



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE THOMAS EMANUEL EARLY CHILDHOOD CENTER
DBN (i.e. 01M001): 24Q028
Principal: LAURA PESSUTTI
Principal Email: LPESUT@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DIANE FOLEY

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
Laura Pessutti	*Principal or Designee	
Ann Marie Schuh	*UFT Chapter Leader or Designee	
Sulma Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Madelaine Schmidt	Member/ Chairperson	
Nadine Cardi	Member/ Teacher	
Lisa Pizzitola	Member/ Teacher	
Diane Coppeta	Member/ Teacher	
Mayra Rojas	Member/ Parent	
Emperariz Davila	Member/ Parent	
Leticia Priego	Member/ Parent	
Glenys Alvarez Pena	Member/ Parent	
Eloisa Martinez	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 2014, school leaders will conduct a minimum of three informal and one formal observation or six informal observations on all teachers based upon their ADVANCE selection of Option 1 or 2; provide feedback and support based on the teacher's developmental needs to improve instructional practices based on Charlotte Danielson's Framework for Teaching; evidenced by 80% of pedagogues' instructional improvement in the four domains over the course of one 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.

To support the shifting teacher practice, NYC has implemented a new system of teacher evaluation and development (ADVANCE). This new system will allow our school to understand and support our teachers' growth. This will result in high quality teaching which will help students reach the new higher 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.

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

1. Principal, Assistant Principal and teacher will begin to receive ADVANCE training conducted by the Office of Teacher Effectiveness beginning July 2013.
2. Initial Planning Conferences for all teachers will be held by the Principal and Assistant Principal. Teachers will prepare for this conference by completing the self-assessment in ARIS.
3. 3 hours a month will be dedicated to ADVANCE professional development for all teachers.
4. Principal and Assistant Principal will receive ADVANCE support from the Network Talent Coach.
5. Teacher observations will be conducted by the Principal and Assistant Principal with feedback given to the teacher.
6. Teachers will receive specific professional development to strengthen their teacher practice as a result of these observations.
7. Principal and Assistant Principal will review data from observations to determine that teachers' are improving in each of the four domains. If gains are not seen, teachers will receive specific support from Administrators, Coaches and Consultants.
8. Artifacts will be collected from teachers on an on-going basis.
9. A year-end conference will be held by an administrator with each teacher and a final rating will be given.

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

1. Principal, Assistant Principal, UFT Representative, Classroom Teacher will participate in DOE summer training.
2. Principal, Assistant Principal will meet with teachers for the Initial Planning Conference.
3. Principal, Assistant Principal will provide professional development for teachers during monthly faculty meetings, monthly grade meetings, and weekly team meetings.
4. Network Talent Coach will support Principal and Assistant Principal through on-going visits to school.
5. Principal and Assistant Principal will conduct classroom visits and provide feedback to teachers.
6. Professional Development provided by Principal, Assistant Principal, Literacy Coach, Math Coach, Literacy Consultant, Network Achievement Coaches, GO MATH, Core Knowledge
7. Principal, Assistant Principal, Literacy Coach, Math Coach, Literacy Consultant, Network Achievement Coaches, professional development provided by GO MATH and Core Knowledge
8. Teachers
9. Principal, Assistant Principal, teachers

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

1. Principal, Assistant Principal will be trained to implement the teacher evaluation and development system in order to effectively observe, rate and provide feedback with appropriate professional development to teachers.
2. Initial Planning Conferences will be held by Principal, Assistant Principal with teachers to discuss the self-assessment in ARIS and help teachers develop their professional goals.
3. ADVANCE professional development will be given to teachers with the focus on specific domains/competencies determined from informal classroom observations.
4. Job-embedded professional development will be given to Principal, Assistant Principal by Network Talent Coach on an on-going basis to address further questions, clarifications and improve observation performance.

5. Principal, Assistant Principal will perform on-going informal observations of classrooms with teachers receiving feedback through a personal conversation with the administrator.
6. Teacher informal and formal observations will be reviewed by subject by grade weekly to determine if there are common or specific teacher needs that should be addressed through professional development, intervisitations, or one on one support from an administrator, coach or other support personnel.
7. Teacher informal and formal observations will be reviewed to determine if progress in each domain as seen through an increase in the HEDI rating by one level is being made by each teacher. If a teacher is not making adequate progress, additional support will be given.
8. Artifacts will be collected and rated by the Principal, Assistant Principal.
9. Year-end conference will be held with teachers. Domain ratings will be evaluated by Principal, Assistant Principal to determine if 80% of teachers increased their HEDI ratings.

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

1. Principal, Assistant Principal and teachers will receive on-going ADVANCE professional development through the Office of Teacher Effectiveness beginning July 2013.
2. Initial Planning Conferences will begin September 3, 2013 and will be completed by October 25, 2013.
3. ADVANCE professional development will be given for 3 hours a month beginning September 2013.
4. Network Talent Coach will support the Administrators through periodic school visits beginning October 2013.
5. Informal and formal observations will begin for each teacher after the Initial Planning Conference, with the date to begin no later than October 26, 2013..
6. Teachers will receive specific curriculum and domain professional development to help strengthen their teacher practice in the four domains beginning October 2013.
7. Literacy Consultant, Literacy Coach, Math Coach, Assistant Principal and Principal will support teachers beginning September 2013. Network Achievement Coaches will support teachers in ESL and ICT strategies beginning September 2013.
8. Artifacts will be collected for rating by April 11, 2014.
9. All Teacher informal and formal observations will be completed by June 6, 2014. Year-end conferences between teachers and administrators will take place between April 25 and June 20, 2014 with a final rating being issued in all four domains.

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

1. Per session rate for Assistant Principal, 2 Teachers x 6 hours
2. No cost associated with this activity
3. Common prep for Monthly Grade Meetings, Monthly Faculty Meetings, Weekly Team Meetings during 1 Extended Day
4. Network Talent Coach
5. No cost associated with this activity
6. Per diem for coverage of teachers, Literacy Consultant (daily educational consultant rate), Literacy Coach, Math Coach, Network Achievement Coaches, DOE provided PD from Go Math and Core Knowledge
7. Same as 6
8. No cost associated with this activity
9. No cost associated with this activity

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).

Parent Workshop will be held in September 2013 to inform parents about ADVANCE.

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
List any additional fund sources your school is using to support the instructional goal below.						
Sequestor/2010 Census Title I SWP, TL Citywide Instructional Expectations						

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.

By June 2014, teachers will develop a thorough understanding of the new ELA curriculum, Core Knowledge, and fully implement the program ensuring that differentiation and assessment of students continues as evidence by 60% of students meeting the grade standards as measured by an end of year assessment.

Comprehensive Needs Assessment

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

Based upon our review of the Progress Report, end of the year student performance on school-based assessments, EASY CBM data, and student work during the 2012-2013 school year, we identified a need for a new Literacy program that was aligned to the Common Core Learning Standards and was research-based to meet the literacy needs of our early learners to help them meet grade level 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.

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

1. Teachers will receive professional development facilitated by visits from the Core Knowledge Language Arts consultant as well as outside professional development offered by Amplify. Teachers will receive additional support from the Literacy Coach and Literacy Consultant.
2. Grade level teacher teams will analyze Core Knowledge Language Arts domains and Skills units during grade meetings to insure that targeted CCLS are being met.
3. School sub-groups, ELL and Special Education students, will receive additional support through the CKLA Supplemental Guide and Assessment and Remediation Guide which are targeted supports for these sub-groups.
4. Teachers will participate in inter-visitations with the support of the CKLA consultant to gain a better understanding of the program and learn how to differentiate the learning for students.
5. Students will be screened using EASY CBM three times a year to identify at risk students. At risk students will receive Tier II and Tier III interventions during 6-8 week cycles.
6. Teachers will administer a baseline, mid-year and end of year ELA Performance Assessment with teachers receiving Professional Development on how to norm and score the ELA Performance Assessments.
7. Teacher teams will meet during common planning to develop lessons and analyze student work to determine gaps in learning and inform future instruction as well as analyze data from the ELA Performance Assessment to identify gaps in the Core Knowledge curriculum and adjust their instruction accordingly.
8. Unit and summative data assessment results will be collected by the Data Specialist and analyzed to see trends across the grade and highlight students who need small group intervention.
9. Data conversations will be held 3-4 times a year with classroom teacher, Administrators and Rtl providers to discuss students' academic progress (EASY CBM, CKLA Unit Assessments, ELA Performance Assessments) to identify at risk students and discuss Tier I interventions.
10. Teacher feedback from informal/formal observations in ELA will be used to determine what professional development is needed.
11. Teacher teams will meet weekly to look at literacy pedagogy through the lens of the Danielson Framework to improve teacher practice.
12. End of year assessment and ELA Performance Assessment data will be analyzed to determine if the goal of 60% of students meeting grade level standards in ELA has been met.

