



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 28X /MOUNT HOPE CENTENNIAL SCHOOL

DBN (i.e. 01M001): 09X028

Principal: MR. STEPHEN BECKLES

Principal Email: SBECKLE@SCHOOLS.NYC.GOV

Superintendent: MRS. DOLORES ESPOSITO

Network Leader: MR. BEN WAXMAN

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
Stephen Beckles	*Principal or Designee	
Monica Hilton	*UFT Chapter Leader or Designee	
Joanna Camacho	*PA/PTA President or Designated Co-President	
Robyn Anderson	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	
Lilly Nunez	Member/ Chairman	
Sylvia Medina	Member/ Secretary	
Virginia Duran	Member/ Time Keeper	
Elizabeth DeLaCruz	Member/ Parentt	
Zuleilka Santos	Member/ Parent	
Maria Henriquez	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

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

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.

- *By June 2014 students in grades 3-5 will show an increase in ELA performance levels of 3 and above at 3-5% point gain.*
- *1. Priority focus in ELA, for grades 4 and 5, will be in outlined from varied data sources including ARIS comparative measures on performance indicators to provide targeted support as well as baseline information, online IReady ELA assessment, and ongoing data in meeting individual student outcomes.*
- *2. Progression and attainment of teacher effectiveness goals will be noted in administrative walkthroughs and on teacher goal setting documents with a special focus in the competency areas of designing curriculum, using questioning and discussion techniques, and using assessment in instruction.*
- *3. Documented PD for teachers based on their own personal identified goals as well as follow up areas as noted in walkthroughs and observation.*
- *4. Each teacher from PreK-5 will align their practice to the school's instructional focus.*

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

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

- 1. Professional development opportunities are identified, in order to deepen their understanding of the instructional shifts and how to embed these into their teaching practices*
- 2. In terms of resources, teachers have been supplied with new instructional tools that are reflective of the Common Core such as: IReady Online Assessment and Waterford Online Assessment both administered school wide, "Core Knowledge" from K-2 and "Expeditionary Learning" from 3-5 to support their understanding of the CCLS for the grade level and to instructionally address these new standards.*
- 3. Scheduling and funding allotment for opportunities for teachers to meet twice a week. During these meetings, professional development has been planned, and is facilitated by coaches, administrators, and teacher peers.*
- 4. Scheduling funds for after school academy for identified bottom 1/3 students for ELA/Math academy and Saturday Academy.*
- 5. Use of on going data (DRA, IReady, Waterford and baseline) will be reviewed for trends, thereby allowing for strengths and weaknesses to be identified and addressed on an ongoing basis.*
- 6. Teachers will then analyze student data (both formal and informal) to determine individual student and class needs, as well as to develop appropriate student learning outcomes and goals*
- 7. Ongoing DYO assessments will support the setting of new goals, and assist teacher teams in the planning and preparation of units of study/task bundles to meet the needs of all learners*
- 8. Teachers will identify specific curriculum outcomes for each grade level, which will achieve coherence both vertically and horizontally*
- 9. CCLS rigorous tasks will enhance teacher understanding of learning outcomes, and will provide a forum to apply consideration for specific student needs, and application of the instructional shifts using the UDL design*
- 10. In terms of setting coherent outcomes, the use of protocols and rubrics will be aligned across grade levels, for viewing and responding to student needs, through analysis of their work*
- 11. Teacher will focus on sharing best practices to support and monitor student progress growth during teacher team time and PD opportunities*

