



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WRIGHT BROTHERS
DBN (i.e. 01M001): PS 28M
Principal: AWILDA BAEZ
Principal Email: ABAEZ7@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: BEN SOCODATTO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Awilda Baez	*Principal or Designee	
Simon Rosa/Chairperson	*UFT Chapter Leader or Designee	
Erika Santil	*PA/PTA President or Designated Co-President	
Lidya Lacayo	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Rebecca Fernandez	Member/ Teacher	
Carly Peterson	Member/ Teacher	
Diana Rincon	Member/ Teacher	
Miriam Suarez	Member/ Teacher	
Brenda Cabrera	Member/ /Parent	
Robin Harrington	Member/ Parent	
Flordeliz Rodriguez	Member/ Parent	
Sonja King	Member/ Parent	
Evelyn Crespo	Member/ Parent	
Estela Aguilar	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June of 2014, the growth percentile in math for students with disabilities in grades four and five will increase by 5%.

Comprehensive Needs Assessment

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

Last year, the growth percentile for students with disabilities in grades 4 and 5 on the state math test was 70.7%. In an effort to close the achievement gap and to improve educational outcomes for students, a plan consisting of researched based strategies will be implemented.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Small group instruction will be conducted using Tier 3 Activities from the Go Math program's skill pack (consisting of 70 activities). Activities will consist of connecting skills to real life situations, using multiple steps to solve problems, etc.

B. Key personnel and other resources used to implement each strategy/activity

1. Special Education Teachers, Lead Teachers and grade level teachers will work jointly to plan activities and monitor student progress.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress will be measured through student performance on Go Math Unit assessments, Spatial Temporal (ST) Math assessments, and teacher generated assessments. Students that do not score 80% or higher at the end of each activity (in order to be on track towards proficiency) will receive additional support.

D. Timeline for implementation and completion including start and end dates

1. September, 2013-June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Planning will occur bi-weekly during grade level meetings. Activities will be designed and reinforced through the use of resources from the ST and GO Math programs.

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).

Parents will receive letters that will contain information in reference to their children's progress as well as strategies that they can utilize at home to them in their area of need.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
X						

List any additional fund sources your school is using to support the instructional goal below.

X Lead Teacher Funding

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The total number of parents participating in workshops and other parent association activities will increase by 3% over last year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Research has shown that there is a correlation between parent involvement and student achievement. Therefore, throughout the school year parents will be invited to workshops that will provide them with strategies that they can utilize at home to support their children.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1. The results of the Parent Survey will be utilized to develop a schedule of workshops for parents. The number of workshops offered will increase from last year and will be conducted by school personnel and off-site specialists from diverse fields of expertise. To this end, parents will be involved in workshops and activities offered by school personnel (i.e. Title III After School ESL and Computer classes, etc.) and specialists from the Guggenheim Museum, Parents as Art Partners, New Victory Theater, CHALK and Cookshop for Families.
 - 2. Upcoming events for parents will be announced on the school website.
 - 3. The school messenger system will be utilized to inform parents of upcoming events.
 - 4. Partnerships with community based organizations (i.e. Society of Educational Arts (SEA), Parents as Partners in Art, Cookshop, Well Care, etc.) will create opportunities to engage parents in school activities.
- B. Key personnel and other resources used to implement each strategy/activity**
 - 1. The Parent Coordinator, Parent Association Board, and teacher volunteers will work closely with both school and off-site personnel to ensure that parents are offered a range of opportunities to participate in school activities.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1. Attendance will be tallied at each parent function.
- D. Timeline for implementation and completion including start and end dates**
 - 1. September, 2013-June, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Parents will be notified via the school’s website, letters and the monthly calendar of all events. Workshops will be scheduled at different days and times of the week (i.e. before and after school hours, during school hours, on Saturdays, etc.) Instructional resources will include: ipads, computers, ARIS, etc.

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).

Start date 9/2013 – End Date 6/2014

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014 we will increase the overall attendance percentage by 1.1% from 92.2% to 93.3%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
An analysis of the our 2012-2013 Progress Report data indicates that our attendance percentage rate of 92.2% is 1.1% points less than the average attendance rate of schools in our peer group. Through rigorous outreach and collaboration with our Parent Association, we plan to decrease the gap between our school’s attendance rate and that of our peer group.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **In an effort to improve student achievement, every month an analysis of individual students’ attendance percentage will be conducted. The Attendance Team will focus outreach efforts on students whose attendance percentage is 88% to 95%.**

B. Key personnel and other resources used to implement each strategy/activity

1. **The Attendance Team will work collaboratively with the Cluster Network’s attendance teacher to conduct outreach that will include letters, phone calls, school messenger and home visits to families of students who have been absent for two or more consecutive days.**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. **The attendance of the students targeted will be reviewed on a weekly basis. The students demonstrating improvement will receive an attendance improvement letter. In addition, students demonstrating 100% monthly attendance will participate in attendance assembly programs.**

D. Timeline for implementation and completion including start and end dates

1. **October, 2013-June, 2014**

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

2. **The Attendance Team will monitor the attendance of the targeted group on a weekly basis utilizing a variety a reports that include the RISA.**

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).
Parents will be notified in writing of their child’s attendance. In addition, they will be invited to meet with school personnel to discuss supportive services that are available to them.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
0						

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 60% of the emergent bilingual students with IEPs in grades 3 - 5 will make a year’s gain in reading as evidenced by Fountas and Pinnell assessments

Comprehensive Needs Assessment

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

After analyzing the data from the 2012 New York ELA State test, NYSESLAT and classroom formative assessments, it was evident that the emergent bilingual students with IEPs in grades 3-5 were in need of improving their reading and writing skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

In order to achieve this goal, the targeted students will be receiving a variety of interventions aligned to their areas of challenge. The interventions will include the following:

- 1. Guided small group instruction in ELA (October, 2013 – June 2014)**
- 2. Differentiated instruction with a focus on language standards (October, 2013 – June, 2014)**
- 3. Participation in the Title III After School Program (December 2013- April, 2014); Title I Program and Saturday Academy (January, 2014 – April, 2014)**

B. Key personnel and other resources used to implement each strategy/activity

- 1. The teachers who work with these students will work collaboratively with the ESL teachers, ESL Coordinator, Lead Teachers and teacher teams to plan lessons aligned to the CCSS and the school’s ELA curriculum.**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Progress will be measured through student performance on class projects, running records and teacher generated assessments. Students that do not score 80% or higher at the end of each activity (in order to be on track towards proficiency) will receive additional support.**

D. Timeline for implementation and completion including start and end dates

- 1. October, 2013-June, 2014**

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Planning will occur bi-weekly during grade level meetings. Activities will be designed and reinforced through the use of resources from the ReadyGen Curriculum and teacher generated resources.**

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).