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

1. Teachers, Amplify Core Knowledge Consultant, Literacy Coach, Literacy Consultant
2. Teachers will perform this analysis during grade meetings.
3. Teachers, ESL Teachers, Special Education Teachers will use these CKLA supplement guides to teach the Listening and Learning Strand in Core Knowledge.
4. Teachers, Assistant Principal, Principal, Amplify Core Knowledge Consultant
5. Rtl providers
6. Teachers, Literacy Coach, Literacy Consultant, Assistant Principal
7. Teachers
8. Data Specialist will collect and analyze data and provide reports to the Principal for review.
9. Principal, Assistant Principal, Rtl providers, IEP teacher, Literacy Coach, classroom teachers
10. Principal, Assistant Principal will provide feedback to teachers and develop individualized/grade level professional development for teachers with support from the Literacy Coach and Literacy Consultant.

11. Teachers, Literacy Coach, Assistant Principal, Principal
12. Data Specialist will collect and analyze data to present to the Principal, Assistant Principal for review.

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

1. Teachers will receive in-house professional development from the Amplify Core Knowledge consultant in order to understand and effectively implement the program and receive additional on-going support from the Literacy Coach and Literacy Consultant.
2. Teacher teams will analyze student work to determine if students made progress and adjustment to future instruction needs to be made.
3. CKLA Supplemental Guide and Assessment and Remediation Guides will be used by ESL and Special Education teachers to insure that the material taught is accessible to all students.
4. Results from professional development will be seen in improved teacher practice as seen in informal observations through an increase in HEDI ratings by one level.
5. EASY CBM will be administered to students with targeted growth of 20%.
6. ELA Performance Assessment results will be normed across the grades.
7. Teacher teams will analyze lesson and assessment data to determine student progress, identify gaps in instructions and make adjustments accordingly.
8. Data Specialist will collect and analyze Unit and Summative Assessment data to determine how many students are at or approaching grade level standards with the goal of 60% of students being at grade level standard by year end.
9. Data conversations will be held with the Administration, Rtl providers and classroom teacher to discuss class and student progress in ELA (EASY CBM, CKLA Unit Assessments, ELA Performance Assessments) and determine next steps for students and classroom teacher.
10. Feedback from informal/formal observations in ELA will be used to formulate the professional development offered by the Literacy Coach and Literacy Consultant.
11. Teacher teams will establish goals and set criteria to determine if goals are met.
12. End of year assessment will be analyzed to determine if the goal of 60% of students meeting grade level standards in ELA has been achieved.

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

1. Professional Development provided by Amplify Core Knowledge consultant will begin September 2013. Additional professional development will be on-going throughout the year.
2. Grade level teacher teams will meet during monthly grade meetings and 3 times a week during common planning beginning September 2013.
3. Teachers will use these supplements daily beginning September 2013.
4. Professional Development Inter-Visitations will be held in December 2013.
5. EASY CBM will be administered in September, February and June 2014.
6. ELA Performance Assessment will be administered in October, January and May 2014.
7. Teacher teams will meet 3 times a week and monthly beginning September 2013.
8. Data Specialist will collect and analyze assessment data beginning December 2013.
9. Data conversations will be held 3-4 times a year beginning October 2013.
10. Professional Development determined from informal/formal observations will begin October 2013.
11. Teacher teams will meet once a week during Extended Day beginning March 2013 and ending June 2013.
12. End of year assessment will be analyzed by June 2014.

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

1. Literacy Consultant (daily educational consultant rate), Literacy Coach, Amplify Core Knowledge Consultant, per diem daily rate for coverage of teachers attending outside professional development. Non-attendance days for students will be additionally used for professional development.
2. Common planning preps for each grade level teacher 3 times per week, grade meeting one period monthly
3. No cost associated with this activity
4. Per diem daily rate - coverage for teachers
5. Purchase of EASY CBM program, F-status rate – Rtl provider
6. Daily rate – Literacy Consultant, per diem daily rate for coverage of teachers
7. Common planning preps for each grade level teacher 3 times per week, grade meeting one period monthly
8. Per session rate for Data Specialist
9. Per diem daily rate for coverage of teachers attending Data Conversations
10. Literacy Coach, Literacy Consultant (daily educational consultant rate), per diem daily rate for coverage of teachers
11. One 50 minute Extended Day designed for Teacher Team Meetings

12. Per session rate for Data Specialist

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).

Literacy Coach, Assistant Principal, Parent Coordinator will conduct parent workshops on At-Home Reading Logs, the new Core Knowledge Program, how to help their child at home. Parents will also receive at-home internet access to the Scholastic I-Read reading program which allows students to practice their reading skills.

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

Contract for Excellence, Sequestor/2010 /Census Title I SWP

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 2014, teachers will develop a thorough understanding of the new Math curriculum, GO MATH, and fully implement the program ensuring that differentiation and assessment of students continues as evidenced by 75% of students meeting grade level standards as measured by an end of year assessment.

Comprehensive Needs Assessment

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

Based upon our review of the Progress Report, end of the year student performance on math assessments, and student work during the 2012-2013 school year, we identified a need for a new Mathematics program that was aligned to the Common Core Learning Standards and was research-based to meet the mathematical needs of our early learners to help them meet grade level 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.

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

1. Teachers, Math Coach, Assistant Principal and Principal will attend outside professional development facilitated by GO MATH.
2. Grade level teacher teams will receive professional development from the Math Coach on understanding and implementing the GO MATH lessons.
3. Teacher teams will meet during common planning to develop lessons and analyze student work to determine gaps in learning and inform future instruction.
4. Teacher teams will meet weekly to look at the mathematics pedagogy through the lens of the Danielson Framework to improve teacher practice in component 3a: Communicating with Students.
5. Unit, Performance Tasks, and Mid-Year assessment results will be collected by the Data Specialist and analyzed to see trends across the grade and highlight students who need small group intervention.
6. Data conversations will be held with the Administration, Rtl providers and classroom teacher to discuss class and student progress in mathematics and determine next steps for classroom teacher and students.
7. Teacher feedback from informal/formal observations in Mathematics will be used to determine what professional development is needed.
8. End of year assessment will be analyzed to determine if the goal of 75% of students meeting grade level standards in mathematics has been met.

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

1. Teachers, Math Coach, Assistant Principal and Principal will participate in training provided by GO MATH.
2. Math Coach will meet with grade level teacher teams during grade meetings, common planning time and during the school day.
3. All teacher teams
4. Principal and all teacher teams will meet weekly during Extended Day.
5. Data Specialist will collect and analyze data monthly and provide reports to the Principal for review.
6. Principal, Assistant Principal, Rtl providers, IEP teacher, Math Coach, all classroom teachers
7. Principal, Assistant Principal, will provide feedback to teachers and develop individualized/grade level professional development for teachers with support from the

Math Coach.

8. Data Specialist will collect and analyze data to present to the Principal, Assistant Principal and Math Coach for review.