12. *In addition, teachers will be asked to utilize ongoing data and information from ARIS, IReady, and Waterford to encourage greater consistency in differentiated instruction, so that all students are challenged*
13. *All student subgroups will include a systemized protocol to identify and track the progress of learning goals (IPPS/Individual Pupil Plans), and to evaluate and adjust student progress and teacher focus*
14. *Administrators will support teacher effectiveness by providing them with ongoing feedback from frequent instructional walkthroughs and both informal and formal observations*
15. *Teachers will meet with their teacher teams, coaches, consultants and administrators to discuss action plans they created using current data*
16. *Teachers will meet with administrators to discuss action plans for their students, with specific focus on meeting the needs of the identified bottom 1/3 of their class in the beginning, middle and end of the school year(Sept., Jan., June)*
17. *Weekly team meetings will allow for teachers to discuss and understand the application of ELA instructional shifts and share best practices while examining student work across the grade*
18. *Aussie consultant will support focuses through modeling and the use of protocols to examine student work*
19. *The focus in ELA instruction will be on requiring students to ground reading and writing, and discussion with evidence from the text. New appropriate and grade level texts will support all groups of students. Strategies are embedded to support the subgroups of ELL and SWD students*
20. *Teachers will use available resources to make appropriate text choices that will require students to read closely and to make meaning from them*
21. *The expectation is that teachers will appropriately ask questions to students, which will support their engagement with the text which will be supported through walkthroughs that are based on the various domains and components from Charlotte Danielson*
22. *Frequent walkthroughs and feedback will identify and support teacher effectiveness in specific goal setting terms*
23. *21st century skills of using technology for research and presentation will also be embedded into the ELA curriculum as well as targeted videos to build background knowledge*
24. *Classroom teachers, RTI support, and coaches will participate in professional development in conjunction with Aussie consultants, assistant principals and the data specialist, which will be directed at looking and analyzing student work to drive instruction. This will be facilitated through the implementation of "Data Days" planned throughout the school calendar as well*
25. *Monthly grade conferences and the use of common planning time. Teachers will continually update their assessment binders as they draw from varied assessments for student information.*
26. *ELA coach and Aussie consultant will support teachers in grades Pre-K to 5 in reviewing, revising and implementing the performance task bundle*
27. *Teachers will have ongoing support during common professional period for ELA where the CCLS will be integrated into the curriculum map with an understanding of the DOK integration*
28. *Student work analysis as well as data analysis will be conducted in teacher teams as well as professional development period*
29. *Use of Curriculum mapping will guide and support the teachers' planning and coordinate with identified DYO testing calendar for the year*
30. *Teachers will utilize the "Class at a Glance" spreadsheets, whereby teachers will input data of all internal assessments and review item analysis within the class. Instructional decisions will be embedded within the formative data.*
31. *Aussies and coaches will offer modeling and debriefing sessions that will be replicated by the coaches*
32. *School will implement the customized assessment calendar approved by the Periodic Assessment Team that will be incorporated within the curriculum mapping for each grade. Classroom teachers, coaches, assistant principals and principal will meet periodically to analyze these assessment results and their implication for instruction.*
33. *Coaches will plan and advocate for availability during weekly common planning sessions to further analyze data, and plan individual, whole group, and small group activities especially as they relate to ELL learners, special education and the learning styles of boys and girls in their classrooms.*
34. *Teachers will use the "Assessment Grade Binders" and "IReady Online Progress Reports" for each of the 6 units. The assessments will target the intended outcomes for each unit as the reports will allow students to understand their growth and to set academic goals throughout the school year in all major content areas as reflected on the reports.*
35. *Teachers will create and organize Data Binders in which they will keep all assessment results, action plans, and differentiated groups. Binders will be brought grade conferences as well as individual conferences with the immediate supervisors as teacher goals are discussed during intervals of the school year*
36. *Formal and informal observations will be conducted to ascertain that teachers' delivery of instruction is aligned with school goals, and instructional focus in differentiating instruction and meeting students' needs.*
37. *Supervisors will review lesson plans to ensure that teachers target students for differentiation. Teachers have outlined the non-negotiable in terms of plans for whole, small and individual support.*
38. *Use of the professional teaching standards will be used for both administrative and extended walkthroughs, which will encompass identified teachers.*

39. *Intervisitation to observe best practices will be scheduled for teachers to visit classrooms within the school and in other schools.*
40. *Assistant Principals and Coaches will support classroom teachers in differentiating instruction through the use of varying process, content and products in addressing the needs of their targeted population.*
41. *The early grades, Kindergarten and First Grade, will incorporate Wilson "Foundations" to support early childhood reading skills. The early childhood coach will support small group work with identified at risk students.*
42. *Waterford, DRA, IReady and reading records and ongoing testing and progress monitoring will inform teachers and support targeted instruction.*
43. *The Writing Inquiry Team will examine and identify the strengths and deficits students in grades K-5 unilaterally demonstrate in their writing abilities. Additionally this will in turn residually impact the students' ability to comprehend complex text.*
44. *To support teachers in successfully meeting the needs of all students. Findings are shared with the staff through various forums throughout the year.*
45. *Teacher teams will focus on Inquiry work as delineated by the group which will support student work and performance task bundles for ELA*
46. *Study groups will be scheduled to meet teacher interest and support professional learning and growth.*
47. *Teachers will participate in a lab site under the Aussie consultants. Teachers will then turn key learning during weekly common planning*
48. *Administrators, teachers, literacy and math coaches and teachers will continue to utilize the school website and infuse technology in their lesson planning and implementation*
49. *PD offerings from various avenues will be identified and scheduled with the focus of promoting deeper and richer knowledge for our staff*
50. *Teachers will use effective strategies to support student growth as an intended outcome of teacher team meetings on a bi-weekly basis*
51. *K-2 students will take home backpacks of reading books and activity worksheets during a five week cycle to support their DRA growth*

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

1. Ms. Matthews (ELA Coach) MS. Servedio (ELA Coach) Ms. Minnich (Data Specialist) Ms. Taylor (I.E.P. Teacher) Ms. Ebblewhite (AUUSSIE Consultant)

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

1. IReady Online Assessment Waterford Online Assessment MyOn (Personalized Reading Program) Expeditionary Learning /Core Knowledge Assessments

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

1. IReady (September-June) Waterford (January –June) MyOn (February-June) ELA Assessments (September-June)

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

1. IReady, Waterford, MyOn all embedded into the classrooms through smart boards, technology lab, laptops and iPad carts

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).

Parental involvement will incorporate:

- *The alignment of the efforts of parents, teachers and students in communication and goal setting will be increased with both progress reports (6 yearly) and 2 report cards, which will be generated electronically*
- *The 25 book campaign will be supported at school with parent support by providing home school connections*
- *Parental on site workshops will be planned to support parental involvement on various topics (testing, math/ELA,ELL classes)*
- *On site lending library for parents will be available in the parent center*
- *Administrative cabinet meetings will review teacher progress as well as the home school connection and set supports in place as applicable*
- *Use of IReady online registration of K-5 students will allow parents to gain a better understanding of the school's mission, vision, and instructional focus.*

To achieve these objectives we will begin with a Beginning of the Year professional development for planning and overview of Literacy action plan.