Parents of the targeted population will be invited to participate in ELA workshops held at the school during and after school hours. The goals of the workshops will be to increase parental knowledge about curriculum and to provide them with specific activities that they can do utilize at home with their child. The Parent Coordinator and sub-committee members from the School Leadership Team will administer several surveys, analyze the data, and use the results to enhance services provided to parents.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Lead Teacher Funding

Goal and Action Plan #5

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 #5

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

Comprehensive Needs Assessment

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

academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	X Afterschool Literacy Programs X 37.5 Minutes	X Small Groups	X After School X During School Hours
Mathematics	X Hands on activities	X Small Groups	X During the School Day
Science	X Title III Program (literacy through the content area of Science	X Small Groups	X During the School Day
Social Studies	X Title III Program (literacy through the content area of Social Studies	X Small Groups	X Small Groups
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	X Strategies (e.g. coping skills, conflict resolution, etc.) to promote personal, social and academic growth	X Small Group and One to One	X During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited and assigned based on license/state certification. Administrative staff attends hiring fairs to identify and recruit highly qualified teachers. Also, the payroll secretary works closely with the Network Human Resource point person to ensure that all candidates meet all deadlines and have the required documentation. New teachers are mentored throughout the year. Professional development is provided by the school's instructional leaders such as the Lead Teachers and ESL Specialists. In addition, teachers attend workshops on and off site hosted by the Instructional Support Specialists from CEI-PEA.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is customized to support and challenge teachers in their areas of need. Paraprofessionals are invited to attend all professional development sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I funds are utilized to increase and improve parent involvement through parent classes and workshops. We also provide necessary school supplies to students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support their transition into kindergarten. Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure that essential skills are taught.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers participate in grade level meetings spearheaded by the Lead teachers whereby they have the opportunity to align curriculum based assessments to specific activities. The results of the assessments are utilized to inform instruction and to identify appropriate topics for professional development sessions.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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:

PART I – GENERAL EXPECTATIONS

PS 28, in conjunction with the Parent Coordinator and the School Leadership Team, will work to involve all parents. Through parent meetings and parent bulletins, parents will continue to be informed regularly about all school matters. Workshops will provide information on strategies and activities directly related to the school's programs, curriculum and initiatives. In addition, workshops will be tailored to meet the needs and interests of parents. The Parent Education Program will continue to provide classes and workshops that will equip parents with skills and strategies that they can utilize to support their children. The Parent Coordinator will facilitate and support all parental involvement activities at P.S. 28.

In carrying out the Title I parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of all Title I parents, providing:

- Information and reports to parents in English and Spanish,
- Monthly Parent Association Meetings in English and Spanish
- Monthly Bilingual Parents' Bulletins
- Bi-Weekly Executive Board Meetings
- Workshops through the Learning Leader Parent Volunteer Program
- Parents (that have completed the Learning Leaders Program) with assignments within the school
- A scheduled of workshops, materials and training to help parents work with their children to enhance their academic progress
- Computer classes in English and Spanish (as requested by parents)
- Weekly ESL classes (as requested by parents)
- A Monthly Information Bulletin Board display with current school and community events as well as helpful resources
- An array of books (i.e. parent resources, multicultural texts, etc.) in the Parent's Lending Library
- Assistance to parents in understanding City, State and Federal standards and assessments
- A caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (i.e. ARIS, School website, etc.)
- Information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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 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, 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:

P.S. 28 will work diligently to involve parents in the joint development of the District Parental Involvement plan by:

- Advertising meeting dates and agenda of the District Committee responsible for the DCEP
- Discussing the content of the DCEP Plan with parents in Spanish and English at the Parent Association meetings, School Leadership Team meetings and parent workshops

P.S. 28 will involve parents in the process of school review and improvement by:

- Discussing student academic achievement (formal and informal assessment data) during Parent Association meetings
- Providing workshops to discuss strategies to increase student academic achievement in reading, math, science and social studies

P.S. 28 will coordinate and integrate parental involvement strategies in the:

- Pre-K Program
- Learning Leaders
- Small Groups Discussion
- Early Reading Program for students that have younger siblings that are not eligible to attend school

P.S. 28 will continuously seek diverse methods of providing supportive services to parents by:

- Monitoring the quantity and quality of parental involvement (including guest lists, class/workshop attendance sheets, attendance at Parent Association meetings and number of surveys submitted)
- Maintaining a log of parental issues and concerns in the Parent Coordinator's Office
- Providing parents that have medical and insurance issues with relevant information to ensure that their children have the opportunity to receive proper medical services

P.S. 28 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that provide parents with additional opportunities to participate in the education of their children by:

- Providing workshops for early development of literacy
- Providing a family literacy program
- Conducting workshops on Health and Nutrition
- Providing Saturday and evening workshops

P.S. 28 will ensure that information related parents of Title I participating children is provided in a format and in a language the parents can understand. The tools of communication include but are not limited to:

