CEP in fall 2012 to ensure that the CEP goals and programs are updated to reflect your students' achievement data from 2011-2012, once it is available. The preliminary goals and/or programs below will be discussed and included in the revised CEP.

Mark "X" if current CEP goal and budget allocation will remain the same	Mark "X" if CEP goal and/or budget allocation will be revised, and complete chart to the right	2012-13 CEP Goal and or Program Description	Preliminary 2012-13 CEP Goal and/or Program Description	Budget and Resource Allocation and/or Impact
	X	1Teachers will use available data in order to deliver targeted instruction as we sustain and build upon the current academic student progress and performance which will be evidenced on the 2012-13 State ELA	Focus will be on working with subgroups of both bilingual SPED and ELL students	From September 2012 through June 2013, PS 28's administrators will: <ul style="list-style-type: none"> • review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of ELA instruction • provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts • schedule time for teachers to collaborate during teacher teams which is supported by coaches • utilize the school website and infuse technology when supporting teachers • hold teachers accountable for building student content knowledge through text, meetings, observations, and

		<p>exam</p>		<p>walkthroughs</p> <ul style="list-style-type: none"> • hold cabinet meetings to review feedback from observations and create support for concerning teachers • Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials, which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are: <ul style="list-style-type: none"> r. Parent Volunteers s. Differentiated instruction in the classroom (use of data to determine needs) t. Literacy Coach/RTI Personnel will be working with groups within the classrooms u. Educational Assistants v. Use of leveled reading materials w. Use of on-going assessments to plan instruction x. Additional supplemental materials for groups/classrooms (class libraries) y. Test preparation z. Technology lab aa. The Breakthrough to Literacy Program on computers in classrooms, as well as, in the Technology Lab (ELL students.) bb. Treasures Chest cc. Wilson Program dd. Experience Corps Program ee. Healthy Living (5th Grade) ff. Foundations gg. Dibels hh. Brigance <p>The Literacy Intervention Program at PS 28 is staffed by State Certified and/or Licensed Reading Teachers. There is 1 ESL teacher who is licensed and have completed the required coursework in this area. A pullout as well as a push-in program is available for LEP students. There are a number of opted-out students in monolingual classes. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. In addition, teachers with ELL students are also working on receiving an extension in their licenses on ESL Methodologies. ESL Professional development in</p>
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				<p>this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.</p> <p>The following services and programs will be coordinated in support of this goal:</p> <ul style="list-style-type: none"> • Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d). • Response to Intervention (RTI) and Universal Design for Learning (UDL)
x		<p>2 Teachers will use available data in order to deliver targeted instruction as we sustain and build upon the academic achievement to be evidenced on the 2012-13 on the State Math exam.</p>		<p>Service and program coordination</p> <ul style="list-style-type: none"> • Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are: <ul style="list-style-type: none"> a. Parent Volunteers b. Differentiated instruction in the classroom (use of data to determine needs) c. Math Coach/RTI Personnel will be working with groups within the classrooms d. Educational Assistants e. Use of on-going assessments to plan instruction f. Additional supplemental materials for groups/classrooms (class libraries) g. Test preparation h. Technology lab i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels. j. Math interventions (beginning in September 2006)- Touch Math Program • Teachers and Math Coach are also trained by Title IIB grant at Hunter College on specific content strands and the Math Common Core standards. • These workshops are disseminated during the common professional periods within the school day. These teachers have had the mandatory 10 hours

				<ul style="list-style-type: none"> • of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers • also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system • The following services and programs will be coordinated in support of this goal: <ul style="list-style-type: none"> • Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson's Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d). • Response to Intervention (RTI) and Universal Design for Learning (UDL)
x		<p>3 <i>To deepen our efforts to align curriculum to the common core standards and to begin the practice of reviewing and revising curriculum, assessment and instruction to meet these intended outcomes as we engage in incorporating and examining student work as we develop and integrate performance tasks for ELA and Mathematics</i></p>		<p>From September 2012 through June 2013, PS 28's administrators will:</p> <ul style="list-style-type: none"> • review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the areas of ELA and Math instruction • provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts • schedule time for teachers to collaborate during teacher teams which is supported by coaches • utilize the school website and infuse technology when supporting teachers • hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs • hold cabinet meetings to review feedback from observations and create support for concerning teachers <p>Service and program coordination</p> <ul style="list-style-type: none"> • Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level

