

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**24Q028**

**School Name:**

**THE THOMAS EMANUEL EARLY CHILDHOOD CENTER**

**Principal:**

**LAURA PESSUTTI**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Early Childhood Center School Number (DBN): 24Q028  
School Type: Public School Grades Served: Pre-K to Second Grade  
School Address: 109-10 47<sup>th</sup> Avenue Corona, NY 11368  
Phone Number: 718-271-4971 Fax: 718-271-2576  
School Contact Person: Laura Pessutti Email Address: lpessut@schools.nyc.gov  
Principal: Laura Pessutti  
UFT Chapter Leader: Ann Marie Schuh  
Parents' Association President: Vikram Dhamija  
SLT Chairperson: Madelaine Schmidt  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue Corona, NY 11368  
Superintendent's Email Address: Mchan2@schools.nyc.gov  
Phone Number: 718-592-3357 Fax: 718-592-3770

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 204 Network Leader: Diane Foley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Pessutti	*Principal or Designee	
Ann Marie Schuh	*UFT Chapter Leader or Designee	
Vikram Dhamija	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Madelaine Schmidt	Member/Teacher/Chairperson	
Nadine Cardi	Member/Teacher	
Lisa Pizzitola	Member/Teacher	
Diane Coppeta	Member/Teacher	
Monica Bunay	Member/Parent	
Teresa Mendoza	Member/Parent	
Eloisa Martinez	Member/Parent	
Veronica Barros	Member/ Parent	
Leticia Priego	Member/Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 28Q The Thomas Emanuel Early Childhood Center, a Pre-K to 2 school located in the Corona section of Queens, NY, values and is committed to establishing a safe, nurturing, developmentally appropriate environment which implements best early childhood practices aligned to the Common Core Learning Standards. We encourage collaboration among the teacher, curriculum specialists, teaching artists and cultural institutions to provide a comprehensive educational program for our young students who are of diverse backgrounds and abilities. Teachers provide continual opportunities for students to use their imagination, creativity and inventive minds to explore all the curriculum areas as a source of lifelong learning.

P.S. 28 enjoys collaborations with several community based organizations including the Hall of Science, Queens Zoo, Queens Museum , Food Bank, Swim for Life, and Cool Culture. These organizations provide our students with rich experiences that reinforce the curriculum, as well as help them gain an understanding of their own culture, as well as the culture of others. P.S. 28 has a comprehensive Arts program. We have partnered with Puppetry in Practice, an early childhood program, which uses puppetry and the arts to further language development for all our young students, especially our ELL population. Students' talent in the visual arts is showcased yearly at our Annual Art Show. Students' art work has been exhibited in the Metropolitan Museum of Art. Students shine musically during our Annual Winter and Spring Concerts both vocally and with musical instruments.

A wide menu of parent workshops are offered to provide parents with the support and skills needed to help their children succeed in school. Parents are welcome as partners in the education of their children and work collaboratively with teachers and school staff to help insure this success.

P.S. 28 teachers and school leaders share a common vision for high quality, rigorous instruction and high student achievement. All teachers have been rated Effective/Highly Effective in ADVANCE which has enabled PS 28 to implement best practices in early childhood. Teachers have successfully embraced and implemented the new Go Math and Core Knowledge Language Arts curriculums. The school offers differentiated and specific on-going Professional Learning to deepen the teachers' understanding of best practices. According to the Learning Environment Survey, 100% of teachers stated that the professional development experiences included opportunities to work productively with colleagues in the school. Teacher Teams work collaboratively to create system-level changes that benefit all the students. As indicated in the Learning Environment Survey, 98% of teachers reported that they work together on teams to improve their instructional practice. This work has deepened understanding of how students learn and acts as an impetus for change. Teachers have been successful in integrating technology into the classroom through the use of Smart Boards, laptops and I-Pads. Technology funding has been continuously provided over the past five years through the Resolution A Grant. The school has established a thorough and rigorous RtI program to support our struggling students. We have been selected to participate in a two year program, NYC Response to Intervention Personnel Development Project, to further support this work.

PS 28 engages in effective and diverse channels of communication which results in high levels of parental involvement. Parents are given opportunities to attend workshops and meet with teachers on a weekly basis. It was noted in the Learning Environment Survey that 98% of the parents felt the school communicated in a language that they could understand and 97% felt welcome in the school and were kept informed as to what their child was learning.

P.S. 28 was built without an Auditorium or Gym and this lack of space poses unique challenges for the school community. The school also faces the challenge of large class sizes for our young learners.

The area in which our school made the most growth during the previous year is with our English Language Learners. The number of students who achieved Proficiency level as measured by the NYSELSAT increased from 8% to 22%. Students increased their Reading as well as their Writing scores by 8%. We attribute this success to our new CCLS aligned curriculum Core Knowledge Language Arts program which has a strong Skills component that addresses Reading and Writing. Along with this program, our classroom and ESL teachers have modified the curriculum for our ELLs student which also has contributed to their successes. Our key area of focus this year is on giving our young students many

opportunities for experiential learning which will build their background knowledge, resulting in student work products aligned to key standards in all core subjects.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of the Danielson Framework component 3c: Engaging Students in Learning for teaching Math during the 2013-14 school year indicated that 48% of teachers demonstrated highly effective practice in this component, while in ELA, 78% of teachers demonstrated highly effective practice. According to the Baseline 2014-15 MOSL Math Performance Assessment, students in grades K-2 achieved an overall score of 17.2% while NYC score was 21.6%, a difference of 4.3%. There is a significant variance between how well teachers engage their students during ELA versus how well they engage their students in the learning of Math. This is reflected in the Math Performance Baseline Assessment whereby the students did not perform as well as the students across NYC. A priority need has been identified to focus on engaging students in learning in Math, for teachers to develop and implement customized, motivating Math instruction specifically geared toward problem solving that will engage all students and develop their critical thinking skills.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of K-2 teachers will demonstrate highly effective practice in Danielson Framework component 3c: Engaging Students in Learning by developing and implementing customized, motivating instruction in mathematical problem solving aligned to CCLS to develop students’ critical thinking skills as measured by classroom observations documented in ADVANCE.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers will attend Professional Development to learn how to implement “Problem Solving Friday” in their classrooms.	Classroom Teachers, Paraprofessionals, Grades K-2	September 2014	Elizabeth Brizo, Assistant Principal