Throughout the year, we will support teachers and the instructional program with teacher workshops, smartboard and school website training to

access instructional resources to support accountable talk and visual literacy. In addition, content area coaches, as well as AUSSIE consultants will

collaborate and support teachers with data collection and analysis, implications for instruction and strategies to apply for differentiated instruction.

Principal: FSF

Aps: FSF and Title 1

Teachers/Coaches: Title 1, FSF

- **Consultant: Hensley foundation, Title1**

Budget and Resource Alignment

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

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

Service and program coordination

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

n. IReady online assessment

o. Waterford Online Assessment

The Literacy Intervention Program at PS 28 is staffed by State Certified and/or Licensed Reading Teachers.

There is 1 ESL teacher who:

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

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.

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

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.

Anticipated data outcome:

- ***Increase the percentage of students performing at level 3 or above by 3%-5% from 13.5% to 15.5% in grades 3,4 and 5 as measured by the June 2014 NYS Math Results***
- ****Engage all students in rigorous CCLS math units of study that focus on the major work of the grade and mathematical practices 3 and/or 4. This unit of study will be embedded in our CCLS aligned curriculum, informed by a common teaching framework that will include appropriately challenging for all learners, including students with disabilities and English Language Learners. The second unit will also focus on math practices 3 and/or 4 as well as other relevant math practices and may center on standards in the same domain or on other major work of the grade.***
- ****Students will engage in cognitively demanding mathematical tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.***
- ****Implement the Houghton Mifflin 'Go Math' program and IReady online assessment in all classrooms, while also exploring other supplementing resources and lessons.***
- ****School will conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies. Learning Walks will be used to collect low inference data that will support decision-making and as a way to monitor teacher progress at a grade and school level.***

****Review of student work/ conferencing notes/ teacher planning and student grouping***

****Use of data to set student goals and student scaffolding of content and skills understandings Teachers will:***

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

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

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

External Professional Development Providers

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

Internal Professional Development

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

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

**Teachers will continue to learn how to use Excel class spreadsheets, IReady online assessments, Waterford online assessments, & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e. City Baselines and In-House Assessments*

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

**Developing cognitively demanding tasks for all learners.*

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

Additional focus and student support:

- Review of student work and lesson review to support student progress by ascertaining student understandings of mathematical conceptual understandings and specific planning to meet those anticipated goal*
- Support for bottom 1/3 of students with Tier 2 intervention from the RTI team and coaches*
- Teacher development of IPPs (Individual Pupil plans) for their identified "at risk students*
- After school academies for at risk students (January 2014-March 2014)*

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. IReady Online Assessment Waterford Online Assessment GoMath -Assessments

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

1. Ms. Alba (Math Coach) Ms. Minnich (Data Specialist) Ms. Taylor (I.E.P. Teacher) Mr. Dunn (AUSSIE Consultant)

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

1. IReady Online Assessment Waterford Online Assessment GoMath-Assessments

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

1. IReady (Sept.-June) Waterford (January-June) GoMath (Sept.-June)

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

1. IReady and Waterford, are both embedded into the classrooms through smart boards, technology lab, laptops and iPad carts

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).

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

Parent informal observations

Data on newcomers, ELL and FELLs as indicated on our NYSESLAT results

Home Language Survey

Orientation meetings for ELL parents

Parent Coordinator Feedback

SLT Turn-Key in Parent Association Meetings

Parent Monthly Meetings

Parental involvement in the forms of Mathematics workshops "Math night": attendance sheets

Home school connections in Mathematics: use of Online Triumph application and use of home school connection activities for students

Unit progress reporting with at home strategizing feedback for parents

Parent teacher conferencing and feedback

Parent involvement at SLT and implementation of the home school connection

Budget and Resource Alignment

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

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

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Principal: FSF

Aps:

Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title1, Contract for Excellence

Service and program coordination

- **Strategies to address the needs of all children and particularly the needs of low performing students are presented in a variety of ways.**
- **Classes are formed heterogeneously.**
- **Diverse learning styles foster cooperative learning, peer tutoring and also contribute to building self-esteem.**
- **Students not performing at standards level will use supplemental intervention materials, which can effectively support their specific needs.**
- **These students receive academic interventions from members of the AIS Team and their classroom teachers.**
- **These are also included in our interventions are:**
 - a. **Parent Volunteers**
 - b. **Differentiated instruction in the classroom (use of data to determine needs)**
 - c. **Math Coach/RTI Personnel will be working with groups within the classrooms**
 - d. **Educational Assistants**
 - e. **Use of on-going assessments to plan instruction**
 - f. **Additional supplemental materials for groups/classrooms (class libraries)**
 - g. **Test preparation**
 - h. **Technology lab**
 - i. **Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.**
 - j. **Math interventions (beginning in September)- GO Math Intensive Support**
- **Teachers and Math Coach are also trained by Title IIB grant at Hunter College on specific content strands and the Math Common Core standards.**
- **These workshops are disseminated during the common professional periods within the school day. These teachers have had the mandatory 10 hours**

of training in ESL methodologies and techniques. Professional development in this area will be on-going throughout the school year. New teachers also receive intense mentoring with a minimum of at least 2 meeting a week and information is compiled in the NYDOE Mentoring tracking system.

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.

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

Comprehensive Needs Assessment

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.