- Parent calendar and important documents in Spanish and English and any other language needed
- Monthly Bilingual Parent Bulletin (Large Calendar display in front of main office)
- Parent workshops
- Monthly Information Bulletin Board display
- Public display of School Leadership Team agenda and minutes
- Announcements for Community Education Council Monthly Meetings (CEC)
- Workshops to help parents to understand the accountability systems (e.g., Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; etc.)
- Scheduling parent meetings, at different times of the day and week (i.e. mornings, evenings, weekends) to share information about the school's educational programs, additional initiatives and to provide parents with the opportunity to voice their concerns and/or share suggestions

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 and Title I Parent Committee
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library with instructional materials for parents
- Encouraging 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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

P.S. 28 will:

- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved
- Offer a flexible number of meetings at various times, and if necessary, and funds are available, provide parents with money for transportation to meetings
- Actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy
- Provide parents with timely information about all programs
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- Provide information in reference to the school's high quality curriculum and instruction
- Maintain ongoing communication between teachers and parents by:
 - Hosting parent/teacher conferences at least semi-annually
 - Providing parents with written and verbal updates on their children's progress
 - Providing reasonable access to staff
 - Creating opportunities for them to volunteer and participate in their child's class
 - Creating opportunities for them to observe classroom activities
 - Informing them of key elements of the school's curriculums that are aligned to the Common Core State Learning Standards
 - Providing notifying parents as required by the No Child Left Behind (NCLB) Act if a teacher is not highly qualified

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

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

- Providing workshops to support parents in understanding academic achievement standards, assessments and strategies on how they can monitor their child's progress
- 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:

We, as parents, will support our children's learning in the following ways:

- Participating in professional development activities if the school determines that it is appropriate (i.e. literacy classes, workshops on reading, strategies to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy)
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Talking with my child about his/her school activities everyday
- Working with my child on school work;
 - reading with my kindergarten through 1st grade child for 15 – 30 minutes per day
 - assure that my 2nd through 3rd grade child reads to me for 15 – 30 minutes per day
 - assure that my 4th through 5th grade child reads for at least 25 – 35 minutes per day
- Monitoring my child's/childrens':
 - **Attendance** at school by ensuring that my child arrives to school on time as well as following the appropriate procedures to inform the school when my child is absent
 - **Homework** by checking and assisting my child in completing homework tasks, when necessary;
 - **Television watching**
 - **Sleep patterns and behavior.** I will 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;
- Sharing the responsibility for improving my child's/children's achievement
- Communicating with my child's/children's teachers and school about their educational needs
- Providing information to the school on the type of training or assistance I would like to help me become a more effective partner in my child's/children's educational progress
- Supporting the school's discipline policy

III. Student Responsibilities:

- Attend school regularly and on time
- Wearing the school uniform
- Completing my homework and submitting all assignments on time
- Reading 25 books or more a year
- Following the school rules and accepting responsibilities for my actions
- Showing respect for myself, other people and property
- Resolving disagreements or conflicts peacefully
- Always try my best to learn

A.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 06	Borough Manhattan	School Number 028
School Name Wright Brothers School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal A. Baez	Assistant Principal R. Pena
Coach	Coach
ESL Teacher E. Rosario	Guidance Counselor B. Brown
Teacher/Subject Area H. Peguero- ESL	Parent Fiordeliz Altagracia Rodriguez
Teacher/Subject Area A. Villalba- Bil. Coordinator	Parent Coordinator T. Montano
Related Service Provider G. Alvarado	Other
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	17	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	774	Total number of ELLs	303	ELLs as share of total student population (%)	39.15%
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Part II: 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): SP/ENG
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SP/ENG

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	0	1	2	1								6
Dual Language (50%:50%)	2	2	2	2	2	1								11
Freestanding ESL														
self-contained	1	1	0	1	1	1								5
Push-In	0	0	3	0	0	3								6
Total	4	4	5	4	5	6	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	303	Newcomers (ELLs receiving service 0-3 years)	247	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	52	Long-Term (completed 6+ years)	

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	80	1	1	10			0			90
Dual Language	89			13			0			102
ESL	77			34			0			111
Total	246	1	1	57	0	0	0	0	0	303

Number of ELLs who have an alternate placement paraprofessional:

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	21	2	1	29	17	19								89
SELECT ONE														0
SELECT ONE														0
TOTAL	21	2	1	29	17	19	0	89						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	18	32	38	24	31	26	2	37	12	28	1	24							102	171
Arabic	1																		1	0
SELECT ONE																			0	0
TOTAL	19	32	38	24	31	26	2	37	12	28	1	24	0	0	0	0	0	0	103	171

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 275 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 93 Asian: 1 Hispanic/Latino: 690
 Native American: 2 White (Non-Hispanic/Latino): 23 Other: 1

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	1	5	1	2								13
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	4			2								8
TOTAL	1	5	5	5	2	4	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	30	10	7	10	13	6								76

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	17	21	17	10	12								79
Advanced (A)	9	38	27	29	29	16								148
Total	41	65	55	56	52	34	0	0	0	0	0	0	0	303

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	9	0	0	0	!Und
4	29	10	2	0	
5	28	5	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	1	3	1	0	0	0	0	
4	7	11	4	6	5	1	1	0	
5	8	9	5	8	0	2	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	7	2	5	6	6			
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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)	19	18	30	46	7	10	18	40
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools use at P.S 28 include the following:

TCRWP- This assessment is administered three times a year. The skills assessed include the following:

- K-2 Concepts of print, letter identification, word identification, and spelling assessment.
- K-5 Reading Assessment Running Record (Fluency, retelling and comprehension).

The data is then used to identify reading levels based on the Fountas and Pinnel Reading System, helping to form small group instruction (strategy group lessons/guided reading instruction), and scaffold instruction for ELL's.

RTI- The school- based response to intervention team uses assessment tools that allows teachers to identify students in need of Tier I, Tier II and Tier III intervention plan. In literacy teachers use the reading level of the student to monitor student growth. In math, daily progress checks and student progress on tiered activities are use to gauge student aquisition of grade level concepts..

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In terms of the LAB-R the data reveals that 31 students scored on the beginning level of English Proficiency and 10 scored on the Intermediate or Advanced level of English Proficiency.