Teachers will implement “Problem Solving Friday” across grades K-2 to teach students protocols and strategies for solving single and multi-step math word problems.	Students Grades K-2	October 2014-June 2015	Grades K-2 Classroom Teachers
Teachers will work collaboratively to design Math word problems that engage students in learning and develop their critical thinking skills.	Classroom Teachers K-2	October 2014 –June 2015	Grade Team Leaders
Math Liaison will attend monthly Network Math Professional Development and turn-key to staff.	Anesa Khan, Grade 2 Teacher Classroom Teachers K-2	September 2014 – June 2015	Simi Minhas, Network Math Achievement Coach, Anesa Khan, Grade 2 Teacher
Assistant Principal will participate in Network Assistant Principal Math Study Group to improve math instruction.	Elizabeth Brizo, Assistant Principal	September 2014- June 2015	Simi Minhas, Network Math Achievement Coach
Teachers will meet with parents weekly on Tuesdays to show parents how they can help their child be successful in Math.	Grade K-2 Parents	September 2014- June 2015	Classroom Teachers K-2
Teachers will work collaboratively on grade level teacher teams weekly to analyze and discuss student data and make necessary adjustments to teacher practice focusing on component 3c: Engaging Students in Learning.	Classroom Teachers K-2	November 2014- February 2015	Grade Team Leaders
Kindergarten Teachers will attend Professional Development on Problem Solving for the Young Learner.	Kindergarten Teachers	November 2014	Simi Minhas, Network Math Achievement Coach
Teachers will attend Professional Development on how to create rubrics for evaluating student performance on NYC Go Math Performance Tasks.	Classroom Teachers Grades 1-2	November 2014	Elizabeth Brizo, Assistant Principal
Teachers will attend Professional Development on strategies to address the needs of the English Language Learner by looking closely at the new Go Math ELL Activity Guide.	Classroom Teachers K-2	December 2014- January 2015	Elizabeth Brizo, Assistant Principal
Teachers will attend Professional Development on strategies to address the needs of students with disabilities by looking closely at the Go Math Rtl Tier 2 and 3 resources.	Classroom Teachers K-2	January 2015- February 2015	Laura Sanchez, Christina Kollbeck, Juana Colon K-2 Special Education Teachers
Teacher feedback from informal/formal observations in Mathematics with a focus on component 3c: Engaging Students in Learning will be used to determine further differentiated professional learning needed.	Classroom Teacher K-2	October 2014 – May 2015	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal
Teacher observations will be reviewed to determine if the goal of 80% of K-2 teachers have demonstrated highly effective practice in the Danielson Framework component 3c: Engaging Students in Learning has been met.	Classroom Teachers K-2	June 2015	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Simi Minhas, Network Math Achievement Coach – Professional Development  
 Go Math, Engage NY - Math resources  
 Miriam Roman, Parent Coordinator – Parent support  
 Paraprofessionals – Parent translation

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will evaluate if 40% of classroom teachers have been rated Highly Effective in the Danielson Framework component 3c: Engaging Students in Learning as evidenced by classroom observations in the content area of Mathematics.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

An analysis of the NYSITELL reveals that our Kindergarten ELL students scored an average of 46% on the Speaking component of this assessment. Our First and Second Grade students scored an average of 69% on the Speaking component of the NYSESLAT exam. Easy CBM, a universal screener, showed that K-2 students began school this year at less than the 50th percentile (norm referenced) for the Five Pillars of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). 62% of our students are English Language Learners and 100% of our students receive free lunch. The school’s instructional focus is to engage students in learning that will build their background knowledge through text based experiential learning and activities resulting in student work products aligned to key standards in all core subjects. A priority need has been identified to focus on giving our young students the opportunity to have varied experiences that will increase their language skills, vocabulary and content knowledge as well as enhance their social and emotional growth.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, to support our school’s instructional focus, all K-2 students will participate in experiential activities to enhance their social, emotional and academic growth as measured by evidence of services delivered by community partnerships.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Kindergarten students will create and design pinwheels to celebrate World Peace Day.	Kindergarten Students and Parents	September 2014	Sandra Feirman, Art Teacher
Art Teacher will collaborate with Kindergarten parents to demonstrate how to assemble pinwheels and together they will “plant” them in the school garden to celebrate World Peace Day.	Kindergarten Parents	September 2014	Sandra Feirman, Art Teacher