For ELA

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

Students of testing grades will demonstrate an increase of 3-5% in the 2014 NYS exams

For Mathematics

- *1. Students will focus on standardized criteria as reflected in our curriculum mapping and teacher planning as evidenced in teacher team meetings and identified item analysis from data*
 - *2. Students will experience coherence and continuity of mathematical content as evidenced in our curricular spiraling and scaffolded content throughout the grades with a focus on identified areas of need*
 - *3. Student activity of fluency requirements for the grades will be evidenced in planning and outcomes of student performance on specific tasks devised*
4. Students of testing grades will demonstrate an increase of 3-5% in the 2014 NYS Mathematics exams

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

Action Plan for student success:

1. • **Principal will support teacher work and provide for professional opportunities in supporting student tolerance with complex texts**
2. • **Teachers will learn and share effective reading strategies such as “chunking” and scaffolding and questioning techniques based on Webb’s DOK**
3. • **Teacher team time will allow for teachers to effectively discuss best teaching practices and to cohesively look at student work**
4. • **The use of ongoing reading data and item analysis will support groupings and targeted teacher planning. Individual and small group student goals will then be articulated.**

5. • **Students will self monitor their growth and respond to content areas in writing through journals and be able to oral articulate their goals upon request**
6. • **Specific topics of professional development (i.e... questioning techniques that are specific to the text to encourage higher order thinking skills) will be reviewed and supported through various meetings and conferences with teachers, consultants, coaches and CFN support with an emphasis on best teaching and learning practices.**

7. • **Teachers will also be provided with equal amounts of information and literacy grade/level specific texts to support this transition.**
8. • **Administration will hold teachers accountable for building student content knowledge through text through walkthroughs, meetings, and observations**
9. • **Curricular mapping will support content, text scaffolding, and various source materials at every grade level**
10. • **Teachers will be monitored by lesson plan and student work collection in conjunction with frequent walkthrough and team meetings as well as one on one support as needed.**

11. • **Student work/folder work will be reviewed on an ongoing basis**
For Mathematics:
 - **Curricular content will be prioritized as applicable to the grade and student data**
 - **Priority standards will be identified and supported through various teacher meetings and walkthrough feedback and data**
 - **Fluencies will be identified as a stand alone activity with in classroom activities to support this goal**
 - **Time will be given to the teachers to develop content knowledge. Coach, teacher, administrator and parents will be involved with Title IIB (Hunter College Collaboration) with mathematical content focus.**
 - **Teachers will analyze student work and identify what will denote student mastery and proficiency**
 - **Cross curricular planning of mathematical application will be encouraged**
 - **Teachers will be supported in providing specific intensity for both fluency and applications.**
 - **Student work and effective teacher practices will be reviewed with appropriate feedback and next steps**
 - **Use of lab sites, demonstration lessons, teacher analysis of student and whole class work will be implemented through support personnel.**
 - **Ongoing math data will be analyzed within teacher teams and result in more effective teaching practices**

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

12. • *SIT team will support the management of identified special education students and students receiving related services.*

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

1. Ms. Matthews (Literacy Coach) Ms. Servedio (Literacy Coach) Ms. Alba (Math Coach) Ms. Ebbelwhite and Mr. Dunn (AUSSIE Consultants)

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

1. School Administration (Principal/Assistant Principals) Ms. Minnich (Data Specialist) Ms. Ebbelwhite and Mr. Dunn (AUSSIE Consultants)

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

1. September-June

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

1. Instructional Observations (Informal/Formal) Educational Walkthroughs Interclass visitation (in/out building) Professional Development (in/out building)

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).

1. School Leadership Team Training for parents conducted by District 9 Family Advocate

2. Yearly Science Fair celebration

3. Monthly Parent Association Meetings

4. Monthly School Leadership Team Meetings

5. Quarterly Meetings with PA /title I Presidents

6. Parent Workshops on ELA requirements and at-home resources

7. Parent Teacher Conferences to discuss ELA progress

8. Meet the Teacher Parent Meeting

9. Open School Night

10. 25 book campaign

11. Student celebrations of learning

12. Triumph learning online resources for parents

13. Classroom teachers' class web pages with online resources

14. Parent Coordinator Outreach with email and phone messages to parents

15. Teacher monthly newsletters

16. School Book Fairs

17. Parent Read Aloud in classrooms – parent workshops on testing, Mathematics and ELA

18. Letters to parents reminding them to keep up summer reading and writing

Budget and Resource Alignment

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

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

If other is selected describe here:

Funding: Principal: FSF

APs: FSF and Title 1

Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title

Service and program coordination

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

These are also included in our interventions are:

a. Parent Volunteers

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

c. Math & Literacy Coaches/RTI Personnel will be working with groups within the classrooms

d. Educational Assistants

e. Use of on-going assessments to plan instruction

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

g. Test preparation

h. Technology lab- IREADY Program for Literacy and Math

i. Computers in the classroom have programs that “reinforce” the Core Reading (Harcourt Brace) on appropriate levels.

j. Math interventions - Touch Math Program/ GO Math Tiered Activities/Math Work Stations

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

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.

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

Comprehensive Needs Assessment

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.