On the NYSESLAT (Spring 13) 71 students scored on the proficiency level. The results of this year indicated that we met AMO1 & 2 as we had approximately 40% of our ELL's who made progress from one proficiency level to another.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data on the (Spring 2013 NYSESLAT) reveals that we met AMO 1 & 2. Our ELL's made progress from one proficiency level to another. The data also reveals that our ELL's in the lower grades are in need of additional instructional support in the areas of reading and writing.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A- In evaluating the Native Language of our ELL's in our Transitional Bilingual/ Dual Language classes, we analyze the results of the ELE to identify the profficiency level of our students in their native language. Assessment is also used to determine areas in need of development. Teachers use results to plan for small groups based on student's needs.

B & C- At P.S 28 we do not administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Informed by the research of Dr. Nonnie Lesaux and Harvard University Graduate School of Education (GSE) Reading Team, we worked closely with the network ELL Achievement Coach to enhance our current RtI model for emergent bilinguals. The new framework supports the RTI team to better discern between a learning disability and an issue with language acquisition. In Spring 2013, the emergent bilingual team members selected by the principal, (A. Baez- Principal, L. Quan- Network ELL Achievement Coach, A. Villalba- Bilingual Coordinator, G. Alvarado- IEP Teacher, E. Rosario & H. Peguero- ESL Teachers) discussed student case studies and analyzed data to build our content knowledge on RtI and used it as a springboard for discussion to reflect on our schools' current RtI model. During the school year 2014-15, our school is looking to revise our RTI model by identifying key assessment creeners (code-based- Dibels, meaning- based- Gate- McGinitie) to universally screen students, efficiently identify at-risk learners and bolstercore instruction at Tier 1. Theteam will use data from the new assesment battery to inform an instructional focus and professional development action plan that will improve instructional quality for emergent bilinguals.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students second langauge development is considered in instructional decisions upon the review of the NYSESLAT data which indicates the level of proficiency. Once the levels of students are identified the mandated number of units as per CR Part 154 are embedded into the instructional plan.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

A- English- proficient students are assess three times a year to monitor their literacy reading level based on the Fountas and Pinnell reading assessment too.

B- The results of the ELE (El Examen de Lectura) indicates that 25% of EPs are scoring at the 76-99 percentile.

C-The level of language proficiency in the second (target) language for EP students ranges within levels 2and 3. In the State and City assessments. Based on the data in both ELA and Mathematics most of the studenst in Dual Language attained a level 3.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of our programs for English Language Learners based on based on the following:

- Administration, Teachers of ELL's and ESL team analyze the results of the NYSESLAT (AMAO 1& 2) to indicate if ELL's are making progress from one overall proficiency level to another.as well as the number/ percentage of students attaining proficiency and exiting the program.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial identification procedure begins when parents first enroll their child in our school. At this time a registration packet is given out to the parents/ guardian. This packet includes the Home Language Identification Survey, in which parents/guardian are encourage to fill out. At the same time a trained staff in student intake procedures discuss the home language with the family. If the home language is one other than English an informal interview in Native Language and English is conducted by a certified bilingual/ESL team- A. Villalba (Bilingual Coordinator)- E. Rosario and H. Peguero. Once the Home Language Identification Survey is reviewed and it is determined that the student speaks a language other than English or student speaks little or no English, the initial assessment takes place. This assessment includes the administration of the Language Assessment Battery- Revised (LAB-R) within the first ten days of student enrollement, in order to establish the English proficiency level of the child. Students who speak Spanish at home and sore below the proficiency level on the LAB-R receive the Spanish LAB to determine language dominance in their native language. Hand scoring of LAR-R and Spanish LAB are performed in order to analyze students language proficiency level. Once the testing period has ended, hand scored results are made available to parents/ guardians as well as the teachers of the students who were tested . The screening process is conducted by certified bilingual/ ESL teachers- A. Villalba (Bilingual Coordinator) and ESL team- E. Rosario and H. Peguero (ESL teachers).
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.
On the second/ third week into the school year (September), a letter is send home inviting parents/guardians to an orientation session (s) (morning/ evening). During this orientation a certified bilingual / ESL team- A. Villalba (Bilingual Coordinator) , E. Rosario, H. Peguero (ESL teachers) and T. Montano (Parent Coordinator) provide parents of newly enrolled ELL's with information on the different ELL programs that are available. Parents/ guardians are also shown the program orientation video (in the appropriate language (s) explaining the programs and the instructional benefits of each program. Parents/guardians are given the opportunity to ask questions about services and program models. During this orientation session parents/guardians are given the parent survey and program selection form. Parents are encouraged to fill out the form completely and submit it before they leave. In the event that a parent/guardian does not attend the orientation session an outreach plan is put together by- A. Villalba (Bilingual Coordinator) and T. Montano (Parent Coordinator) calls are made to the parent/ guardian, we also work with the classroom teachers to assit in reaching the parent/guardian. For example, we give teachers the name (s) of the students parent

whom we want to meet with, the teacher would then speak to the parent/guardian during dismissal. The parent is then directed to meet A. Villalba (Bilingual Coordinator) at the parent suite- in room 125.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

100% percent of parent survey and program selection form are submitted by the parent/ guardian who is in attendance at the orientation. Parents/ guardians who are present can not leave without filling out the form. Once the orientation is concluded A. Villalba (Bilingual Coordinator) notes child's/ parent name/ class in order to account for the parents who did not attend the orientation session. Once we identify the parents that did not attend , our outreach plan goes into effect (please see question #2 for details).

Entitlement letters are sent home color coded by its category. Once the letters have been filled out copies are made. The originals are send home and copies are filled in the ELL compliance binder in room 306 B. We offer the parent/guardian the opportunity to come or call the school for additional questions/ concerns regarding the content of the letter. As parents come A. Villalba (Bilingual Coordinator) is available to meet with the parent/guardian.

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.

Criteria and procedures used to place identified ELL students includes the following:

- Apendix I (Identification Process for ELL's). This includes- initial assessment, program placement.
- Parent/guardian program selection forms are reviewed in order to facilitate student placement as per parent choice.