Second Grade students will participate in the “Swim for Life” program to learn how to swim as well as develop their social and emotional skills.	Second Grade Students	September 2014- June 2015	Classroom Teachers, Aquatic Center Instructors
Kindergarten students will enhance their content knowledge of the CKLA Domain 2: The Five Senses by attending the Nagushi Museum where they will view and create art using their five senses.	Kindergarten Students	October 2014	Classroom Teachers, Parents, Museum Instructors
First Grade students will attend the Green Meadow Farm to have a hands-on experience of life on the farm to increase their social growth as they interact with their fellow students and learn about farm animals.	First Grade Students	October 2014	Classroom Teachers, Parents, Instructors
Classroom Teachers, Cluster Teachers and Paraprofessionals will collaborate to design and implement activities for the Fall Festival.	K-2 Students	October 2014	Teachers, Paraprofessionals
K-2 students will participate in the Fall Festival which will develop the students’ social, emotional and academic growth by students participating in various fall theme activities (physical, science, art, reading).	K-2 Students	October 2014	Teachers, Paraprofessionals
Second Grade students will attend Arts On Stage to view multi-cultural dancing.	Second Grade Students	November 2014	Classroom Teachers, Parents
First Grade students will participate in an Art Residency – “Flip’s Fantastic Journals” to develop their oral language skills.	First Grade Students	November – December 2014	Angelo De Cesare, Puppetry in Practice
K-2 students will participate in the Annual Winter and Spring Concerts to enhance their social growth.	K-2 Students	December 2014, June 2015	Joseph Campbell, Music Teacher, Classroom Teachers
Second Grade students will participate in an Art Residency – “Exploring Landmarks of NYC Through Stop-Motion Animation” which will give them a hands-on experience as they enhance their content knowledge of Social Studies.	Second Grade Students	January- March 2015	Jason Leinwand, Puppetry in Practice
Pre-K and Kindergarten students will participate in an Art Residency – “Exploring Storytelling Through the Arts” to develop students’ oral language skills.	Pre-K and Kindergarten Students	January – April 2015	Luciano Cohen, Puppetry in Practice
First Grade students will participate in a Habitat Study at the Queens Zoo to enhance their content knowledge from CKLA Domain 8: Animals and Habitats.	First Grade Students	January – February 2015	Grade 1 Classroom Teachers, Zoo Instructors
Pre-K, Kindergarten and First Grade students will participate in a Grant program offered by the Hall of Science, “Two Sides of a Coin”, to enhance their content knowledge of Science.	Pre-K, Kindergarten, First Grade Students	Spring 2015	Pre-K, Kindergarten, First Grade Teachers, Paraprofessionals, Parents, Hall of Science Instructors
First Grade students will participate in an Art Residency at the Queens Museum, “Tiffany Exhibit – Art and Nature” to develop their oral language, vocabulary and content knowledge in Science.	First Grade Students	February – May 2015	Grade 1 Classroom Teachers, Parents, Queens Museum Artists

K-2 students will participate in Cook Shop to develop healthy eating habits as well as develop their social and oral language skills.	K-2 Students	January – June 2015	Classroom Teachers, Paraprofessionals, Food Bank
K-2 students will participate in an Earth Day Clean-Up to develop their knowledge and respect for the Earth.	K-2 Students	April 2015	Laurel Frankel, Science Teacher, Classroom Teachers, Paraprofessionals
K-2 students will create and display their Art projects at the Annual Art Show. Students will develop their oral language by speaking about their projects.	K-2 Students	May 2015	Sandra Feirman, Art Teacher

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for Art Residency -Puppetry in Practice Funding for Habitat Study – Queens Zoo Funding for Art Residency – Queens Museum

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, we will evaluate if 50% of K-2 students participated in experiential activities as evidenced by the services delivered by community partnerships.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

An analysis of the Baseline 2014-15 MOSL ELA Performance Assessment indicated that students in grades K-2 achieved an overall score of 27.1% in the Writing Standard compared to the NYC score of 31%, a difference of 3.9%. School data from June 2014 revealed that 55% of K-2 students were on or above grade level in the area of Writing. A priority need has been identified for teachers to collaborate to improve teacher practice in the area of Writing by imbedding new writing strategies into the current CCLS aligned Literacy curriculum (Core Knowledge Language Arts -CKLA).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all K-2 teachers will collaborate to improve teacher practice in the area of Writing by imbedding new writing strategies into the current CCLS aligned Literacy curriculum as measured by 75% of Grade K-2 students increasing 1-2 levels on an end of year Writing Performance Task aligned to CCLS Writing Rubric.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
K-2 students will be administered a NYC MOSL Baseline ELA Performance Assessment. Teachers will norm and score the assessment and results will be seen in SchoolNet.	K-2 Students	September 2014- November 2014	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal K-2 Classroom Teachers
First and Second Grade teachers, along with the Principal, will attend a series of four Professional Development Workshops on the research-based program, The Writing Revolution.	First Grade Teachers, Second Grade Teachers,	September 2014 – May 2015	Dr. Judith Hochman