				<p>will use supplemental intervention materials which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are:</p> <ol style="list-style-type: none"> Parent Volunteers Differentiated instruction in the classroom (use of data to determine needs) Math & Literacy Coaches/RTI Personnel will be working with groups within the classrooms Educational Assistants Use of on-going assessments to plan instruction Additional supplemental materials for groups/classrooms (class libraries) Test preparation Technology lab Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels. Math interventions - Touch Math Program <p>Teachers and Coaches are also trained by Title IIB grant at Hunter College on specific content strands and Common Core standards. These</p> <ul style="list-style-type: none"> Workshops are disseminated/turn-keyed during the common professional periods within the school day. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system. <p>The following services and programs will be coordinated in support of this goal:</p> <ul style="list-style-type: none"> Professional development, including intra- and inter visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d). Response to Intervention (RTI) and Universal Design for Learning (UDL)
x		4	To improve teacher effectiveness by using a shared framework of	<p>From September 2012 through June 2013, PS 28’s administrators will:</p> <ul style="list-style-type: none"> review various forms of data (Learning Environment Survey and Quality Review feedback) in order to plan for teacher development in the area of ESL instruction

		<p>instructional excellence</p>		<ul style="list-style-type: none"> • provide teachers with resources, instructional tools, and professional development in order to deepen their understanding of the instructional shifts • schedule time for teachers to collaborate during teacher teams which is supported by coaches • utilize the school website and infuse technology when supporting teachers • hold teachers accountable for building student content knowledge through text, meetings, observations, and walkthroughs • hold cabinet meetings to review feedback from observations and create support for concerning teachers <p>Service and program coordination</p> <ul style="list-style-type: none"> • Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways. Classes are formed heterogeneously. Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem. Students not performing at standards level will use supplemental intervention materials, which can effectively support their specific needs. These students receive academic interventions from members of the AIS Team and their classroom teachers. These are also included in our interventions are: <ol style="list-style-type: none"> a. Parent Volunteers b. Differentiated instruction in the classroom (use of data to determine needs) c. Literacy Coach/RTI Personnel will be working with groups within the classrooms d. Educational Assistants e. Use of leveled reading materials f. Use of on-going assessments to plan instruction g. Additional supplemental materials for groups/classrooms (class libraries) h. Test preparation i. Technology lab j. The Breakthrough to Literacy Program on computers in classrooms, as well as, in the Technology Lab (ELL students.) k. Treasures Chest l. Wilson Program m. Experience Corps Program n. Healthy Living (5th Grade) o. Foundations p. Dibels q. Brigance <p>The Literacy Intervention Program at PS 28 is</p>
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				<p>staffed by State Certified and/or Licensed Reading Teachers. There is 1 ESL teacher who is licensed and have completed the required coursework in this area. A pullout as well as a push-in program is available for LEP students. There are a number of opted-out students in monolingual classes. These teachers have had the mandatory 10 hours of training in ESL methodologies and techniques. In addition, teachers with ELL students are also working on receiving an extension in their licenses on ESL Methodologies. ESL Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.</p>
		<p>5 <i>To improve the parental involvement policy and school parent impact at our school</i></p>		<p>Our school will further encourage school-level parental involvement by:</p> <ul style="list-style-type: none"> • 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; • parent coordinator facilitates

				<p>sessions to inform the parents about changes in curriculum and instruction (Common Core Learning Standards)</p> <ul style="list-style-type: none"> • instituting a parent technology workshop to educate parents on the multimedia content (One teacher will provide thirteen technology classes for parents once a week for one hour; budget amount \$652.47.) • parents are invited to attend school functions such as assemblies and honor ceremonies to celebrate student achievement • parents are invited to both participate in and view the school Science Fair

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 Debra Lamb	District 09	Borough Bronx	School Number 028
School Name Mt. Hope Centennial School			

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

Principal Stephen Beckles	Assistant Principal Carol Otero
Coach M. Minnich, Literacy Coach	Coach L. Alba, Math Coach
ESL Teacher J. Calderon	Guidance Counselor N. Ramos
Teacher/Subject Area C. Ramirez, Bil. Teacher	Parent M. Molina
Teacher/Subject Area M. Sanchez, Sped. Tr.	Parent Coordinator M. Reyes
Related Service Provider here	Other type here
Network Leader V. Mac Donald	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	24	25	24	25	17	0	0	0	0	0	0	0	147
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	32	24	25	24	25	17	0	147						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	18	15	21	18	18	0	0	0	0	0	0	0	95
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French		1		1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	1	2	2								11
TOTAL	6	21	19	23	20	21	0	110						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Each grade has a TBE classroom that is composed mostly by new arrivals and Intermediate level students. Advanced students are streamed for literacy in English with Teachers who utilize ESL methodologies. Recent immigrant LAU students form part of the ESL self-contained classes. Differentiated instruction for the Newcomers (Less than three years) requiring ELA testing is closely monitored through data driven instruction. TBE teachers align instruction in Spanish to the skills and strategies needed to succeed in ELA. ESL units serve as a scaffolding tool for this population to build enough background knowledge/language to interact with the mainstream curriculum. Newcomer ELLs in the TBE Program who exhibit academic delays are mandated to attend the extended day learning program 3 days per week for 50 minutes each session. During this time the classroom teacher can provide individualized instruction geared to bring students' academic skills up to grade levels. ELLs in the ESL Program receive extra-support by the ESL teachers. Our Literacy coaches, AIS teachers, Para-professionals, and Parent-Volunteers also contribute to meeting the needs of the Newcomers. Long-Term ELLs are mandated to attend the ELL Academy, extended day programs, and their progress is closely monitored through data. The Collegial/ AIS team provides them with push-in/pull-out instruction as need arises.