In terms of consultation/communication with the parents we ensure that the forms are in the parents' native langauge. If a native language version is not available we provide translation services.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows:

- NYSESLAT Assessment Memorandum as well as School Administrator's Manual are reviewed by testing team- Principal, Asiistant Principal/ Testing Coordinator, Bilingual Coordinator & ESL Teachers.
- A re-verification of students to be tested is complete before the test is administer to ensure that all students are tested.
- Students IEP's are reviwed to ensure that testing accomodations are provided. Formal ELL's are identified to ensure testing allocation time.
- An inventory of the test materials is conducted soon after delivery. NYSESLAT materials are carefully safeguard before, during, and after test administration.
- A school wide administration testing schedule is designed.
- An orientation session is schedule to allow the test administrators to become familiar with the testing manual, and training in the administration and scoring of the test.
- An orientation of students takes place in order to inform English Language Learners about the NYSESLAT a few days before its administration.
- Parents/ guardians are also informed of the testing dates and the purpose of the test.

6. 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.) 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. 

After reviewing parent/guardian surveys for the past few years, the trend in program choices that parents have been requesting is as follows: Based on parent request Dual Language is 1st choice, ESL 2nd choice, and 3rd choice is Transitional Bilingual. On the RADP report 74 students were identified as new admits (with a home language other than english). Based on parent selection 19 parents selected a Dual Language program for their children, 19 selected Tansitional Bilingual and 1 parent selected ESL (these numbers only reflect our Kindergarten classes). The rest of the students tested out or were not eligible based on their home language.

The programs offered at P.S 28 are aligned with parent/ guardian request, as we offer all three programs

- ESL
- Dual Langauge

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

(A & B) ESL at P.S 28 our ESL instructional program models include both self-contained ESL , and push-in. The instructional goal for our ESL instructional program is to incorporate ESL methodology and instructional strategies, use native language support to make content comprehensible. ESL teachers and classroom teachers work closely in planning and delivering instruction. ESL teachers provide language acquisition and vocabulary support to meet the needs of our English Language Learners. Both ESL and classroom teachers have been trained on how to use the NYSESLAT data to differentiate instruction in the areas of reading, writing, listening and speaking.
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)?

The administration of P.S 28 ensures that the mandated number of instructional units are provided. Teachers provide the number of ESL instructional units regulated by New York State CR Part154 and determined by the student English- proficiency level. NYSESLAT proficiency levels help us determine the appropriate ratio of English to native language use in the Transitional Bilingual programs, as well as requirements for ESL instruction.
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 foster language development and meet the demands of the Common Core Learning Standards.

ESL- Our ESL instructional program models include self- contained ESL classes and push-in teaching. In this model all the instruction is in English. Language Arts and content areas are taught in English using ESL methodologies which include visuals, manipulatives, modeling, repetition and the use of artifacts. Native language support is incorporated through the use of graphic organizers and cognates words to help students who's native language is spanish understand the content.

Transitional Bilingual- In our Transitional Bilingual program instruction is provided in the student's native language with intensive support in English using ESL methodology and instructional strategies, such as visuals, manipulatives, modeling, repetition and the use of artifacts. Content areas such as science and social studies are taught in English incorporating scaffolding instructional strategies.

Dual Language- In our Dual Language program instruction is provided in two languages (spanish- english) allowing both ELL's and English Proficient students to meet/ exceed the rigor set in the Common Core. Students in our Dual Language program receive content- area instruction for 50% percent of the academy day in English and 50% percent in spanish.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In evaluating the Native Language of our ELL's in our Transitional Bilingual/ Dual Language classes, we analyze the results of the ELE (Spanish Reading Test) to identify the percentile level of our students. Ongoing assessment in the content- area are used consistently at the end of each unit of study. The data is used to determine areas in need of development as well as to plan for small groups based on student's needs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In evaluating the four modalities of English acquisition throughout the year, we analyze the results of the NYSESLAT to identify and to target the needs of individual students. Students are also evaluated through the use of formative assessments, informal teacher observations, conferencing, and through observations while implementing Balanced Literacy components (Guided and Shared Reading, Shared Writing and Read Aloud).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students identified as SIFE receive the same instruction as the rest of the students. These student (s) also receive one pull-out intervention period a day for phonics (using the Ready Gen phonics curriculum). This intervention period is provided by a certified bilingual staff. Our SIFE students also participate in our after school Tittle III tutorial program and Saturday academy. The program is designed to support students in reading comprehension and math.

b. ELL students who have been in US school less than three years receive test prep for both ELA and Math, as well as the same support as the SIFE students.

c. Students within 4-6 years receive test prep for both ELA and Math. These students also participate in our Tittle III tutorial program and Saturday academy. The program is designed to support students in reading and math.

d. Our Long-Term ELL's also receive the same instructional support as students within 4-6 years.

e. Students who are former ELL's receive the same instnctional support as the rest of the students, also testing accommodation is provided for both ELA and Math.

All ELL's are provided with word- for- word glossaries that are used for testing accommodations.

7. 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?

Instructional support/ resources that provide academic content and accelerates English Language development includes the following:

- TCRWP running record reading assessment. This data helps teachers identify which level of texts students can read independently and teachers therefore be able to plan reading strategies for small group instruction

Teachers use several scaffolding strategies that accesses academic content and accelerate English language development. For example, previewing the instructional focus and discuss key vocabulary, model the given strategy to support students in completing given task, graphic organizer, prompts, cues, and conversations and discussion to allow students to explain and express learning objective .

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At P.S 28 we ensure that our ELL-SWD achieve their IEP goals and attain English Proficiency by providing an ICT class setting (integrated co-teaching). In this setting two teachers plan/teach collaborative to ensure that instruction is differentiated according to the needs of the students. The school ensures that flexible programming is used to maximize time spent with regular ed peers. We also ensure that our SWD have as many opportunities with their regular ed peers during school day activities.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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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	45 minutes per day	45 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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Our targeted intervention programs for ELL's includes the following:

An RTI team meets every 4-6 weeks to discuss specifically the needs of students and identify students in need of Tier I, Tier II and Tier III intervention. In Literacy, reading levels and curriculum progress checks are utilize to measure student growth/progress. In math daily progress checks and student progress on Tiered activities are utilize to gauge student acquisition of grade level concepts.