	School Principal		
First and Second Grade teachers will welcome Dr. Hochman and her Team, along with the Network Support Team, into their classrooms to observe the teaching of the Writing Revolution four times this year. Teachers will debrief following the visit with Dr. Hochman and receive specific feedback to improve teacher practice.	First Grade Teachers, Second Grade Teachers	November 2014-May 2015	Laura Pessutti, Principal Dr. Judith Hochman Network Support Team
GradeK-2 teachers will work collaboratively, with the support of the Literacy Consultant, to incorporate the Writing Revolution into the Literacy curriculum CKLA.	Second Grade Teachers	October – November 2014	Maureen Morriss, Literacy Consultant
Teacher feedback from informal/formal observations in Writing will be used to determine further differentiated professional learning needed.	K-2 Teachers	October 2014- May 2015	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal
First and Second Grade teachers will join the Principal in a series of Conference Calls with Dr. Hochman where she will offer specific feedback regarding student work samples that were submitted to her for review.	First Grade Teachers, Second Grade Teachers	November 2014- May 2015	Laura Pessutti, Principal Dr. Judith Hochman
First and Second Grade teacher teams will work collaboratively to create Writing Curriculum Maps that incorporate the Writing Revolution.	First Grade Teachers, Second Grade Teachers	November 2014	Grade Team Leaders
K-2 teachers will attend Professional Development on how to analyze student data from the NYC MOSL ELA Performance Assessment Writing Standard to identify trends and future instruction.	K-2 Teachers	November 2014	Elizabeth Brizo, Assistant Principal Maureen Morriss, Literacy Consultant
ESL and Cluster teachers will receive Professional Development on how to use the Writing Revolution with ELL students in the content areas to improve student writing.	ESL Teachers Cluster Teachers	November 2014	Diane Coppeta, Second Grade Teacher
Kindergarten teachers will receive Professional Development on how to use the Writing Revolution with their young learners to improve student writing.	Kindergarten Teachers	December 2014	Diane Coppeta, Second Grade Teacher
ELA Liaison will attend monthly Network ELA Professional Development, with a specific emphasis on the Writing Revolution, and turn-key to staff.	K-2 Teachers	December – June 2015	Carol Cardi, First Grade Teacher
Teachers will administer a mid-year Writing Performance Task, aligned to CCLS Writing Rubric, to all K-2 students to measure student growth.	K-2 Students	February 2015	K-2 Teachers
K-2 Teachers will attend Professional Development on how to norm scoring of the mid-year Writing Performance Task, analyze student performance and determine future instruction.	K-2 Teachers	February 2015	Elizabeth Brizo, Assistant Principal Maureen Morriss, Literacy Consultant
Teachers will work collaboratively on grade level teacher teams weekly to analyze and discuss student data and make necessary adjustments to teacher practice focusing on imbedding the Writing Revolution into the CKLA curriculum.	K-2 Teachers	February – June 2015	Grade Team Leaders
Teachers will administer an end of year NYC MOSL ELA Performance Assessment to students in grades K-2.	K-2 Students	June 2015	K-2 Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding – Dr. Hochman Writing Revolution Professional Development  
 Funding – Maureen Morriss, Literacy Consultant  
 Professional Book – The Writing Revolution  
 Per Diem Coverage for Teachers attending Professional Development

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will evaluate if 40% of K-2 students have increased 1-2 levels on the mid-year Writing Performance Task aligned to CCLS Writing Rubric.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

According to our Professional Development Plan from 2013-2014, 17% of teachers shared in a distributive leadership role by facilitating at Professional Development sessions for the staff. Teachers have indicated through conversations with administrators both informal and at the initial planning and end of year conferences, that more teachers would like to accept a distributive leadership role in the school. Teachers have grown and developed professionally as they have attended in-house as well as outside professional development and have demonstrated an expertise in different areas. A priority need has been identified to increase the number of teachers who will share in distributive leadership roles to improve teacher practice.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 40% of teachers will share in distributive leadership roles to improve teacher practice as evidenced by Professional Learning Facilitator Plan, Professional Learning and Teacher Team meeting agendas and sign –in sheets and Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The Professional Development Committee, comprised of teachers and Principal, will meet to create a staff survey with a menu of proposed professional topics for teachers to complete. The committee will analyze the survey results to determine areas of teacher need and the schedule of topics.	K-2 Teachers	September 2014	Laura Pessutti, Principal UFT Chapter Leader K-2 Teachers
Teacher Liaisons have been established and will attend Network Support Professional Development Sessions in the following areas: Math, Integrated Co-Teaching, ESL, ELA, and Special Education.	K-2 Teachers	September 2014– June 2015	Network Achievement Coaches

			K-2 Teachers
Teacher Liaisons will facilitate at Professional Learning sessions to turn key best practices learned from the Network Achievement Coaches Professional Development workshops.	K-2 Teachers	September 2014 – June 2015	Grade K-2 Teacher Liaisons
Bilingual Special Education Teachers will attend various Professional Development sessions offered by the Division of Specialized Instruction and Student Support Special Education Office. Teachers will share their learning with other special education teachers.	K-2 Special Education Teachers	September 2014- June 2015	Bilingual Special Education Teachers K-2 Division of Specialized Instruction and Student Support Special Education Office
First and Second Grade teachers will attend Professional Development on the Writing Revolution and facilitate Professional Learning for ESL, Cluster and Kindergarten Teachers on this best practice of Writing.	ESL, Cluster, Kindergarten Teachers	September 2014 – June 2015	K-2 Teachers Dr. Hochman
ESL Teachers will conduct a Parent Workshop on the NYSELAT assessment results as it relates to their child’s proficiency level in Speaking, Reading, Writing and Listening in the English language.	K-2 ELL Parents	September – October 2014	ESL Teachers
Rtl Team will attend Professional Development sessions to deepen their understanding of the relationship between Rtl and CCLS and facilitate Professional Learning opportunities to K-2 teachers, ESL and Cluster teachers.	K-2 Teachers ESL Teachers Cluster Teachers	October 2014 – June 2015	Elizabeth Brizo, Assistant Principal Kathleen Gallagher, Rtl Teacher Dahlia Lam, ESL Teacher American Institute for Research
K-2 teachers will attend Enhancing Professional Practice Assessment Workshop Series and facilitate Professional Learning for K-2 teachers on 3d: Using Assessment in Instruction.	K-2 Teachers	December 2014- March 2015	Elizabeth Brizo, Assistant Principal Nadine Cardo, Second Grade Teacher Joan Miceli, First Grade Teacher Lauran Nano, Kindergarten Teacher Danielson Group
Science Teacher will facilitate Professional Learning opportunities on Moon Journals and Science Fair Projects to Grade 1-2 teachers.	First Grade Teachers Second Grade Teachers	December 2014- January 2015	Laurel Frankel, Science Teacher
Parents will be invited to a Science Workshop facilitated by the Science Teacher on how to support your child in completing a Moon Journal and creating a project for the Science Fair.	Grade 1-2 Parents	December 2014- January 2015	Laurel Frankel, Science Teacher
IEP Teacher will conduct a series of Parent Workshops on how to understand your child’s IEP.	K-2 Special Education Parents	December 2014 – June 2015	Consuelo Torres, IEP Teacher Special Education

			Teachers
Parents will be invited to Math Workshops facilitated by K-2 Teachers on how to support your child in mathematics at home.	K-2 Parents	January – February 2015	K-2 Teachers
Speech Teachers will attend District 24 Professional Development for best practices in helping a speech delayed child and will facilitate Professional Learning opportunities for K-2 teachers.	K-2 Teachers	March 2015	Speech Teachers District 24 Speech Unit

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding – Dr. Hochman Writing Revolution Professional Development  
Per Diem Coverage for Teacher Attendance at Professional Development Workshops

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will evaluate if 20% of teachers have shared in distributive leadership roles to improve teacher practice.