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

1. Teachers will attend outside professional development facilitated by GO MATH in order to understand and effectively implement the program. Principal, Assistant Principal and Math Coach will attend the professional development in order to understand the program and be able to offer teacher support through in-school professional development.
2. Results from professional development offered to grade level teacher teams by the Math Coach will be seen in improved student performance through increase progress on Unit Assessments. Improved teacher practice will be seen in informal observations through an increase in HEDI ratings by one level.
3. Teacher teams will analyze student work to determine if students made progress toward grade level standards.
4. Teacher teams will establish goals regarding Danielson component 3a: Communicating with Students and set criteria to determine if goals were met.
5. Data Specialist will collect and analyze Unit, Performance Tasks and Mid-Year Assessment data to determine how many students are at or approaching grade level standards with the goal of 75% of students being at grade level standard by year end.
6. Data conversations will be used to help determine which students need intervention as well as help create plans for specific professional development geared to an individual teacher's needs.
7. Feedback from informal/formal observations in Mathematics will be used to formulate the professional development offered by the Math Coach.
8. End of year assessment will be analyzed to determine if the goal of 75% of students meeting grade level standards in Mathematics has been achieved.

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

1. Professional Development provided by GO MATH for Teachers, Math Coach, Principal, Assistant Principal will begin July 2013.
2. Grade level teacher teams will receive professional development during grade meetings and during the school day from the Math Coach beginning October 2013.
3. Teacher teams will meet 3 times a week during common planning beginning September 2013.
4. Teacher teams will meet once a week during Extended Day beginning December 2013 and ending February 2013.
5. Data Specialist will collect and analyze assessment data from teachers monthly beginning September 2013.
6. Data conversations will be held 3-4 times a year beginning October 2013.
7. Professional Development determined from informal/formal observations will begin October 2013.
8. End of year assessment will be analyzed by June 2014.

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

1. Per session rate for Assistant Principal, Math Coach and classroom teachers
2. Per diem daily rate for coverage of teachers attending professional development
3. Common planning preps for each grade level teacher 3 times per week
4. One 50 minute Extended Day designated for Teacher Team Meetings
5. Per session rate for Data Specialist
6. Per diem daily rate for coverage of teachers attending Data Conversations
7. Math Coach, per diem rate for coverage of teachers
8. Per session rate for Data Specialist

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).

Math Coach will conduct parent workshops on how to help their child in GO MATH. Students will be able to access Think Central at home which will allow them access to their GO MATH textbook and workbook. This site will also allow teachers to assign students additional at-home Math practice.

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

TL Citywide Instructional Expectations, ARRA RTTT Data Specialist

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.

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.

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

1.

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

1.

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

1.

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

1.

E. 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.

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.

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

1.

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

1.

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

1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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	a. Grade K-2 Leveled Literacy Intervention (LLI) b. Grade K-2 – Imagine Learning (computer program) c. Grade K-2 – Scholastic I-Read (computer program) d. Grade K-2 – Engage in Literacy e. Grade K-2 – Core Knowledge Remediation	a. Small group b. Small group c. Small group d. Small group, one-to-one e. Small group, one-to-one	a. During the school day b. During the school day, Extended day c. During the school day, Extended day d. During the school day e. During the school day
Mathematics	Grade K-2 – Go Math Critical Areas	Small group	During the school day
Science	Grade K-2 – Harcourt Remediation	Small group	During the school day
Social Studies	Grade K-2 – Harcourt Remediation	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play therapy is utilized to address social, emotional and behavioral issues of the students.	Small group, one-to-one	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.

Highly Qualified Teachers are actively recruited through NYC Teacher Finder and through the Office of Teacher Recruitment. Teachers are given assignments in their license areas. Teachers who are not highly qualified are given the opportunity to take outside coursework that will ensure that they meet the requirements for highly qualified. At this current time, instruction is provided by a staff that is 100% highly qualified.

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 provided to the staff by in-house providers, Literacy Consultant, Network, CCSS aligned curriculum program Go Math and Core Knowledge providers during grade meetings, faculty meetings, teacher team meetings and during the school day with coverage of teachers provided.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students in Temporary Housing receive support from the school through social and emotional support of the Guidance Counselor and Social Worker. School purchased supplies such as backpacks, notebooks, pencils, crayons as well as personal items (socks, undergarments, sweatpants, t-shirts, coats) are provided to these students.

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 Pre-K Social Worker conducts a parent orientation for all incoming Pre-K students. The Social Worker also conducts monthly parent workshops on the social and emotional well-being of the Pre-K student. In the Spring these workshops are open to all parents from Pre-K through Second Grade. Kindergarten orientation is held in the Spring for all incoming Kindergarten students. The Pre-K Social Worker works with the Pre-K students in the Spring to help them transition to kindergarten.

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.

Teachers play an active role in the decision process regarding the use and selection of appropriate assessment through participation in School Leadership Team, Instructional Team, Grade Leader Meetings, Teacher Teams, and Teacher Committees. Teachers pilot programs and provide the necessary feedback as to how effective these programs are and how useful they will be in providing information on student achievement. Once an assessment is adopted by the school, appropriate personnel conduct professional development for the staff on how to administer and use the results of the assessment to inform and improve instruction. These assessment results are also disaggregated by individual student to determine what additional support a student will need in order to make academic progress.

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) P.S. 28Q

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 designated to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Parent Workshops provide parents with the training they need to work with their children to improve their achievement level. Workshops include but are not limited to: Child Development and Cognitive Development, Positive Parenting Skills, How to Help Your Child with Homework, CookShop Workshops, Technology Workshops, new Format for Reading Log Information Session, Bullying Workshop, Puppetry in Practice workshops, Cool Culture Enrollment and information sessions, How to Help Your Child in GO MATH, Instructional Expectations and Advance information sessions, and Kindergarten Orientation sessions. In addition, parent workshops are presented by the school social worker and guidance counselor focusing on social, emotional and developmental topics.
- Parents are provided with the training and information they need to effectively become involved in the planning and decision making in support of the education of their children through the activities of the School Leadership Team and Parent Association. All letters and notices are translated into the primary languages and translators are available at all meetings and workshops. A newsletter, Home-School Connection, is sent home monthly in both English and Spanish. This newsletter provides parents with practical ideas that promote school success, parent involvement, and more effective parenting. In June and September there are Pre-Kindergarten and Kindergarten orientations and Getting to Know You Conferences. Additionally, an Enrichment Newsletter produced jointly by the cluster teachers is distributed monthly. This newsletter features the topics learned and lessons given in Art, Physical Education, Science and Music.
- We foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing parents with Progress Reports three times a year in addition to School Report Cards which are distributed at the end of each trimester. Monthly school calendars are sent home to keep parents abreast of workshops and school events. The Parent Coordinator, Guidance Counselor and Social Worker help teachers connect to families and bridge the barrier of language and culture. Parents are encouraged to participate in school events such as class trips, attending the school Art Show and Science Fair, Holiday and Spring Concerts.
- Parents are provided with information relating to City, State, and Federal standards and assessments during Parent Association meetings and workshops. Information relating to the Common Core Learning Standards and preparing students for college and career are shared during Parent-Teacher Conferences. The information is sent home in various languages. Translators are available at all meetings and workshops.

- Parents are provided with letters for Go Math and Core Knowledge Language Arts (CKLA) units.
- Parents receive at-home internet access to Go Math Think Central which allows them to access their child's textbook and workbook. Teachers are also able to assign students additional Math at-home practice. Parents also receive at-home internet access to the reading program I-Read which allows students to practice their reading skills.
- To the best of our ability, all notices sent home to parents are translated into Spanish and Chinese which are the dominant languages of the parents in our school.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parent/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. The results will be used to improve the academic quality of our school. 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, our school will:

- Actively involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.
- Invite Parent members of the Title I committee to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Staff a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops, disseminates community resources for parents. Having an office on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities that are planned for parents each month and files a report with the central office.
- Provide parent workshops that address topics such as: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; accessing community and support services; and technology training to build parents' capacity to help their children at home.

- Discuss student Proficiency Levels, Annual School Report Card, Progress Report, Quality Review report, and Learning Environment Survey Report are discussed with parents at School Leadership Team Meetings, Parent Association Meetings and at parent teacher conferences.
- Hold the required Annual Title I Parent meeting. It was held on October 22, 2013 advising parents of children participating in the Title I program about the school's Title I funded program, their right to be involved in the program and the parent involvement requirements under Title I, part A, Section 1118 and other applicable sections under the No Child Left behind Act.
- Hold nine Parent Association meetings are held throughout the year. Two meetings are held in the evening. There are four quarterly meetings held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal, better translations and changes to school progress report.
- Ensure all critical school documents are translated and translators are available for all meetings and events.