Small group instruction is also part of our intervention support (i.e. conferring, strategy lessons, group conferring, guided reading, shared reading/writing, Reading Reform and Estrellita)

Extended Day, After- School/Saturday Academy is another way in which ELL's are supported in small group instruction for literacy and math.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As a result of the collected data, ELE (Spanish Reading test), NYSESLAT, and ITA assessments information is closely monitored and evaluated to determine the effective qualities of the instructional program(s). Based on the findings, a plan is designed to specifically tailor and support the needs that have been targeted. Teachers are strongly encouraged to use the data to plan for instruction, using ESL methodology such as scaffolds and a repertoire of strategies to support the needs of the students across the content that have been clearly identified.

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

The new program for the upcoming school year includes the Ready Gen Curriculum

12. What programs/services for ELLs will be discontinued and why?

As of now no programs/ services will be discontinued at P.S 28

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At P.S 28 all ELL's have equal access to all school programs.

Title III after school tutorial and Saturday academy are part of the supplemental support given to ELL's within small group settings. We also work incollaboration with the Center for Urban Environment to provide support in the implementation of hands-on science. ELL's also have the opportunity to explore the arts through the content in social studies with the Guggenheim Museum on a 20 week residency.

The implementation of the CookShop- federally funded nutrition education program of the Food Bank For New York City, allows students to develop the nutrition knowledge and cooking skills needed to make healthy food choices. Students use hands-on exploration and cooking activities in order to gain appreciation for good nutrition.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

There are various technologies and tools used in supporting and instructing ELL students. At PS 28 there is a focus on asissting students in bridging the digital divide in order to be ready for more rigorous academic challenges.

- Smartboards - Each classroom is equipped with a SmartBoard. This tool is consistently used by teachers. Teachers make lessons interactive and present materials in visually interesting ways. Being able to interact with the SmartBoard encourages students to collaborate, participate in classroom discussions and demonstrate what they've learned. In addition, SmartBoards meet universal design for learning standards, making it easy for teachers to offer students multiple ways to learn both language and lesson material.

- Computer Labs - The school maintains two state of the art computer labs, equipped with netowrked Apple computers and printers, all connected to the internet via a broadband connection. The technology curriculum compliments the activites in the classroom. Use of computers provides:

- Verbal interaction and the use of a variety of language functions by English language learners can be facilitated.

- A contextual vocabulary approach that is effective in promoting long-term recall of vocabulary.

- An increase in reading interest level for older students while keeping the text simple and easy to read. It also offers immediate feedback on performance, and provide added practice when necessary.

- Help develop vocabulary skills and knowledge, can develop their writing skills.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is delivered as follows:

In grades K-2, English Language Learners receive early literacy native language instruction through the Estrellita program. The Estrellita support teachers in bolstering students oral language and code-based literacy skills (phonic awareness, phonics, and fluency). In an effort to align the NLA to the new ELA (Ready Gen) curriculum, students in the TBE and Dual Language program, English Language Learners receive the required 180 minutes of NLA as per CR Part 154 through the content areas. Students develop meaning-making and disciplinary literacy skills through content. The NLA curriculum will be thematically aligned to the topics of the Ready Gen curriculum in order to expose students to academic language and concepts in their native language, which will help facilitate transfer of conceptual understanding of content and foster second language acquisition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

It is our belief that ELLs learn how to access content and language through rigorous and diverse learning experiences that are aligned to their needs, age, grade and language proficiency. To ensure that every ELLs' needs are addressed the school has developed different approaches to support them. They include but are not limited to the following:

- All ELLs are provided with their appropriate units of study as delineated under CR-Part 154.
- An ELL RTI Team meets regularly to discuss the challenges of newly arrived ELLs as well as long term ELLs and SIFE students. An ESL Specialist develops an individual action plan that provides academic intervention services through the use of varied approaches that include: guided reading, vocabulary enhancement, group discussions and mathematical tactile activities.
- ELLs that score on levels 1 or 2 on the Math and ELA State Test, newly arrived ELLs and SIFE students are invited to the Title III After School Program. The students are grouped based on proficiency levels and their academic need. Learning is made accessible to the participants through the use of diverse resources (e.g. ST Math Program, leveled libraries, Ready for the NYSESLA and Beyond, etc.) that serve to enhance their mathematical, oral and written skills.
- The Title III Program is also structured to support the learning of ELLs that are not at-risk. They are supported to successfully achieve grade level standards-based work through the participation in activities that require for them to develop genre-based essays, participate in group discussions and to think critically in order to effectively problem solve.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At the beginning of the school year newly enrolled students go through a screening process, in which they are interviewed to determine if the student is eligible for the initial assessment (LAB-R). To support our newly enrolled students we offer a Resource ESL Lab that is used to support and improve student's literacy skills in English and Spanish. The components of balanced literacy (shared reading & writing, read aloud) are utilized to target individual needs. Leap Frog Interactive System and iPads are used to offer the students the opportunity to work independently or in groups on specific literacy skills. Teachers are involved in weekly grade level common planning meetings. In these planning meetings teachers discuss the curriculum and brainstorm in developing instructional goals/ strategies to support the needs of our English Language Learners.

18. What language electives are offered to ELLs?

P. S 28 is an elementary school, we do not offer language electives.

19. For schools with dual language programs:

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

In our Dual Language program students are learning within a 50/50 model. In grades k-4 we have the side-by-side model in which students receive instruction in English and Spanish 50/50 model. Students receive literacy instruction in English, with Native Language support (i.e. graphic organizers, cognate wall words, anchor charts in the Native Language to support the content of Ready Gen). In doing so, students can make connections to facilitate their learning. Native Language instruction is used for the content areas. Our 5th grade class has one self-contained model in which the languages of instruction are English and Spanish 50/50 model, with the same support for Native Language as describe above.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

During our professional development, the entire staff receives training on how to best meet the needs of our ELL's in each of the three model programs that we have- Dual Language, Transitional Bilingual and ESL. At the beginning of the school year the staff is trained on how to use data to plan effective instruction. Lead teachers meet with staff(by grade) during common planning sessions twice a week.