**Part 6b. Complete in February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Parent involvement has always been strong at P.S. 28 as evidenced by 93% of parents attending Parent- Teacher Conferences, 84% parent participation on the Learning Environment Survey, and a strong turn-out at Parent Association meetings and Parent Workshops (100-150 parents). Results of parent surveys sent out by the Parent Coordinator indicate that parents would like to have a stronger tie to the community. They would like to partner with community organizations that could help them as families best support their child’s academic growth. A priority need has been identified for school leaders to bring in additional resources from the community into the school to encourage and develop partnerships with families.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leadership will bring a minimum of 10 resources from the community into the school to encourage and develop partnerships with families, local businesses, community organizations, and city agencies as measured by sign-in sheets and evidence of services delivered.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
A partnership has been established with Cool Culture, a cultural organization which provides free passes to cultural institutions within the five boroughs of NYC. Families have free access to museums, zoos and botanical gardens. Parents are invited to apply for a card at Parent Association Meetings, through flyers, and School Messenger. Cards are distributed to Parents during a special meeting held at a cultural institution such as the Hall of Science. Parent	Pre-K – Kindergarten Parents	September 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Leslie Martinez, Program Manager

surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.			
Queens Museum partnership will be established to provide workshops about the Arts with families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	September 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Jason Yoon, Manager School Programs
New York Hall of Science will offer workshops to parents on how they best can support their child in the content area of Science. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	September 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Ramona Roque, Assistant Manager
NYC Fire Department will be contacted to provide workshops about how to establish a home safety plan as well as distribute smoke detectors to families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this workshop and agency services.	Pre-K- 2 Parents	October 2014- February 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator George Tabeck, Firefighter
A partnership will be formed between Grow NYC, an open market where parents can purchase fresh fruit and vegetables at a discounted price as well as get ideas on how to cook healthy meals for their families, and P.S. 28. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the Open Markets. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	October 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Hana Martinez, Market Manager
Public Health Solutions, an organization that offers services such as health insurance, food stamps and counseling will be contacted to provide workshops to parents. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this workshop and partnership organization's services.	Pre-K- 2 Parents	October 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Adrializa Liz, IPA Navigator
A partnership with Healthy Eyes Alliance, vouchers for families to get free eye exams and glasses, will be established. Parents will be notified of the service through personal contact from the School Nurse and Parent Coordinator.	Pre-K – 2 Parents	October 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Ann O'Connor, School Nurse Corona Optometry Shop Eyeglasses Today
Health First, an organization that offers health insurance and workshops on topics such as asthma, stress management, and diabetes control, will be contacted to present workshops that will give information on how to treat and prevent certain conditions as well as provide access to free or low cost health insurance. Parents	Pre-K – 2 Parents	November 2014 – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Steven Chang, Site

will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.			Developer
NYC Office of Emergency Management will be contacted to conduct workshops on how to prepare families as to what to do in an emergency. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	January – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Katie James, NYC Outreach Coordinator
A partnership has been established with the Food Bank Cook Shop program whereby parents receive hands-on lessons on making nutritious meals for their families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	January – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Bienvenida Fernandez, School Aide Caitlin Fitzpatrick, Nutrition and Health Services Associate
Prime America, an educational financial institution, will be contacted to provide workshops to parents on different ways families can save for child's college education. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys will be distributed, collected and analyzed to determine the impact of this partnership organization's services.	Pre-K – 2 Parents	January – June 2015	Laura Pessutti, Principal Miriam Roman, Parent Coordinator Adam Callahan, Advisor Representative

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding – Cool Culture Funding – School Messenger Funding – Office Supplies Schedule food delivery for Cook Shop program

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
X Pre-K									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.
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By February 2015, we will evaluate if 5 resources from the community have been brought into the school to form partnerships with our families.

**Part 6b. Complete in February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Universal screener, EASY CBM, is administered to all students in K-2 three times per year. Students who fall below the 20 <sup>th</sup> percentile (norm reference) on this test receive additional services.	Phonics Programs: Foundations, Recipe for Reading is used as interventions for letter names, letter sounds Fluency: Great Leaps is used as an intervention for word and passage reading fluency Comprehension: Engage Literacy is used as an intervention for reading comprehension.	Small groups – 3-5 students	Service is provided 3-5 days per week during the school day for 30-50 minutes each session.
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who demonstrate behavioral, social or emotional issues that affect student achievement.	Play therapy is used that is specifically designed to meet the need of the student.	Small group, one-to-one	Service is provided during the school day.