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

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

P.S. 28Q
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.

School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- arranging opportunities for parents to participate in their child's class activities.
- planning activities for parents during the school year, e.g. Puppetry in Practice Parent Workshops, Pinwheels for Peace, Cook Shop for Families

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- supporting parental involvement activities as request by parents.

- ensuring that the Title I funds allocated for parent involvement 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

As a parent I must:

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

III Student Responsibilities

As a student I must:

- attend school regularly and arrive on time.
- complete my homework and submit all assignments on time.
- follow the school rules and be responsible for my actions.
- show respect for myself, other people and property.
- try to resolve disagreements or conflicts peacefully.
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 24	Borough Queens	School Number 28
School Name Thomas Emanuel Early Childhood Center		

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 Laura Pessutti	Assistant Principal Elizabeth Brizo
Coach Carol Cardi	Coach Judy D'Andrea
ESL Teacher Dahlia Schoenberg-Lam	Guidance Counselor Elizabeth Rivas
Teacher/Subject Area Jeanette Urena - ESL	Parent Emperatriz Davila
Teacher/Subject Area Judy Zhang - ESL	Parent Coordinator Maria Rodriguez
Related Service Provider Consuelo Torres - IEP/SETTS	Other
Network Leader(Only if working with the LAP team) type here	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	12	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	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	5	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	533	Total number of ELLs	319	ELLs as share of total student population (%)	59.85%
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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): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	3	1	1											5
Push-In	3	5	4											12
Total	7	7	6	0	0	0	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	319	Newcomers (ELLs receiving service 0-3 years)	313	ELL Students with Disabilities	86
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	36	0	36	0	0	0	0	0	0	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	277	0	50	6	0	0	0	0	0	283
Total	313	0	86	6	0	0	0	0	0	319

Number of ELLs who have an alternate placement paraprofessional: 19

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	6	12	18											36
SELECT ONE														0
SELECT ONE														0
TOTAL	6	12	18	0	36									

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	90	91	82											263
Chinese	5	8	5											18
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	96	99	88	0	0	0	0	0	0	0	0	0	0	283

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)	75	18	10											103

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)	0	29	34											63
Advanced (A)	28	65	60											153
Total	103	112	104	0	0	0	0	0	0	0	0	0	0	319

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								
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.

Teachers assess students on an ongoing basis using:

- Easy CBM-benchmark screener and progress monitoring assessments. This screener assesses students in letter naming, letter sounds, phonemic segmentation, word reading fluency, passage reading fluency and reading comprehension.
- Core Knowledge Domain Assessment for Listening and Learning and Skills assessment-- Spelling
- Assessment from Core Knowledge Remediation and Assessment Guide
- NYC Performance Assessments, Discovery Math
- Conference Notes/ Checklists
- Running Records
- Student work
- Teacher observation
- Lab-R and NYSESLAT
- Ongoing monitoring from the software programs, Imagine Learning and I-Read, which provides feedback that directs students to apply a strategy they have been taught, or to re-read a section of a book to look for an answer.

P.S. 28 uses EASY CBM as an initial screener and progress monitoring tool for our early childhood learners. All students in Grades K-2 are tested 3 times each year. Students who score in the 50th percentile or above are considered to be performing at grade level. Easy CBM Fall Benchmark data for current kindergarten students reveal that our ELL students scored in the 38th percentile in letter names. They scored in the 39th percentile in letter sounds, and in the 33rd percentile for phoneme segmenting. This data reveals that our kindergarten students need the most help in phoneme segmenting, but also need extra support in learning their letter names and sounds.

Easy CBM Fall Benchmark data for current first grade students reveal that our students scored in the 43rd percentile for letter sounds, in the 20th percentile for phoneme segmenting, and in the 58th percentile for word reading fluency. This data shows that our first grade ELLs are, on average, at grade level in word reading fluency, but that they need to continue working on the areas of phoneme segmenting, and letter sounds.

Easy CBM Fall Benchmark data for current second grade reveal that our students scored in the 36th percentile in word reading fluency, in the 38th percentile in passage reading fluency, and in the 23rd percentile in reading comprehension. This data shows that our second grade ELLs need the most support in reading comprehension and need continued work in the areas of word reading and passage reading fluency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Spring 2013 NYSESLAT results:

- Grade K- Beginner 2%, Intermediate 28%, Advanced 62%, Proficient 8%
- Grade 1- Beginner 7%, Intermediate 34%, Advanced 52%, Proficient 7%
- Grade 2- Beginner 8%, Intermediate 4%, Advanced 77%, Proficient 11%.

The NYSESLAT results for current first grade students reveals that 2% of students are at the Beginner level, 28% of students are at the Intermediate level, and 62% of the students are at the Advanced level. This data reveals that over half of the current first grade students are at the Advanced level.

The NYSESLAT results for current second grade students reveals that 7% of the students are at the Beginner level, 34% are at the Intermediate level, and 52% are at the Advanced level. This data reveals that about half of the current second grade students are at the Advanced level.

Results of the NYSESLAT revealed that current First Grade students achieved an average score of 67% in speaking, 79% in

listening, 72% in reading, and 68% proficiency in writing. This data shows that students performed the best in listening while speaking and writing needs improvement.

Results of the NYSESLAT for current Second Grade students revealed that students on average scored a 63% in speaking, 79% proficiency in listening, 67% in reading, and 57% proficiency in writing. This data shows that students need improvement in writing, speaking and reading.

- LAB-R (from Sept. 2013)

There are seventy-four 90 minute (Beginner) ELLs in Kindergarten, and twenty-eight (Advanced) 45 minute ELLs in Kindergarten. This data reveals that students entering kindergarten come in with very little English-language proficiency.

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](#))

Spring 2013 NYSESLAT results:

- Grade K- Beginner 2, Intermediate 29, Advanced 63, Proficient 8
- Grade 1- Beginner 9, Intermediate 40, Advanced 62, Proficient 8
- Grade 2- Beginner 4, Intermediate 2, Advanced 37, Proficient 5

NYSESLAT results show that the modality with the lowest average score among both current first and second grade students, is speaking. This demonstrates that students need to have more opportunities to develop oral language. At the same time, teacher observation in our school has revealed that our ELL students need to build their background knowledge, become better listeners, readers, and writers. The NYSELAT data for Second Grade students in the modalities of reading and writing supports these observations. Students received an average score of 67% and 57%, respectively, in these areas. These observations are also supported by our initial screener EASY CBM which indicates that our students are only at the 23rd percentile in reading comprehension, which is a nationally normed average for this grade level. Students would need to be in the 50th percentile in order to be considered at grade level.

In response to students' needs, our school has adopted the Core Knowledge curriculum. This research-based program provides a core curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, incrementally. Core Knowledge has two components. The first is a listening and learning strand, which focuses on students' oral and vocabulary development along with building content knowledge. This portion of the program is used to improve speaking, and listening skills. The curriculum also includes a skills strand, which focuses on decoding, and reading and writing in tandem. This program, along with high quality teaching, and ESL push-in support using ESL methodology, is key to students' success.

Additionally, as a response to our NYSESLAT results, we are using the ESL research-based Imagine Learning software for our Title III students as well as our ESL Extended Day students. Imagine Learning uses differentiated and innovative instructional practices geared for the ESL students to help them develop their listening, reading and speaking abilities which they need to succeed in the classroom.

An RTI plan is in effect to meet the needs of our ELLs who are not making measurable academic progress.

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?

As an Early Childhood Center, Pre-K to 2, we do not administer ELL Periodic Assessments. Literacy lessons address the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) within Core Knowledge. As part of the Core

Knowledge program, students are assessed throughout the year in the Listening and Learning strand as well as in the Skills strand. This data along with the EASY CBM data is reviewed by the administration with the classroom teacher to determine how students are progressing in all four modalities of speaking, listening, reading and writing. A special focus is on the ELL student to see if they are making adequate progress and determine if more support is needed through Title III, Extended Day or RtI.