- *ELLS and Bilingual students will be challenged and supported to meet the same challenging academic content as all students by meeting the expectations as set by our curricular planning and DY0 ongoing testing as evidenced in teacher planning, student task engagement, process and representations of learning*
- *Language comprehension will be taught through listening, speaking, reading and writing skills, using observed classroom strategies as noted in the C. Danielson framework*

as noted in the teacher feedback walkthrough sheets

- *Students will be given the opportunity to increase student engagement through cooperative strategies and be provided with differentiated activities using our Unit task bundles for both ELA and Mathematics as evidenced in teacher team discussions, cooperative planning agendas, PD outcomes, teacher surveys, student journals*
- *Students will enhance English acquisition by encouraging the development of literacy skills and proficiency in the first language as documented on their NYSESLAT performance level gains*
- *ELLs will be provided with explicit vocabulary instruction as noted in their reading and writing by analyzing student progress on student comprehension of text, movement in text complexity and vocabulary growth, evidence of effective vocabulary instruction during walkthroughs and lesson plan collections*
- *ELLs and Bilingual will demonstrate oral language development through students' story retelling, verbal summarizing answering questions orally and teacher observations and walkthroughs*
- *The students data in these two particular subgroups will reflect an increase in their language proficiency rating levels as well as in an increase of 3-5% on the NYS math and ELA as applicable **Various levels of students in both ELL and Bilingual classes and has organized with classroom personnel and outside push in and pull out supports***

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

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

1. Arts Connections Program & Aligned CCLS PD with emphasis for ELL Subgroups

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

1. Classroom Teachers Administration Coaches AUSSIE Consultants

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

1. DRA Assessments IReady Online Assessments Waterford Assessments MyOn Personalized Reading Program Danielson Evaluation Framework

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

1. September-June

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

1. GoMath Core Knowledge/Expeditionary Learning Title III ELL Academies Estrellita

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).

- *Teacher walkthroughs and observations will support and define next steps for all students including Ells*
- *Parent coordinator will support parents with home and school connection pieces and the use of our parental lending library*

- *ARIS parent teacher will be available for parent data access and home strategies*
- *Content Area/Testing Parent Workshops for CCLS Shifts*

Parents will be offered translation services in their native language for all communications

Budget and Resource Alignment

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

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

Funding: Principal: FSF

APs:FSF /Title 1

Teachers/Coaches: Title 1, FSF

Consultant: Hemsley foundation, Title1, Title III

Service and program coordination

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

m. Experience Corps Program

n. Healthy Ambassadors (grade 4)

o. Arts Connection Program- ELL Subgroup

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

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

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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	Foundations Program Wilson Reading Program IReady Online Assessment Experience Corps Core Knowledge Expeditionary Learning IReady Online Assessment Waterford Online Assessment Smartboard Resources	Small Group One to One Extended Day ELA Academy	During School Day Extended Day After School Academy
Mathematics	Go Math Program/Tiered & Intensive Support IReady Online Assessment Waterford Online Assessment Smartboard Resources	Small Group One to One Extended Day Math Academy	During School Day Extended Day After School Academy
Science	McGrawHill Program Smartboard Resources	Small Group One to One Extended Day	During School Day Extended Day
Social Studies	McGrawHill Program Smartboard Resources	Small Group One to One Extended Day	During School Day Extended Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

Counseling and Mental Health Services

Small Group

One to One

Extended Day

Montefiore Clinic- Sessions/Outside Referral to Mental Health Clinic

During School Day

Extended Day

After-School Hours

**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.					
NA	School Wide Program (SWP)	NA	Targeted Assistance (TA) Schools	NA	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.
In effort to bring to the school highly qualified teachers, a hiring committee has been assembled, which is comprised of our school UFT chairperson, teachers, and administration. Additionally, each candidate must undergo both the interview process as well as demonstrate their abilities by doing a demo lesson

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).
As a school, teachers are sent to PD opportunities that are provided by both the NYC as well as those conducted by our Network, curriculum programs, and in-house endeavors. Additionally, we have established a series of PD opportunities that are based on data derived from a number of sources.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a school we provide counseling services to help in the transition of student housing situations, have purchased school materials/supplies, uniforms, protective clothing for student in need, and have taken students to various venues which enables them to feel more empowered. We have provided our students with items that are used both as incentives as well as a means to heighten their levels of self- esteem and to motivate them both academically and socially

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.).
NA

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.
Based upon the discussions that are held in teacher team meetings, teachers are able to use their instructional and assessment data to make informed decisions on matters having to do with the selection of assessment tools. Additionally, upon the recommendation of various instructional experts associated with our Network, our school leaders, coaches, and teachers have been kept abreast of all instructional mandates that impacts the choices teachers are making in matters pertaining to the selection of appropriate assessment tools.

TA Schools Only

Use of Program Resources

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

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).
NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 09	Borough Bronx	School Number 028
School Name PS 28		

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 Stephen Beckles	Assistant Principal Pauline Scalisi
Coach Marianne Minnich	Coach Lissette Alba
ESL Teacher Jaqueline Bourdon	Guidance Counselor Nancy Ramos
Teacher/Subject Area Luz Rivera/Bilingual RTI	Parent Joanna Camacho
Teacher/Subject Area Lorraine Rodriguez/Bilingual	Parent Coordinator Maria Reyes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	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	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	739	Total number of ELLs	219	ELLs as share of total student population (%)	29.63%
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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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	17	11	20	24	15	30								117
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		23	18	15	19	8								83
Pull-out	2	3	6	3	4	1								19
Total	19	37	44	42	38	39	0	0	0	0	0	0	0	219

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	219	Newcomers (ELLs receiving service 0-3 years)	154	ELL Students with Disabilities	59
SIFE	4	ELLs receiving service 4-6 years	59	Long-Term (completed 6+ years)	6

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	93	4	17	20		19				113
Dual Language										0
ESL	61	0	11	39		12	6			106
Total	154	4	28	59	0	31	6	0	0	219

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	11	20	24	15	30								117
SELECT ONE														0
SELECT ONE														0
TOTAL	17	11	20	24	15	30	0	117						

*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	2	24	23	22	18	8								97
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic		1		2										3
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	2	26	25	25	19	8	0	0	0	0	0	0	0	105

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)	4	7	13	8	10	5								47

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)	13	17	12	13	14	6								75
Advanced (A)	14	15	17	17	18	23								104
Total	31	39	42	38	42	34	0	0	0	0	0	0	0	226

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	26	11			37
4	31	3			34
5	26	2			28
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	15	10	11	3	3				42
4	22	7	3	2	1	2			37
5	26	7	1						34
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	11		11		11		5		38
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)	13	15	9	7				
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.