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Highly Qualified Teachers are actively recruited through NYC Teacher Finder and through the Office of Teacher Recruitment. Teachers are given assignments in their license area. Teachers who are not highly qualified are given the opportunity to take outside coursework that will ensure that they meet the requirements for highly qualified. New teachers receive mentoring and on-going support from experienced teachers on the grade. All teachers receive high quality professional development aligned to CCLS as well as the Danielson framework weekly. Teachers collaborate with their grade weekly at team meetings. All teachers are provided ongoing feedback to improve their teacher practice as a result of informal and formal observations. At this current time, instruction is provided by a staff that is 100% highly qualified.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development, designed to ensure that all teachers are prepared to help students meet the Common Core State Standards, is provided to the staff weekly by the Principal, Assistant Principal, Lead Teachers, Network Support Team, Department of Education and Literacy Consultant. Teachers and paraprofessionals are provided differentiated learning opportunities. These are given to teachers based on teacher need and interest as well as a result of teacher feedback from informal and formal observations.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The Pre-K Social Worker conducts a parent orientation for all incoming Pre-K students. The Social Worker also conducts monthly parent workshops on the social and emotional well-being of the Pre-K student. In the Spring these workshops are open to all parents from Pre-K through Second Grade. Kindergarten orientation is held in the Spring for all incoming Kindergarten students and their families. Guidance is given to these families on how best to prepare their child for kindergarten. Parents receive a picture book (in their home language) about getting ready for kindergarten along with personalized worksheets for the child to practice name writing and counting numbers. The Pre-K Social Worker also works with the Pre-K students in the Spring to help them transition to kindergarten.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers play an active role in the design of formative and summative assessments as well as in the decision-making process regarding the use and selection of appropriate grade level and school wide assessments. Teachers work collaboratively with their grade level colleagues to design and pilot assessments. Teachers meet to provide feedback on how useful the assessment was in providing information about student learning and achievement. Once an assessment is adopted by the school, professional development is conducted for the staff on how to administer the test, norm the grading and use the results to determine student growth or to inform and improve instruction. Teachers also receive professional development on component 3d: Using Assessment in Instruction from the Danielson framework. A school-wide assessment calendar is used to ensure that all assessments are given in a timely manner.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$294,278	X	p. 9-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$69,650	X	p. 9-21
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,978,921	X	p. 9-21

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **P.S. 28Q The Thomas Emanuel Early Childhood Center Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 28 Queens, 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. The 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 the school community. P.S. 28 Queens will support parents and families of Title I students by:

- offering Parent Workshops to provide them with the training they need to work with their children to improve their achievement level. Workshops include but are not limited to: Child Development and Cognitive Development, Positive Parenting Skills, How to Help Your Child with Homework, CookShop Workshops, Technology Workshops, Bullying Workshop, Puppetry in Practice workshops, Cool Culture Enrollment and information sessions, Instructional Expectations information sessions, and orientation sessions. Parent workshops are presented by the parent coordinator, teachers, school social workers, guidance counselor and community based resource staff members.
- providing parents with the training and information they need to effectively become involved in the planning and decision making in support of the education of their children through the activities of the School Leadership Team and Parent Association. All letters and notices are translated into the primary languages and translators are available at all meetings and workshops. A newsletter, Home-School Connection, is sent home monthly in both English and Spanish. This newsletter provides parents with practical ideas that promote school success, parent involvement, and more effective parenting. In June and September there are Pre-Kindergarten and Kindergarten orientations. Additionally, an Enrichment newsletter produced jointly by the cluster teachers, is distributed monthly. This newsletter features the topics learned and lessons given in Art, Physical Education, Science, Library/Technology and Music.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing parents with Progress Reports three times a year in addition to School Report Cards which are distributed at the end of each trimester. Monthly school calendars are sent home to keep parents abreast of workshops and school events. The Parent Coordinator, Guidance Counselor and Social Workers help teachers connect to families and bridge the barrier of language and culture. Parents are encouraged to participate in school events such as class trips, attending the school Art Show and Science Fair, Holiday and Spring Concerts.
- providing parents with information relating to City, State, and Federal standards and assessments during Parent Association meetings and workshops. Information relating to the Common Core Learning Standards and preparing students for college and career are shared during Parent-Teacher Conferences. The information is sent home in various languages. Translators are available at all meetings and workshops.
- providing parents with Go Math and Core Knowledge Language Arts (CKLA) introductory letters explaining unit objectives.
- translating all notices sent to parents into Spanish and Chinese which are the dominant home languages of parents in our school.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parent/guardians of English Language Learners and Students with Disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents. The results will be used to improve the academic quality of our school. This information will be maintained by the school.

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

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

conferences.

- holding the required Annual Title I Parent meeting. It was held on October 14, 2014 advising parents of children participating in the Title I program about the school's Title I funded program, their right to be involved in the program and the parent involvement requirements under Title I, part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- holding nine Parent Association meetings throughout the year. Two meetings are held in the evening. There are four quarterly meetings held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal, better translations and changes to school progress report.
- Ensuring that all critical school documents are translated and translators are available for all meetings and events.

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

- hosting educational family events/activities during Parent-Teacher Conferences. Throughout the school year a variety of events are organized to welcome parents such as the Holiday and Spring Concerts, an Annual Art Show, a Science Fair, Pinwheels for Peace workshop, a Chinese New Year Celebration and a Cinco de Mayo Celebration.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.
- providing a Parent Resource Center/Area accessible outside the main office and maintained by Parent Coordinator.
- providing written progress reports that are periodically (three times a year) given to keep parents informed of their children's progress.
- distributing a monthly school calendar and utilizing school messenger to keep parents informed about school activities.

#### **P.S. 28Q The Thomas Emanuel Early Childhood Center School-Parent Compact (SPC)**

P.S. 28Q, 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 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:

- hosting four evening parent teacher conferences during the school year. They shall be held in September, November, March and May. There will be two afternoon parent teacher conferences.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.
- Teachers meeting with parent during the 40 minute parent engagement block on Tuesdays, and arranging additional meetings at other flexible times.
- 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, community events, meetings and other activities.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II Parent/Guardian Responsibilities**

As a parent I must:

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

## **III Student Responsibilities**

As a student I must:

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Thomas Emanuel ECC	DBN: 24Q028
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 85
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 14  
# of certified ESL/Bilingual teachers: 7  
# of content area teachers: 7

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:

Our Title III program will begin with a Saturday program whereby all 85 students, who are Beginner and Intermediate levels in Grades 1 and 2, along with their parents, will be invited to come to school for 3 hours (9:00 am to 12:00 pm) to launch the program. The students will meet with their teachers for 3 hours of instruction (9:00 am to 12:00 pm) while the parents will be invited to attend workshops, with translation present, presented by Pupperty in Practice. Pupperty in Practice aims to promote speaking, reading, writing and comprehension of the English language. The parents will participate in arts activities that are designed to be used at home to promote the English language.