Math lead teachers meet with teachers in grades K-5 4 times a month to discuss chapter assessments, lesson/ unit components, data and pacing calendars. Teachers examine students work and also plan for scaffolds, math vocabulary, math symbols to support the learning of ELL's. Within each planning session teachers engage in discussions that relates to the Common Core Learning Standards.

Literacy lead teachers meet with teachers in grades K-5 4 times a month to discuss/ implement Ready Gen Curriculum. During these planning meetings the lead teacher (s) discuss the implementation of the curriculum as it relates to the following:

- Pacing

- Lesson Planning, scaffolds that can be use during literacy as well as frontloading vocabulary to support our ELL's.

The support provided to staff in assisting our ELL's as they transition from elementary to middle school includes the following:

Mrs.Brown meets with the teachers to address any issues/concerns that may arise with students. She also facilitates referral on a case by case basis, if warranted. Mrs. Brown attends professional development on Respect for all, Youth Development and Behavior Intervention Programs. Mrs. Brown provides the information to both teachers and students and on a regular basis sets practices in place in specific classrooms. When students reach the 5th grade, Mrs. Brown keeps the families abreast of the middle school process, open house sessions and fairs. She meets with all of the fifth grade teachers and their parents to explain the middle school process. Mrs. Brown reviews the middle school directory with the staff along with the application process. Throughout the process Mrs. Brown ensures that parents and students feel confident in their decision making.

Each school year new staff members working with ELL's receive professional development through the office of ELL's, during common planning sessions throughout the year starting in the month of September, and also during the Chancellor's conference day.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1- In order to enrich the experience of the parents/ guardians of our English Language Learners P. S 28 provides parents with a wide range of workshops. These include:
 - CookShop for Families- This workshop inspire parents/guardian to eat more nutritious foods, it offers our parents the opportunity to cook nutritious recipes at school and home with their families.
 - ESL and Technology classes for parents/guardians are offer during the school year.
 - 2- Columbia University Medical Center works with our parents/guardians through the CHALK program providing our parents/guardians with valuable information regarding choosing a healthy and active lifestyle. Victoria Delgado (Educational Consultant from Atanassio) and Teresa Montano (Parent Coordinator) offer a three part parent/guardian workshop regarding the Common Core Standards.
 - Teresa Montano (Parent Coordinator) in collaboration with the department of health (WellCare Insurance Company) provide parents/ guardian with insurance information.
 - 3- In evaluating the needs of our parents Teresa Montano (Parent Coordinator) sends home a survey to inquire about parents interest or needs.
 - 4-Parental Involvement activities are addressed by providing the parents workshops, information and materials deemed appropriate and in response to the needs evaluation processes.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Wright Brothers School

School DBN: 06028

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Baez	Principal		1/14/14
R. Pena	Assistant Principal		1/14/14
T. Montano	Parent Coordinator		1/14/14
E. Rosario	ESL Teacher		1/14/14
Fiordeliz Altagracia Rodriguez	Parent		1/14/14
H. Peguero- ESL	Teacher/Subject Area		1/14/14
G. Alvarado- IEP	Teacher/Subject Area		1/14/14
	Coach		1/1/01
	Coach		1/1/01
B. Brown	Guidance Counselor		01/14/14
	Network Leader		1/1/01
A. Villalba	Other <u>Bilingual Coord.</u>		1/14/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06028 School Name: Wright Brothers School

Cluster: 5 Network: 532

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.

The data and methodologies used to assess our school's written translation and oral interpretation is as follows:

- Parents fill out the language preference form.
- Home Language report (RHLA) is reviewed to identify the different languages.
- The increase in the number of students and families that are Spanish and Arabic speaking such as newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish and Arabic.
- As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs- this includes: Regular and timely provision of translated documents through existing resources within the school or the Translation and Interpretation Unit. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor's Regulation- A-663.

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

The large percentage of students are from Spanish speaking households. Through the language preference forms parents have indicated that there is a great need to provide language assistance (translation and interpretation services). We also have a growing population of Arabic families. In order to help our families we ensure that information is offered in their home language. The findings are reported to the school community through Parent meetings/ workshops and School Leadership Team Meetings..

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.

All school generated documents are translated into Spanish. NYCDOE documents are downloaded in all covered languages and sent home to parents. To ensure that parents are supported in a timely and productive manner, within 30 days after their child is enrolled, they are asked to complete a document that records their preferred language of communication. Written services in their preferred language will ensure that parents have accessibility to the following information and workshops:

- Letters indicating student ELL status and placement
- Parent Teacher Association notices
- Letters for Parent Teacher Conferences
- Letters for workshops, flyers, and hand-outs
- Letters specifying information about workshops (e.g. Common Core Learning Standards, ARIS, etc.)

In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

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.

Our school has designated several bilingual pedagogues, family workers, Bilingual Coordinator and the parent coordinator to assist in the oral translation of assisting faculty members in their communication with parents who indicate a preferred language other than English. In the event that a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, parents are provided with the option of having an adult family member accompany them to one-to-one meetings and/or workshops. In the case that the school cannot provide adequate translation services the Office of Translation Services is contacted.

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

The Parent Coordinator in conjunction with the Bilingual Coordinator and the PA will inform the parents of their rights regarding parental notification as per Chancellor's Regulation A-663. Upon request parents are provided with on-site services during school hours. In the event that a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, the Office of Translation Services is requested to assist families.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 028	DBN: 06M028
Cluster Leader: D. Maldonado	Network Leader: B. Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: At PS 28 we have a total of 299 Emergent Bilinguals enrolled in our Dual Language Program, Transitional Bilingual Program and ESL Program. Each Program utilizes differentiated instruction (i.e. whole group, small group and individual approach) based on the students English and native language proficiency and academic achievement. Our instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards and National Council of Teachers of Mathematics Standards.