Our school uses the DRA in English and Spanish to assess reading engagement, oral reading fluency, and comprehension of texts. We also use i-Ready, an interactive on-line diagnostic and instructional program to assess students at the beginning of the year and identify content areas of strength and weakness. These diagnostics (DRA & i-Ready) provide information about the students as readers (reading preferences and habits, phonological & decoding skills, oral fluency, comprehension abilities), as well as their skills in reading and math. The teachers use this data to group students based on reading and math levels, reading behaviors, and skills, and helps them identify students in need of further support. Teachers reassess students every 6 weeks at least; grouping is flexible and constantly changing.

In addition to the Evaluacion Desarrollo de la Lettura 2 (DRA Spanish), the native language is also assessed using the Estrellita Benchmark Assessment in grades K-2. The Estrellita Benchmark Assessment is a diagnostic to test for foundational skills in Spanish, and is intended as a Spanish intervention instructional program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analysis of the NYSESLAT shows that most of our students are in the intermediate and advanced levels on the NYSESLAT. We have twice as many advanced students as those at beginning level. Most of our students scoring a beginning level on the NYSESLAT are either new arrivals in TSE classes or are students with disabilities; most other ELL students are making progress. In Kindergarten we notice that many of our students are skipping the beginning level and testing at intermediate or advanced. Many of our upper-grade students are scoring at the advanced level repeatedly.
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 [AMA tool](#))

Our students are performing better in listening and speaking than in reading and writing. This is the normal trend with ELL students, and so we are making sure that our ELLs are identified for further RTI services, and involved in small-group instruction to target specific modalities, as well as whole class lessons in bilingual & ESL classes. Our ELLs are provided with specialized reading & writing strategies to target identified weaknesses for each student (as per assessment tools) and they are identified for Title III academies.

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?

It seems that the proficiency levels students score on the NYSESLAT tend to align to their scores on the ELA. Our beginner students and many of our intermediate students scored a level 1 on the ELA. Some of our higher intermediate students and advanced students scored level 2 on the ELA. All level 3 Math students scored advanced on the NYSESLAT. No ELLs scored a 3 on the ELA exam. The students who scored proficient on the NYSESLAT scored higher on the ELA exam than on the math, showing a better grasp of reading and writing in English.

School leadership uses the results to make programming decisions for the school. Analysis of assessment results helps decide what programs we invest in to instruct our ELL students. It also helps us decide on the type of professional development needed for our staff members, and which students should receive intervention. Teachers use the results to guide their planning and instruction.

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](#).)

Within the classroom, teachers are using assessment data to provide small group instruction based on students' needs. Students who are not making adequate progress within the classroom are referred to Tier II intervention and receive further support from RtI teachers.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our school looks at the NYSESLAT scores and their performance in the different modalities to determine the developmental needs of each student.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program is evaluated by looking at both formative and summative assessments as well as student work portfolios and reading logs.

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](#).)
Either the ESL teacher or ESL/bilingual RTI teacher are present during the registration process. These pedagogues administer to parents or guardians the Home Language Survey (HLS). The HLS is used to determine if the child is eligible to take the LAB-R. If the child is eligible, it is administered within 10 days of enrollment to determine the level of English proficiency. Next a parent selection meeting is scheduled so that parents may select a program choice.
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.
If students are entitled to services as determined by the results of the LAB-R, then a meeting is scheduled with parents so that they may select a program choice. A letter is sent home, inviting parents to attend an orientation meeting. At this meeting, we provide parents of newly enrolled ELLs with information on the different ELL programs available. Parents are given the opportunity to view the Parent Orientation Video in their home language. Parents are given a parent survey and make their selections.
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 [\[see tool kit\]](#).)
Upon completion of the LAB-R, entitlement letters are sent home to parents. When parents attend the Parent orientation meeting, the Parent Survey and Program Selection is completed on site. If parents fail to attend the orientation meeting, the parent is called to schedule a one-on-one appointment.
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.
The LAB-R results are shared with the parents. According to the parental preferences expressed at the orientation meeting and on the survey, students are placed in the program selected.
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.
We adhere to the NYS testing guidelines for each grade.
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. 
For students scoring low on the LAB-R, most parents select Transition Bilingual Education. Depending on how students score on the LAB-R, parents tend to opt for TBE if students do not demonstrate proficiency in English. For students scoring higher, most parents elect to place their child in freestanding ESL. Yes, our school offers both TBE and freestanding ESL services in alignment with parent preferences. Dual language is not offered, however it is not frequently requested.

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])?