After the initial launch of the program, students will be attending an After School Program for 2 days a week - Wednesday and Thursday, 1.5 hours for each session (2:40 pm to 4:10 pm) for a total of 3 hours per week for 8 weeks. The final session of the program, following the eighth week, will occur again on a Saturday with a 3 hour session for the students to participate in a culminating instructional activity. The parents again will be invited for additional workshops presented by Pupperty in Practice. The Saturday program will consist of 2 Saturdays with 3 hours of instruction and parental engagement for a total of 6 hours.

We are a Pre-K to Grade 2 Early Childhood Center. Our program will focus on our Beginner and Intermediate ELL students in Grades 1 and 2 to give them the additional support they need to become proficient in the English language. This program is scheduled to tentatively begin no later than February 28, 2015 and end April 30, 2015. The students will developmentally be able to sustain a longer day by then and it will also benefit them as to have this program closer to the NYSESLAT examination.

The program will consist of 6 certified ESL teachers, 1 certified Bilingual teacher and 7 certified Early Childhood/Common Branch teachers. The instruction will be primarily in English with Spanish Native Language support. There will be seven classes with an ESL and non-ESL teacher co-teaching in each classroom. The ESL teacher will be focusing on speaking, reading, writing and listening through the use of "Building Fluency Through Reader's Theater". The non-ESL teacher will be focusing on "Increasing Vocabulary through Problem Solving in Mathematics". Students will receive 45 minutes of instruction from each teacher. Students will also be able to use Imagine Learning, an ESL computer program (not used during the day, nor at any cost to the program) during this time.

Materials that will be purchased for the program include:

Building Fluency Through Reader's Theater  
Problem Solving in Mathematics  
Spanish-English Picture Dictionaries

**Part C: Professional Development**

### 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:

1. All Teachers will receive Imagine Learning professional development on how best to use this program for the ELL student. This will be conducted for 1 hour (per session) in January by Jamie Battaglia, Technology Teacher.
2. Non-ESL teachers will receive professional development on "Increasing Vocabulary through Problem Solving in Mathematics" conducted for 3 1 hour sessions (per session) in January, February and March. This PD will be conducted by Elizabeth Brizo, Assistant Principal.
3. ESL teachers will receive 3 1 hour professional development sessions (per session) on "Building Fluency Through Reader's Theater" in January, February and March. This PD will be conducted by Elizabeth Brizo, Assistant Principal.
4. All Teachers will receive professional development on "How Our Language Affects Student Learning - Feedback for the ELL Student" for 1 hour each session in December and January conducted by Maureen Morriss, Literacy Consultant. (No cost to program).

### 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: \_\_\_\_\_

Puppetry in Practice was selected as the parent engagement activity since it is an arts organization that excels in the field of language development for ELLs. Teaching Artists will be providing parent engagement activities for 3 hours on a Saturday in February and 3 hours on a Saturday in April. Teaching Artists, with translation present, will provide parents a hands-on approach to an exploration of materials and art-making processes. The goal is to foster English Language Learning in an artistic environment in which the parents are able to make a connection, bring these ideas home to support their child and foster a deeper connection with arts and other parents within the school community. Four teaching artists will be present during each Saturday giving parents the ability to work in small groups. The parents will be notified in December by letter, translated in the parents' preferred language, (sent home with the student) inviting them to participate in the program will follow-up conducted by the Parent Coordinator in January.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>24</b>	Borough <b>Queens</b>	School Number <b>28</b>
School Name <b>Thomas Emanuel Early Childhood Center</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Laura Pessutti</b>	Assistant Principal <b>Elizabeth Brizo</b>
Coach <b>Carol Cardi</b>	Coach <b>Judy D'Andrea</b>
ESL Teacher <b>Dahlia Schoenberg-Lam</b>	Guidance Counselor <b>Elizabeth Rivas</b>
Teacher/Subject Area <b>Jeanette Urena - ESL</b>	Parent <b>Emperatriz Davila</b>
Teacher/Subject Area <b>Judy Zhang - ESL</b>	Parent Coordinator <b>Maria Rodriguez</b>
Related Service Provider <b>Consuelo Torres - IEP/SETTS</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>5</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>533</b>	Total number of ELLs	<b>319</b>	ELLs as share of total student population (%)	<b>59.85%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained	3	1	1											5
Push-In	3	5	4											12
<b>Total</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>20</b>									

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	36	0	36	0	0	0	0	0	0	36
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	277	0	50	6	0	0	0	0	0	283

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>313</b>	<b>0</b>	<b>86</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>319</b>

Number of ELLs who have an alternate placement paraprofessional: 19

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	12	18											36
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>0</b>	<b>36</b>									

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	75	18	10											103
Intermediate(I)	0	29	34											63
Advanced (A)	28	65	60											153
Total	103	112	104	0	0	0	0	0	0	0	0	0	0	319

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Teachers assess students on an ongoing basis using:
  - Easy CBM-benchmark screener and progress monitoring assessments. This screener assesses students in letter naming, letter sounds, phonemic segmentation, word reading fluency, passage reading fluency and reading comprehension.