ELL students need to develop their oral vocabulary, and build content knowledge. Native language support is given to ELL students by providing word walls with Spanish cognates, as well as shades of meaning, and a strong focus on content based learning. ESL providers push in to the classroom, and provide additional support with a focus on Tier 2 vocabulary, and content. Students are taught using sentence starters, conversation prompts, and manipulatives. Native language books are available and are encouraged to be read by students. Native language dictionaries are also available in all classrooms. Teachers and paraprofessionals provide translations for students in their native language to help clarify ideas and help those who struggle with content and concepts in the content-area subjects.

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](#).)

All students are administered a Universal Screener, EASY CBM, in September to determine if they are on grade level or if not, what is their level of risk. This screener assesses students in letter sounds, letter names, phonemic segmentation, word reading and passage reading fluency, vocabulary and reading comprehension. Students begin by receiving strong Tier 1 core instruction by the classroom teacher. This is supported by differentiated groups and a push-in program by the ESL teacher. The ESL teacher uses the data provided by the NYSESLAT/Lab-R in conjunction with this screener to provide the individualize support that the ELL needs.

Progress monitoring is ongoing both inside the classroom with the teacher, with the ESL provider and through the formal EASY CBM assessment which is administered a total of three times a year. RtI committee meetings are held with the teacher and ESL provider to discuss students who are not making adequate progress. These students are recommended to receive Tier 2 support in a small pull-out program with a trained RtI provider who uses research based programs such as Leveled Literacy Intervention, Great Leaps, Imagine Learning and I-Read. For students who continue to not make adequate progress, Tier 3 intervention is given in addition to the core curriculum. This intervention is one-to-one with the intervention matched to the student's specific needs. Progress monitoring for both Tier 2 and Tier 3 intervention is conducted every 2-4 weeks.

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

- Core instruction includes word walls with picture support and Spanish cognates, interactive word walls, shades of meaning displayed in classroom, conversational prompts, Native language books and dictionaries, technology through the use of the Smart Board
- Trained ESL providers push in with small groups and conduct parallel teaching by using modified read alouds from the Core Knowledge Supplemental Guide. This Supplemental Guide is designed to be used with the ELL student. This Supplemental Guide is also used by the Bilingual Special Education teachers as well as our self-contained ESL classroom teachers. These lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers. ESL teachers are making sure students have opportunities for meaningful, collaborative discussions with teachers and peers. These conversations are additionally supported by allowing students have the opportunity to be paired with a fellow student who speaks the same native language. Teachers support students by providing conversation prompts, and appropriate sentence frames. Teachers use effective ESL strategies and methodologies to assist students in developing English language proficiency. Teachers and paraprofessionals provide translations for students in their native language to help clarify ideas and help those who struggle with content and concepts in the content-area subjects.

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?

Not applicable

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

Student NYSESLAT scores are evaluated through two lenses. The scores are analyzed and evaluated on an individual student basis to see how each student is performing in each modality. They are also used to evaluate how successfully each type of ESL support is in meeting the needs of the individual student. If it is found that a program fails to meet the needs of the students, it is revamped to either add or eliminate components as necessary. This year we have seen that our students need to improve their scores on speaking. As such, our ESL providers are pushing in during the Listening and Learning Strand of Core Knowledge in order to focus on the oral language and vocabulary development of our ELLs. ELL providers are using modified read alouds, designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers. ESL teachers are making sure students have opportunities for meaningful, collaborative discussions with teachers and peers.

ELL students are closely monitored through data collected from classroom assessments, ESL teacher assessments, EASY CBM, NYC Performance Assessments to insure they are making adequate progress. The ESL programs are evaluated on an on-going basis through this student data collection and ESL team meetings. Revisions are made as needed to insure that all students are making progress. P.S. 28 is dedicated to delivering an academically rigorous program to early childhood students while addressing the specific needs of the English Language Learner. We are committed to providing our ELL students a student-centered curriculum that will foster language development and help them attain language proficiency that will meet and exceed city and state standards.

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](#).)

P.S. 28 has a formalized system for identifying students who may be ELLs. Parents of incoming students, who are registering to attend school for the first time in the NYC Public School system, are given the Home Language Identification Survey to complete. This survey elicits information about the language spoken in the student's home. An appropriately trained ESL pedagogue who holds a valid NYS teaching certificate is asked to assist the parents in completing this form, and conduct the informal interviews with the student present. The ESL teacher speaks with the parent, as well as the child, as they are completing the form to get an idea as to what the child's background is in the language stated. Three appropriately certified ESL teachers are used for this process, two of whom speak other languages besides English – Chinese and Spanish. The language of the parent determines which ESL teacher is used for this process. The appropriately certified ESL teacher is assisted by a translator if neither of these languages is sufficient. The original copy of the Home Language Survey is placed in the student's cumulative record folder and another copy is placed in the file cabinet in the general office. The student's home language is also recorded on ATS. After the Home Language Survey is complete, the appropriately certified ESL teacher reviews it to determine if the child should be given the Lab-R. The appropriately certified ESL teacher administers the Lab-R to students who qualify. If a child is not English proficient, as determined by this test, they will qualify for ESL services. If a Spanish speaking child does not pass the Lab-R they will be administered the Spanish Lab by an appropriately certified Spanish speaking ESL teacher.

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.

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

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](#)].)

Entitlement letters are sent home to parents in the Home Language indicated by the HLIS, and include a date for the parent orientation to all students who have been identified as ELLs according to the results of the LAB-R. Along with the entitlement letter, parents of students who have been identified as ELLs are sent a flyer in Spanish, English, and Chinese, inviting them to an orientation. This is all within 10 days of admittance of the child in school. The Parent Survey and Program Selection Form is distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ESL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting, which will also be held within 10 days of the child's admittance in the school.

The same procedure is followed during this meeting. The remaining parents who do not attend are called individually by the parent coordinator or the ESL teacher and asked to come in to school where the ESL teachers will meet with these parents individually to discuss their options and assist the parent in filling out the form.

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.

After analyzing the number of requests for specific programs (Bilingual, ESL, Dual Language) from the Parent Survey and Program Selection Form, the appropriately certified ESL teachers work closely with the Parent Coordinator to comply with parents' requests. The ELL teachers along with the Parent Coordinator communicate with the parent in their native language. The programs are aligned with parent choice options. Based on the parent requests from the Parent Survey and Program Selection Form, students are placed in bilingual or ESL instructional programs. A tracking system has been established whereby the ELL teacher records what program each parent requests. For those parents requesting a TBE or Dual Language program not currently offered in the building, ELLProgramTransfers@schools.nyc.gov is consulted to assist in locating an appropriate program.

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.

All students who are identified as English Language Learners either based on their LAB-R score, or their continued ELL status based on their not having reached proficiency on the NYSESLAT test from the previous Spring, are administered the NYSESLAT in April-May. Every LEP/ELL student must take the NYSESLAT until she/he has reached the level of proficient. Certified ESL teachers are used to administer the test. The Speaking test is administered on an individual basis. The Listening, Reading and Writing tests are administered in group settings. A committee of certified teachers is formed and trained to score the Writing test. The Assistant Principal oversees the administration and scoring of the test and insures that we are in compliance with all the rules and regulations set forth by NYS.

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. 

At the current time, P.S. 28 has two ESL programs: Transitional Bilingual Education and Freestanding ESL. The trend has been for the majority of parents to request Freestanding ESL. For the 2009-10 school year, 1 parent requested Bilingual Education and 70 Freestanding ESL. For the 2010-2011 school year, 3 parents requested Spanish Bilingual Education, 3 parents requested Chinese Bilingual Education and 61 parents requested Freestanding ESL.

For the current 2013-2014 school year, 95 parents of newly admitted ELLs chose ESL based on their parent survey, 6 chose Transitional Bilingual Spanish (and were put in a TBE special education class), and 2 chose Dual Language Chinese.