Our ELL program includes a multifaceted print-rich, language rich educational environment which follows two models of service. The Transitional Bilingual Education program (TBE) is the model of service in the self-contained bilingual classrooms. This program includes instruction in students' native language as well as an ESL and ELA component designed to develop skills in English in the modalities of listening, speaking, reading, and writing. Content area instruction is in both Spanish and English. The second model of service is the free-standing ELL services in which students receive instruction in English through self contained English as a Second Language classes as well as as push-in instructional program. The self contained classrooms are organized for the purpose of ensuring that the mandated number of instructional minutes is provided according to proficiency levels. Block scheduling show on the flow of the day, ensure time for ESL/ELA instruction.
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)?

During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore language of instruction will be differentiated depending on the level of English proficiency.

For free-standing ELL students, the ELLs who are in monolingual classes will be given their mandated minutes of ELS instruction by an ESL teacher using the push-in and pull-out model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

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.

Content area instruction is provided by Science cluster teachers, during which students are given an opportunity for hands-on exploration, instruction with many visuals and video, accountable talk opportunities to improve speaking and listening, written practice, and content vocabulary in context. Social Studies is infused throughout the Expeditionary Learning ELA program. This program includes language objectives and learning targets, and provides opportunities for listening, speaking, reading, and writing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school ensures that ELLs are appropriately evaluated in their native language by using the following assessments: ELE, Estrailita, Teacher observations and conferences, and the Spanish DRA exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers create activities for students to complete in all four of the language modalities. Teachers then assess the students performance on these activities using the NYSESLAT rubric.
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).

Within our ELL populations there are subgroups in need of further instruction and support. Our newcomers receive intense ESL and tared differentiated instruction. Our SIFE students recieve targeted small group instruction and intense intervention from our RTI teacher. All of our beginner, intermediate and advanced ELLs are invited to participate in the ESL Academy on Mondays, Fridays, and Saturdays. They are also enrolled in our extended day tutorial program. All of our ELLs also receive that includes a great deal of visuals. For students receiving services from 4 to 6 years, these students are fairly proficient at listening and speaking but receive further support with reading and writing strategies.

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?

Teachers who have ELL-SWD use small-group targeted instruction, many visuals and interactive smartboard lessons, support in various modalities (audio books, digital books), and role-playing stories and events to facilitate understanding of their students. Our school uses Expeditionary Learning that infuses content throughout the ELA block and puts historical events in context for students. Students write for authentic purposes in a variety of genres. Students use i-Ready that targets individual students' weaknesses and provides interactive instruction that is both visual and auditory. We modify and adapt grade-level texts to allow students to be more successful. We provide scaffolds such as graphic organizers, re-worded activities, and increased visual aids to support student success. We also provide just-right books within the same content but that are more closely aligned to students' reading levels to support content knowledge and reading skills. We use UDL to plan appropriate lessons with multiple entry points and performance tasks for all students.

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?

Our school mainstreams students that show strengths in a particular content area. This is made possible due to the fact that grade level teachers plan together to ensure that the entire grade is meeting the Common Core Learning Standards. In order to promote mainstreaming, our scheduling is such that content areas are taught at common times. Teachers collaborate often with each other, service providers, RTI teachers, and coaches to ensure each student is getting instruction that meets their needs.

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

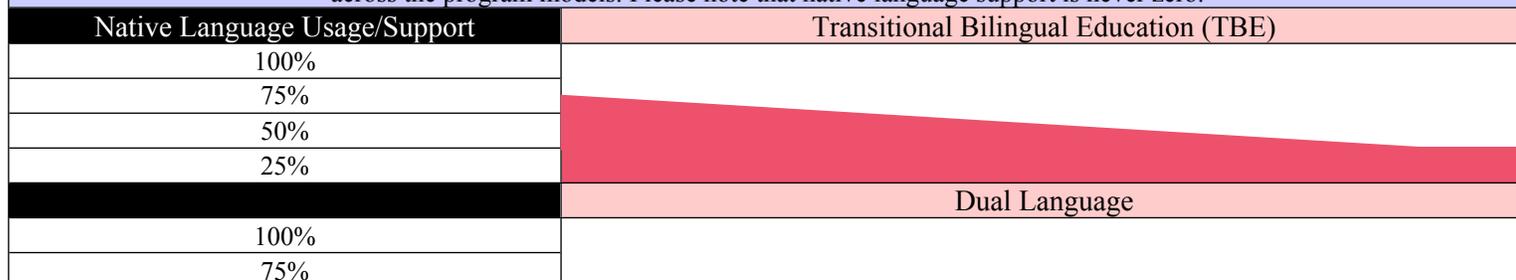
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Our school offers many intervention services for ELLs in ELA and math. Our first line of intervention is through targeted small group instruction within the classroom. Through the use of constant progress monitoring, we are able to track growth made (or not made) by our students. Students who are not making adequate growth are then identified by teacher and supervisors, and a specific analysis is made of the students' strengths and weaknesses. Intervention is provided within the classroom by classroom teachers, and includes small group instruction, work stations targeting specific needs, scaffolds provided for lessons as needed, and time on the i-Ready instructional program. Our classroom teachers use either Core Knowledge (K-2) that encompasses phonemic instruction, vocabulary development, writing skills, and content area instruction through listening and speaking; or Expeditionary Learning (3-5) that uses rich authentic texts and meaningful topics to students to teach the content areas. Classroom interventions are provided in both English and the Native Language.

Students that need intervention in the native language receive intervention with Estrellita, a phonics based Spanish literacy program.