ELLs in all three programs receive intervention support according to their identified areas of need. ESL teachers use a push-in co-teaching approach on a daily basis during literacy and or Social Studies, Science or other content areas and provide the students with lessons that enhance their language development in the areas of listening, speaking, reading and writing. ESL specialist also work with teachers in the planning and teaching of instruction in all four modalities to ensure that the need of each Emergent Bilingual student is met in every area of the curriculum.

Dual Language/Bilingual Transitional teachers deliver ESL instruction through the content areas. ESL strategies are used through the four modalities of listening, speaking, reading and writing. Teachers use a variety of approaches such as, modeling, bridging, contextualization, schema building, metacognition and text re-presentation. Teachers servicing Emergent Bilingual Students participate on ongoing professional development.

With the Title III grant we will offer our Emergent Bilingual Students an after school program.

After School Program:

Rationale: An after-school program is projected to be launched on November 2012 to April 2013 to support our 2nd- 3rd- 4th-, and 5th-grade EB students in improving their skills in literacy and writing. A variety of resources will be utilized during the duration of the program (i.e. IPADS, Shared Reading and Shared Writing materials).

Students were chosen based on the analysis of Title III AMAOs 1 and 2, reading levels, and teacher observations.

Mondays- Wednesdays instruction will focus on grade-appropriate Common Core State Standard-aligned strategies for reading and writing. Students' literacy and writing skills will be enhanced through Shared Reading and Shared Writing activities for our 2nd grade EB students.

Mondays- Wednesdays instruction will focus on integrating " Getting Ready for the NYSESLAT and

Part B: Direct Instruction Supplemental Program Information

Beyond" offering our EB students additional instructional support in each of the language modalities: Listening, Speaking , Reading and Writing for our 3rd, 4th and 5th grade EB students.

Subgroups and grade level: EB students from the 2nd- 3rd, 4th, and 5th grade

Sshedule and Duration: The program will run from November until late April, every week, Monday-Wednesday, from 3:30-4:30 pm.

Language of Instruction: The language of instruction will be in English for all classes

Instruction will be provided by 6 teachers (ESL/ Bilingual Certified) and (Common Branch Teachers)

Types of Materials: Students will receive reading leveled texts appropriately leveled to match their just right reading level and NYSESLAT preparation book.

Prior to the first day of the program, teachers will receive professional development outlining the focus of the program and instructional expectations.

????????

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: The following describes the Professional Development in connection to the After School Program:

Prior to the first day of the program, teachers will receive professional development outlining the focus of the program and instructional expectations; during this initial PD session, teachers will receive a pre-assessment to be administered during the first week of the program, as well as materials to support the instructional program.

Teachers Receiving training:

The teachers receiving the training are those delivering instruction during the after-school program.

6 teachers (ESL/Bilingual Certified) and (Common Branch Teachers) Schedule and Duration: PD session will be one hour in length.

Name of Provider: Arels Villaba, Bilingual Coordinator- Common Branch

Part C: Professional Development

Professional Development to Support Instruction for our ELL's:

Professional development sessions for teachers of EB students will be provided by the ELL Specialist. Per-session rate for teachers that conduct/attend professional development sessions after school.

These include:

- How to interpret the NYSESLAT scores (AMAOs 1 and 2), and how the analysis affects planning
- Implementing ESL strategies in content areas
- Scaffolding Instruction for English Language Learners
- To provide professional development that will offer staff members appropriate tools and strategies to help EB students meet/exceed city and state content and performance standards in all content areas.
- Participation will vary upon activities, but all teachers will participate during appropriately focused activities (ex. Grade specific training will be offered to the teachers of the particular grade level).
- Frequency/duration of activities will vary, but will be offered both during school hours and off-hours.
- Number of teachers involved in each activity will vary upon grade level.
- Measurement/assessment indicators used to monitor teachers progress will include evaluation sheets, teacher surveys formal/informal observations and implementation of best practices in the classroom as observed via Walk-Throughs.

The focus of the professional Development will be on: Scaffolds that support Reading Comprehension, and Oral Language Development as well as understanding/implementing data analysis

Audience:

- Bilingual Teachers
- Monolingual Teachers
- Intervention Teachers/ Cluster Teachers
- ESL Teachers

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement has a direct positive impact in the learning of students. With this in mind, the following activities for parent and community involvement have been selected:

These activities will begin in January 2013 and ending May 2013

- ESL and technology classes for parents/primary caregivers will be provided for an 1 1/2 hour each session

- Literacy and mathematics workshops for parents/primary caregivers

> Helping your Child Succeed at School

> Understanding reading strategies and behaviors

> Math Games

The above mentioned have been designed to bridge the gap between parents and teachers. It offers parents the opportunity to learn/ experience the skills that are being taught to their children.

- Field trips aligned with student classroom experience and subjects/topics are provided by parent coordinator. Places to visit include:

> Metropolitan Museum

> Museum of Natural History

> El Museo del Barrio

- A parent library in the office of the Parent Coordinator (labeled Title III) that will provide supporting materials that aligns to curriculum. Library is in the office of the parent coordinator and parents are allow to check out books every Friday from 9-12 based on need.

Overall Rationale: In choosing these activities, the rationale highlights:

- To support parents/caregivers ability to learn a second language (English)
- To actively engage parents with their children's academic setting
- To facilitate communication between parents and teachers
- To provide literacy program workshops to parents/primary caregivers in order to

Part D: Parental Engagement Activities

support/facilitate the teaching and learning at home

Beginning on January there will be 6 parent workshop sessions for an hour each. The person conducting these workshop will be the parent coordinator.

The topics will cover literacy, mathematic and content areas skills. Parents will be notified of these activities through the monthly calendar sent to parents and through information distribute during PA meetings.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		