The program models offered at P.S. 28Q are aligned with the majority of the parent requests. At the current time the majority of the parents requested Freestanding ESL. At the moment, P.S. 28 offers Freestanding ESL and Spanish Bilingual for our self-contained special education classes. As more parents request Chinese and Spanish Bilingual Education classes we will take the steps to determine if it is feasible to include these program models at P.S. 28 such as hiring appropriate personnel as well as looking into available space in the building.

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. The ESL program consists of one kindergarten/first, one first/second, and one second grade Transitional Bilingual Special Education classes, three self-contained ESL classes in kindergarten, one self-contained ESL class in first grade, and one self contained ESL class in second grade. Three appropriately certified ESL teachers push in to service classes in grades K-2 for 5 periods daily. These certified pedagogues provide either 180 minutes of ESL service or 360 minutes of ESL service during a week, based on student proficiency levels according to the LAB-R or NYSESLAT. There are currently 319 ELLs in K-2 at P.S. 28, 313 of which are considered Newcomers, receiving services for 0-3 years. 86 of these students are ELL students with disabilities, with 36 of these being special education students who are in a Transitional Bilingual Education program and have been in the program for 0-3 years. Additionally, the school requested extension of services for 6 students who, after being in the program for three years and continue to be second graders, did not reach proficiency level on the NYSESLAT. These students will continue to receive support services to improve their English proficiency.
 - b. The ESL program model consists of a heterogeneous mixture of proficiency levels in general education, ICT and Special Education classes.
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)?

P.S. 28 has one Kindergarten/First Grade, one First/Second Grade and one Second Grade Spanish Transitional Special Education Bilingual class. The comprehensive instructional program includes daily instruction in all curriculum areas in the students' native language of Spanish and English. The Spanish Transitional Bilingual Education (TBE) program is taught by 2 certified bilingual special education teachers and 1 special education teacher with a bilingual extension. In the beginning stages of English language acquisition, 60% of academic instructional time is in the native language and 40% in English. As students develop fluency in English, instructional time in English increases for intermediate level students to 50% native language instruction and 50% English language instruction. As per the CR Part 154, students also receive one unit of NLA and two units (360 minutes) of ESL for beginner and intermediate ELLs.

P.S. 28 has five heterogeneously grouped with mixed proficiency levels Self-Contained ESL classrooms, three kindergarten classes, one first grade and one second grade. Each class is taught by a certified teacher who holds both common branch and ESL certification. The self-contained ESL program includes daily instruction in all curriculum areas in English with 25% native language support through native language texts, word walls with picture support and Spanish cognates, interactive word walls, shades of meaning displayed in the classroom, conversational prompts, native language picture dictionaries and books, technology using the Smart Board.

P.S. 28 has an ESL Push-In Model whereby identified ELL students receive instruction from 3 appropriately certified ESL teachers. The ESL program follows a "push-in" model whereby the ESL teacher pushes in to a classroom to provide Literacy support in all modalities for the students. As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive a minimum of 180 minutes of ESL instruction weekly.

ELA instruction is taught by the classroom teacher with support from the ESL teachers using the Core Knowledge program for a total of 120 minutes. 60 minutes is dedicated to the Listening and Learning strand while 60 minutes is for the Skills strand of the program.
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.

Spanish Transitional Bilingual Education

The Spanish Transition Special Education Bilingual classes use the ELA program, Core Knowledge, which is aligned to the Common Core Learning Standards. This research-based program provides a core Literacy curriculum that is coherent, cumulative and content-specific in order to help students establish a strong foundation of knowledge, incrementally. This program consists of a Skills strand, which focuses on decoding and reading and writing in tandem. The Listening and Learning strand focuses on students' oral and vocabulary development along with building content knowledge.

Differentiated instruction for these newcomers, who are special needs students, consists of both small grouping and individual support by the native language teacher and paraprofessional. Differentiated grouping is also done by modality to support these students' individual ESL needs. Teachers use the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide was designed for the ELL student to scaffold their content and vocabulary knowledge.

Native language support is given through the use of native language texts, word walls, picture support and picture dictionaries, as well labeling the room. Spanish Language and Reference books are used in Go Math. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency. Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. ELL students in the TBE program are assessed using Easy CBM, Core Knowledge Domain Assessments, Go Math Unit Assessments, school generated ESL Interim Assessments, Oral Language assessment, NYSESLAT, and teacher generated assessments. These assessments are used to determine students' academic progress along with their level of English language acquisition. The results help to determine at what level the students are performing academically and what modalities need to be focused on.

Self-Contained ESL Classrooms

The self-contained ESL program includes daily instruction in all curriculum areas in English. Students use the ELA research-based Core Knowledge Program. In this program students have two 60 minutes blocks. One for Listening and Learning, where they listen to read alouds, and answer comprehension questions, and the other which is a Skills strand, where students build decoding, reading, and writing skills. In the Core Knowledge Language Arts and Listening Strand, students build the background knowledge and vocabulary critical to listening and reading comprehension. The decoding skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading.

Differentiated instruction for the newcomers includes the teacher utilizing the computer program, Imagine Learning, small group instruction, the use of the Core Knowledge Supplemental Guide, and effective ESL strategies and methodologies to assist students in developing English language proficiency.

Instruction is conducted in English with 25% native language support through the use of native language texts, word walls, picture support and picture dictionaries, labeling the room, and pairing students with the same native language. ESL approaches and strategies are also used in all content areas in order to achieve maximum proficiency.

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. Teachers assess students on an ongoing basis using conference notes, Easy CBM, Core Knowledge Domain Assessments, Skills assessments- such as a weekly spelling tests, student work, teacher-made tests, Diagnostic Writing Assessments, and teacher observation, in order to drive instruction that supports individual student needs.

ESL Push-In Model

Identified ELL students receive instruction from 3 appropriately certified ESL teachers. The ESL program follows a push-in model whereby the ESL teacher pushes in to classrooms during the Listening and Learning Strand of Core Knowledge. The ESL teacher works with small, differentiated groups using the ESL designed Supplemental Guide which scaffolds the learning of content and vocabulary for the ELL student. As per CR Part 154, all beginner and intermediate students receive the mandated

minimum of 360 minutes of ESL instruction each week and the advanced students receive a minimum of 180 minutes of ESL instruction weekly.

The ESL teacher uses the data generated from the LAB-R and NYSESLAT to inform their instruction. Students are looked at closely through the four modalities to insure that they will reach maximum proficiency in the English language. Scaffolding and differentiating instruction are an integral part of our Core Knowledge program as well as in our content area instruction.

Differentiation is based upon the analysis of the scale scores as provided by NYSESLAT and LAB-R assessments. Visuals, hands on experiences, charts, songs, chants, graphic organizers, meaningful accountable talk, sentence frames, and discussion prompts are part of the instruction. Instruction is delivered in English with ESL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips of poems and stories, labeling the room, picture support and pairing students with the same native language. ESL teachers who are native language speakers also provide support to clarify meanings, ideas and content. The ESL and classroom teachers meet weekly during common preps and grade meetings to discuss student data and lesson planning with the purpose of aligning instruction to address student needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who did not pass the LAB-R are given the Spanish LAB to ascertain whether the child is fluent in their native language. In addition, students are assessed in their native language using running records to determine their reading proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 - NYC Performance Assessment
 - Easy CBM- provides benchmarking and progress monitoring assessments in the four reading pillars- three times a year.
 - Core Knowledge Domain assessments- assessments in the Listening and Learning strand, as well as weekly Skills strand assessments.
 - Teacher observations/ student work/ conference notes.
 - Student oral language assessments by ELL provider and classroom teacher.
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. Not applicable
 - b. Instruction for ELL Newcomers is differentiated by teachers using the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide is designed for the ELL student as it scaffolds the content and vocabulary. Students who are not making adequate progress are placed in the Extended day program two times a week. Students who scored beginner on the NYSESLAT or are new to the country are using an ESL computer program called Imagine Learning to develop oral language, listening and reading skills. Assesments are within the program.
 - c. Instruction for ELL students receiving 4 years of service include receiving ELA instruction using the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide is designed for the ELL student as it scaffolds the content and vocabulary. These students also receive additional support through the Title III program. Students who are not making adequate academic progress also receive additional support during Extended Day and through the RtI program.
 - d. Not applicable
 - e. Students who have reached proficiency level on the NYSESLAT continue to receive ESL support for two years to maintain their English proficiency. Students not making adequate academic progress also receive RtI support during the day in a pull-out models.
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?
 - Extra picture support, shades of meaning, interactive word walls with Spanish cognates, sentence frames, the use of the supplemental guide within Core Knowledge.
 - Response to Intervention for students who are not meeting the benchmark level for that grade through a pull-out program

- Imagine Learning- a research based computer program that builds oral vocabulary specifically developed for ELLs

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?