Besides the hands-on approach, and meeting the students IEP educational goals, ELLs with Special needs receive extra support by the Bilingual IEP teacher, the speech therapists, and the Resource Room teacher. Service providers maintain communication with classroom teachers in order to reinforce skills and concepts taught during instructional time.

Courses Taught in Languages Other than English ⓘ

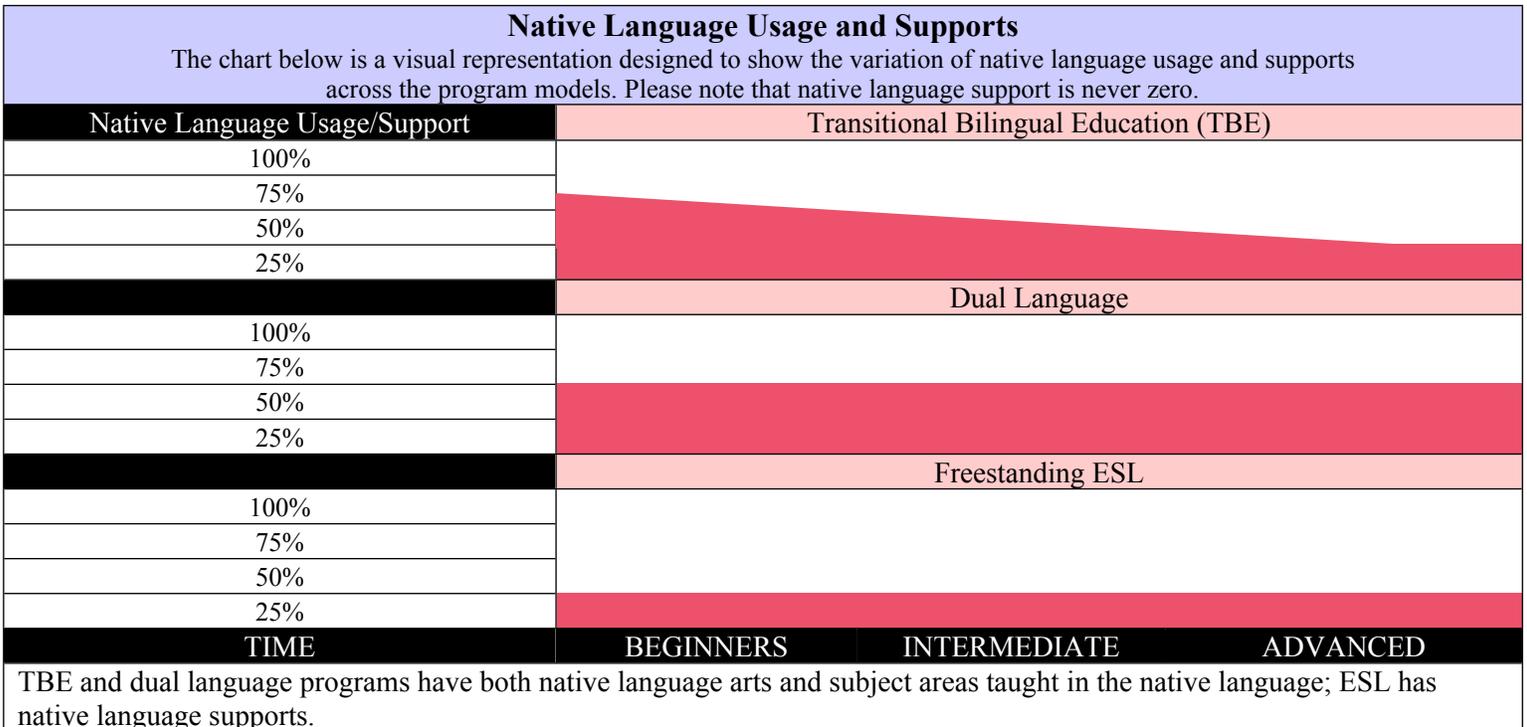
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish			
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Former ELLs

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

Content Area and Native Language materials

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

Native Language Instruction and support in the Bilingual Transitional Model

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

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

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

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

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

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

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

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

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:	DBN:
This school is (check one):	
<input 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 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 type="checkbox"/> K <input type="checkbox"/> 1 <input 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:
of certified ESL/Bilingual teachers:
of content area teachers:

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:

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:

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:

Part E: Budget

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

Allocation Amount: \$30572

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$30572

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	30,572	