In addition to instruction within the classroom, struggling ELL students are provided with RTI instruction in small groups. These are targeted lessons aimed at individual student weaknesses and areas of need. Some of the intervention programs used for these students are Explode the Code, Early Success, and Soar to Success. Students with disabilities are also offered SETTTS, OT, speech, and counseling as needed. These services are provided in English only, with the exception of the bilingual RTI provider and bilingual counselor.

We also offer programs after school hours including the extended day tutorial sessions, after school exam or Title III academies, and Saturday academies. These services are offered in English.

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

After analyzing our LAB-R, NYSESLAT, ELA and Math exams, it is evident that our students need further support in the areas of reading and writing. Our new ELA programs (Core Knowledge and Expeditionary Learning) were chosen with this in mind, as these offer a greater opportunity for students to read and write at a higher level, and listen and speak about richer content areas, leading to better vocabulary development.

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

We have just received a grant to implement Estrellita in grades K-2. We will also offer our ELL students a Saturday Academy to improve their English proficiency.

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

We have no intention of discontinuing any services.

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

ELLs are invited to participate in all school programs. These include afterschool academies, Saturday academies, school assemblies, LEAP, and all other programs that our school offers.

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

In addition to our core curricula, our school uses Smartboards to make lessons visual and interactive as much as possible. We have audio supports for our ELLs in the form of listening centers and audio books. Our lessons use manipulatives wherever possible, bilingual dictionaries, content glossaries, and library books in the native language. We have many software options such as Waterford early learning program, i-Ready diagnostic and instructional programs, A-Z learning, to diagnose students and provide individualized instruction.

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

In TBE, native language support is delivered through classroom support in the native language instruction, directions in the native language, and glossaries and bilingual dictionaries. In ESL classes, teachers also offer students glossaries and bilingual dictionaries. Teachers also infuse the use of cognates, and library books in the native language.

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

Grade level instructional materials and classroom library books are geared to students' levels. For students who are unable to read

at grade level, we provide high-interest, low-level texts to engage them in reading and audio book supports for those who cannot read such texts on their own.

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.

Our parent coordinator and ESL teacher hold an orientation for families of all newly-enrolled ELL students. During this orientation, families are welcomed to our school, and listen to a presentation on our school and what we offer.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

For professional development, we have our ELL teachers work closely with our AUSSIE consultants on how to unpack the curriculum for our ELL students. Our teachers are also given the opportunity to attend professional development offered by the network, the NYC Office of ELLs, and the Arts Connection Program. This professional development includes workshops around the Common Core Learning Standards.

Our guidance counselor works closely with our fifth grade students transitioning to middle school. Parents are invited to attend an orientation at our school to provide them with assistance in filling out the middle school application. Expectations for middle school are also discussed at this orientation. The guidance counselor also makes herself available for one on one meetings to help parents make this transition run smoothly.

A minimum of 7.5 hours (10 hours for special ed teachers) of the professional development listed above will be provided to the staff.

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?

Parental involvement at our school is highly encouraged. Our school offers parental engagement activities that enable parents/guardians to learn more about their child's curriculum, learning environment, and school-wide activities. Our parents are also invited to participate in classroom celebrations and class read-alouds. Parents are also invited to attend workshops on the common-core learning standards and the state exams their children will have to take throughout the school year.

Our guidance counselor along with our parent coordinator reach out to different organizations to provide workshops to our parents. This includes but is not limited to workshops in literacy and math conducted by Learning Leaders, Argus Community Organization offers our parents ESL and GED classes, and Bronx Lebanon offers our parents health workshops.

The needs of the parents are evaluated through informal conversations and surveys.

We review our parent surveys as well as the school survey in order to determine the needs of the parents. After this review process we then determine what activities and workshops should be offered to our 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.

Our Paste response to question here:

Part VI: LAP Assurances

School Name: PS 28**School DBN: 09x028**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Beckles	Principal		11/15/13
Pauline Scalisi	Assistant Principal		11/15/13
Maria Reyes	Parent Coordinator		11/15/13
Jacqueline Bourdon	ESL Teacher		11/15/13
Joanna Comacho	Parent		11/15/13
Luz Rivera/RTI	Teacher/Subject Area		11/15/13
Lorraine Rodriguez/Bilingual	Teacher/Subject Area		11/15/13
Marianne Minnich	Coach		11/15/13
Lisette Alba	Coach		11/15/13
Nancy Ramos	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x028 School Name: PS 28

Cluster: 5 Network: 534

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.

PS 28x will use home language surveys and student emergency cards to assess our school's written translation and oral interpretation needs regarding language.

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.

Most of our parent that do not speak or understand English indicated Spanish as their primary language. We also have parents whose primary language is Afroasiatic, Akan, Arabic, Bengali, French, Fulani, Hausa, Italian, Malinke, Mandinka, Niger-Congo, Soninke, and Twi. These findings were reported to the staff through faculty conferences, PTA meetings, and SLT meetings.

Part B: Strategies and Activities

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

The school will provide all notices to parents in English and Spanish. The school will use the DOE's translation services as well as faculty members to provide written translations.

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.

The school will provide oral interpretation in Spanish. The school will use the DOE's translation services as well as faculty members to provide oral interpretation.

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>.

School will send home to parents a copy of the Bill of Parent Rights and Responsibilities. Posted near the primary entrance will be a sign in the most prominent covered languages, indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School:	DBN:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Part C: Professional Development

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

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

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$30572

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

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

Allocation Amount: \$30572

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