Trained ESL teachers push in to classes and parallel teach during the Listening and Learning strand of Core Knowledge using the supplemental guides

Students are provided extra support through RtI interventions- pull out program in small groups

ELL SWDs receive academic support during extended day

Use of smart board and ELMO to display visuals in a larger format

Native language teachers and paraprofessionals support students by providing clarifications and explanations

Courses Taught in Languages Other than English

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

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

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

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

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

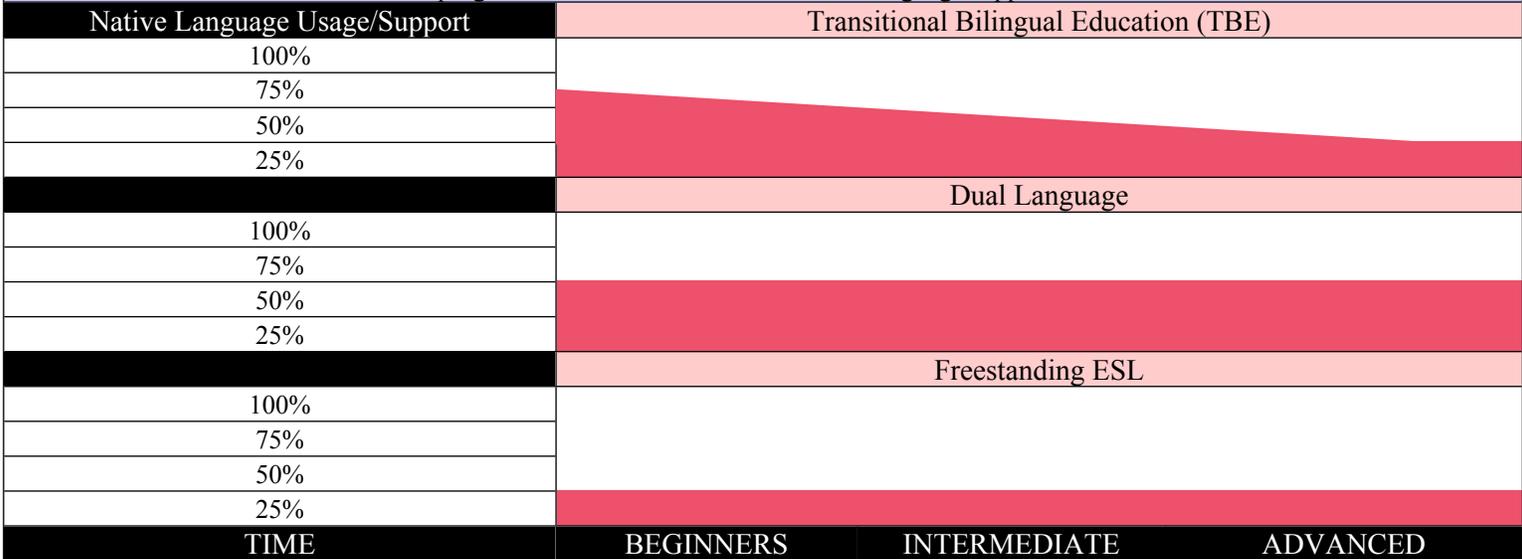
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

ELL students in grades K-2, including students with special needs and students who have reached proficiency on the NYSESLAT, receive academic support within the school day. Instruction focuses on literacy and math in both push-in and small pull-out group models. These supports and resources correspond with the students grade and age. The programs used are: Go Math Reteach in Small Groups; Core Knowledge Supplemental Guide, and Remediation and Assessment Guide; Leveled Literacy Instruction; and Great Leaps. ELL students who are receiving Tier 2 intervention in RtI get targeted intervention once a day for a fifty minute period 3 times a week in a pull out program. Tier 3 students receive targeted one-on-one support daily by an RtI Specialist. All ELL students are supported by a trained ELL pedagogue in a small group using the Listening and Learning Strand of Core Knowledge. All ELL teachers use the Supplemental Guide which provides more focus on Tier 2 vocabulary, as well as modified assessments. All newly arrived and beginner ELLs are receiving extra support in a Title III program which uses the research-based ESL computer program, Imagine Learning. ELL students, whose scores did not meet benchmark levels according to Easy CBM, were recommended for a two-day a week Extended Day program.

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

This year P.S. 28 adopted the ELA program, Core Knowledge, to meet the needs of all our ELL students. This program, aligned to the Common Core Learning Standards, addresses the five pillars of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Students are exposed to a wide variety of content including Ancient Civilizations and the Human Body through listening and learning. The skills strand focuses on decoding and reading and writing in tandem. Students are given the background knowledge and vocabulary support that our data shows they need, to succeed in school and to successfully pass the NYSESLAT. In the ELL push in program, ELLs are taught using a parallel teaching model, using a supplemental guide, that modifies vocabulary, assessments, and pacing.

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

- ESL-specific implementation of the Core Knowledge Program - a research based program in listening, learning, and skills that addresses the needs of students - to be used by the ESL push-in teacher during Listening and Learning Strand of Core Knowledge
- ESL research-based computer program, Imagine Learning, for Title III and beginner ELLs to be used during Extended day
- An increase in experiential learning through partnerships with the Hall of Science, Puppetry in Practice, and The Queens Museum of Art

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

Everyday Math has been replaced by Go Math - a research-based program aligned to the Common Core Learning Standards, has specific supports designed for ELLs
Readers and Writers Workshop has been replaced by Core Knowledge - a research-based program aligned to the Common Core Learning Standards, has specific supports designed for ELLs

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

ELL students are offered a two day a week extended day program. As part of this program, a research-based ESL computer program, Imagine Learning, is utilized with beginner ELLs. In addition, targeted ELLs are given ipads with apps such as Sentence Magic, Vocab PCS, Phonics Consonants, iwrite words, Sight Words, and Sentence Magic, as an additional resource for building sight word knowledge, vocabulary, and phonemic awareness. ELL students also receive RtI support for those students who are not making adequate academic progress.

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

A variety of instructional materials and visuals are used in the classroom to support ELL instruction in literacy and in the content areas. Teachers follow the Core Knowledge Curriculum in both native and English Language Arts utilizing effective ESL methodologies and strategies. Our literacy classrooms are equipped with leveled libraries, which include books across many genres and content areas as well as books and dictionaries in native languages. Students also use literacy manipulatives such as dry wipe boards, magnetic letters, books on tape and sentence strips of poems and stories. Classrooms contain a print rich environment with word walls, interactive word walls with Spanish cognates, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Students are provided with materials that are familiar to them to give them an experiential base to build upon. Vocabulary has become a school wide initiative whereby students hear and are encouraged to use the “word of the day”. Teachers provide intensive and explicit vocabulary instruction to increase language acquisition by the ELL student. The Listening and Learning Strand of Core Knowledge emphasizes vocabulary acquisition, and the supplemental guide enhances students' Tier 2 vocabulary learning. A remediation and assessment guide is used in small groups to reinforce the lessons and vocabulary from the program. Go Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experience. The science cluster teacher provides students with an investigative approach to learning this content area. An extensive Arts program which includes music, visual arts, animation and theater serves as a learning tool to support all our ELL students. Technology is an integral part of instruction for the ELL students. Teachers all use Smart Boards, and ELMOS in their classrooms as an instructional tool. All classrooms have access and utilize the internet for research. Many classrooms use ipad apps such as Sentence Magic, Vocab PCS, Phonics Consonants, iwrite words, Sight Words, and Sentence Magic, as an additional resource for building sight word knowledge, vocabulary, and phonemic awareness. Beginner ELLs utilize the ESL research- based computer program, Imagine Learning, in a Title III program, as well as in an extended day program. All first and second grade students are learning how to type using the program "Type to Learn Jr." Other computer programs, such as One More Story, Starfall and Learning A to Z, are being used in the classroom to support the ELL students in having books read to them and providing students opportunities to practice phonics and letter and word recognition. All students have access to the computer program I-Read for both in school and at home use. This research-based program is a systematic approach to support students in foundational reading skills.

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

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

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

All required service support and resources correspond to ELLs’ age and grade levels. Students receive grade level instruction in ELA. Additional support from the Core Knowledge Supplemental Guide, which is designed to support the ELL student, is used. Students are instructed at grade level and receive additional scaffolded academic language support using this guide.

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.

ELL students who are newly enrolled are welcome to come to an orientation workshop before the beginning of the new school year. This workshop is conducted by the Literacy Coach, ESL teachers, and Parent Coordinator who is available for translation. At this workshop, families are given a packet of activities, such as practicing writing their name and beginning counting activities, that the student can work on during the summer. These students are also given a Welcome to School picture book. These picture books are made available in both Spanish and English. First and second grade ELL students who are new to the country or who did not attend Kindergarten receive additional social support from our Bilingual Guidance Counselor during the school year. Those students whose native language is Chinese receive additional social support from our Chinese language ESL teacher.

18. What language electives are offered to ELLs?

Not applicable

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)?

Not applicable

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.

1. P.S. 28 provides ongoing professional development for all ELL personnel and the entire staff. Teachers attend outside workshops as well as receive professional development provided by in-house appropriately certified ESL Teachers, Assistant Principal, Literacy and Math Coaches. These trainings are conducted on Professional Development Days, at Grade Meeting, at Faculty Conferences and at workshops during the day and after school. P.S. 28 has partnered with a Literacy Consultant, Maureen Morriss, who teaches strategies to improve practices aligned with the Common Core Learning Standards. The teachers have also received support from Shirley Rouse-Bey, Network Support Specialist -ELL and Core Knowledge Support Specialist, Cari Ryan.

Professional Development activities for ELL teachers include:

September –Analyze NYSESLAT data and planning for specific student needs based instruction - facilitated by Assistant Principal

- Effective ESL Push-In Model - facilitated by Shirley Rouse-Bey, Network Support Specialist - ELL
- ADVANCE for the ESL Teacher- facilitated by Principal

Monthly ELL Liaison meetings conducted by the CFN and turnkeyed to ELL teachers at common planning time

October – Language Allocation Policy – facilitated by LAP Committee

- NYC Performance Assessment - facilitated by Assistant Principal
- Planning and Preparation for the ESL Teacher - facilitated by Assistant Principal

November – STARS Training - facilitated by Technology Teacher

- Unpacking the NYSESLAT: Instructional Implications for ELLs- facilitated by the Office of English Language

Learners

- ADVANCE for the ESL Teacher - facilitated by Principal

December - Communicating Purpose to ELLs - facilitated by Assistant Principal

January - How to Administer the NYSITELL - facilitated by Assistant Principal

February – Analyzing NYSITELL as it compares to NYSESLAT - facilitated by Assistant Principal

April - ADVANCE for the ESL Teacher - facilitated by Principal

2. Professional Development for ESL Teachers to support ELLs in Common Core Learning Standards:

September - Understanding Core Knowledge as it is aligned to Common Core Learning Standards - facilitated by Core Knowledge Specialist

Specialist

October - Understanding the Expectations of CCLS for the Young Writer - facilitated by Literacy Consultant

December - Understanding Core Knowledge as it is aligned to Common Core Learning Standards - facilitated by Core Knowledge Specialist

January - Looking Closely at the Language Standards - facilitated by Assistant Principal

March - Looking Closely at the Speaking and Listening Standards - facilitated by Assistant Principal

April - Looking Closely at the Reading Standards - facilitated by Assistant Principal

May - Looking Closely at the Writing Standards -facilitated by Literacy Consultant

3. Not applicable

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

September - Creating a Language Support Environment for the ELL student (ongoing throughout year) - facilitated by Shirley Rouse-Bey, Network Support Specialist - ELL

November – Language Allocation Policy – facilitated by LAP Committee

December - Unpacking the NYSESLAT Data - facilitated by ESL Teachers

January - Building Academic Language for ELLs - facilitated by ESL Teachers

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. The involvement of all families, including those of ELLs, is a priority at P.S. 28. Communication with parents is the foundation for true involvement and cooperation with parents. All school-wide notices are sent home in English, Spanish, and Chinese. Spanish and Chinese translation by school pedagogues and staff members is offered at each class' Parent Orientation at the beginning of the school year, during Parent-Teacher conferences, during individual parent meetings, and at all parent workshops throughout the year.

The Parent Coordinator is bilingual in English and Spanish and works throughout the year to facilitate a strong home-school connection. She offers workshops on homework help, community resources, special guest speakers and topics of special interest to parents. Workshops are offered by the Assistant Principal, Parent Coordinator, Guidance Counselor, Coaches and teachers on how to help students achieve both in the classroom and at home. Parents have been introduced to the new curriculum, Go Math and Core Knowledge. Workshops have been conducted on how to help your child at home and what are the expectations in each grade to meet the new Common Core Learning Standards.

2. P.S. 28 has partnered with, among others, Health Plus, Food Bank - CookShop, Cool Culture, Puppetry in Practice. ELL parents receive information and support on student health issues such as asthma and diabetes. Parents attend CookShop workshops where they learn about good nutrition and try out recipes that they can use with their families. Pre-K and Kindergarten parents attend Cool Culture workshops where they learn about and are encouraged to attend the various museums and cultural institutions throughout NYC. Parents receive a yearly pass which gives admission to them and their families. Puppetry in Practice provides hands-on art workshops for the parents using different art mediums.

3. The needs of the parents are evaluated through parent surveys conducted by the Parent Coordinator as well as the results from the Learning Environment Surveys. Requests are also made through PA meetings, one-on-one conferences with teachers, administrators and parent coordinator. Workshops on how to help your child at home came about through requests made by parents at PA meetings.

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

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: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Pessutti	Principal		11/15/13
Elizabeth Brizo	Assistant Principal		11/15/13
Maria Rodriguez	Parent Coordinator		11/15/13
Dahlia Schoenberg-Lam	ESL Teacher		11/15/13
Emperatriz Davila	Parent		11/15/13
Jeanette Urena - ESL	Teacher/Subject Area		11/15/13
Judy Zhang - ESL	Teacher/Subject Area		11/15/13
Carol Cardi	Coach		11/15/13
Judy D'Andrea	Coach		11/15/13
Elizabeth Rivas	Guidance Counselor		11/15/13
	Network Leader		
Consuelo Torres	Other <u>IEP/SETTS</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 204 Network: Diane Foley

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

Part A: Needs Assessment Findings

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.

In order to assess the needs for written and oral translation for our parents, the school utilizes the ATS RAPL Report (Adult Preferred Language Report). An analysis of the ATS RAPL Report (Adult Preferred Language Report) for P.S. 28 indicates that our enrollment of 553 students consists of 3 preferred languages: English, Spanish and Chinese. 81% of our parents speak and write in the Spanish language, 15% of our parents speak and write in English and 4% of our parents speak and write in Chinese.

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

The major findings of our school needs is that in order to communicate effectively with the parents of our student population, we must do so in the languages of Spanish, English and Chinese. The ATS RAPL Report indicated that 448 parents requested written and oral communication in Spanish, 83 parents require written and oral communication in English while 22 parents require written and oral communication in Chinese. Parents are made aware that written translation and oral interpretations are available at school through PA Meetings and Parent Orientation Meetings. Teachers are made aware of the fact, through faculty meetings, that forms and notices issued by the school are available in Spanish, Chinese and English. Teachers are also made aware that translators are available for all parent-teacher conferences as well as meetings with parents on an individual basis.

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.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Thomas Emanuel Early Childhood	DBN: 24Q028
This school is (check one):	
<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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Push-In Program	
Total # of ELLs to be served: 37	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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