- Core Knowledge Domain Assessment for Listening and Learning and Skills assessment-- Spelling
- Assessment from Core Knowledge Remediation and Assessment Guide
- NYC Performance Assessments, Discovery Math
- Conference Notes/ Checklists
- Running Records
- Student work
- Teacher observation
- Lab-R and NYSESLAT
- Ongoing monitoring from the software programs, Imagine Learning and I-Read, which provides feedback that directs students to apply a strategy they have been taught, or to re-read a section of a book to look for an answer.

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

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

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

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

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

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

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

Results of the NYSESLAT revealed that current First Grade students achieved an average score of 67% in speaking, 79% in listening, 72% in reading, and 68% proficiency in writing. This data shows that students performed the best in listening while speaking and writing needs improvement.

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

- LAB-R (from Sept. 2013)

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

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

Spring 2013 NYSESLAT results:

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

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

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

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

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

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

As an Early Childhood Center, Pre-K to 2, we do not administer ELL Periodic Assessments. Literacy lessons address the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) within Core Knowledge. As part of the Core Knowledge program, students are assessed throughout the year in the Listening and Learning strand as well as in the Skills strand. This data along with the EASY CBM data is reviewed by the administration with the classroom teacher to determine how students are progressing in all four modalities of speaking, listening, reading and writing. A special focus is on the ELL student to see if they are making adequate progress and determine if more support is needed through Title III, Extended Day or RtI.

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

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

All students are administered a Universal Screener, EASY CBM, in September to determine if they are on grade level or if not, what is

their level of risk. This screener assesses students in letter sounds, letter names, phonemic segmentation, word reading and passage reading fluency, vocabulary and reading comprehension. Students begin by receiving strong Tier 1 core instruction by the classroom teacher. This is supported by differentiated groups and a push-in program by the ESL teacher. The ESL teacher uses the data provided by the NYSESLAT/Lab-R in conjunction with this screener to provide the individualize support that the ELL needs.

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

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

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

7. For dual language programs, answer the following:

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

Not applicable

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

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

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

language development and help them attain language proficiency that will meet and exceed city and state standards.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

Entitlement letters are sent home to parents in the Home Language indicated by the HLIS, and include a date for the parent orientation to all students who have been identified as ELLs according to the results of the LAB-R. Along with the entitlement letter, parents of students who have been identified as ELLs are sent a flyer in Spanish, English, and Chinese, inviting them to an orientation. This is all within 10 days of admittance of the child in school. The Parent Survey and Program Selection Form is distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ESL

teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting, which will also be held within 10 days of the child's admittance in the school.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. After analyzing the number of requests for specific programs (Bilingual, ESL, Dual Language) from the Parent Survey and Program Selection Form, the appropriately certified ESL teachers work closely with the Parent Coordinator to comply with parents' requests. The ELL teachers along with the Parent Coordinator communicate with the parent in their native language. The programs are aligned with parent choice options. Based on the parent requests from the Parent Survey and Program Selection Form, students are placed in bilingual or ESL instructional programs. A tracking system has been established whereby the ELL teacher records what program each parent requests. For those parents requesting a TBE or Dual Language program not currently offered in the building, [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) is consulted to assist in locating an appropriate program.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  At the current time, P.S. 28 has two ESL programs: Transitional Bilingual Education and Freestanding ESL. The trend has been for the majority of parents to request Freestanding ESL. For the 2009-10 school year, 1 parent requested Bilingual Education and 70 Freestanding ESL. For the 2010-2011 school year, 3 parents requested Spanish Bilingual Education, 3 parents requested Chinese Bilingual Education and 61 parents requested Freestanding ESL.

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. The ESL program consists of one kindergarten/first, one first/second, and one second grade Transitional Bilingual Special Education classes, three self-contained ESL classes in kindergarten, one self-contained ESL class in first grade, and one self contained ESL class in second grade. Three appropriately certified ESL teachers push in to service classes in grades K-2 for 5 periods daily. These certified pedagogues provide either 180 minutes of ESL service or 360 minutes of ESL service during a week, based on student proficiency levels according to the LAB-R or NYSESLAT. There are currently 319 ELLs in K-2 at P.S. 28, 313 of which are considered Newcomers, receiving services for 0-3 years. 86 of these students are ELL students with disabilities, with 36 of these being special education students who are in a Transitional Bilingual Education program and have been in the program for 0-3 years. Additionally, the school requested extension of services for 6 students who, after being in the program for three years and continue to be second graders, did not reach proficiency level on the NYSESLAT. These students will continue to receive support services to improve their English proficiency.
    - b. The ESL program model consists of a heterogeneous mixture of proficiency levels in general education, ICT and Special Education classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

Smart Board.

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

#### Spanish Transitional Bilingual Education

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

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

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

#### Self-Contained ESL Classrooms

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

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

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

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to

work on laptops to practice their reading and math skills. Teachers assess students on an ongoing basis using conference notes, Easy CBM, Core Knowledge Domain Assessments, Skills assessments- such as a weekly spelling tests, student work, teacher-made tests, Diagnostic Writing Assessments, and teacher observation, in order to drive instruction that supports individual student needs.

#### ESL Push-In Model

Identified ELL students receive instruction from 3 appropriately certified ESL teachers. The ESL program follows a push-in model whereby the ESL teacher pushes in to classrooms during the Listening and Learning Strand of Core Knowledge. The ESL teacher works with small, differentiated groups using the ESL designed Supplemental Guide which scaffolds the learning of content and vocabulary for the ELL student. As per CR Part 154, all beginner and intermediate students receive the mandated minimum of 360 minutes of ESL instruction each week and the advanced students receive a minimum of 180 minutes of ESL instruction weekly.

The ESL teacher uses the data generated from the LAB-R and NYSESLAT to inform their instruction. Students are looked at closely through the four modalities to insure that they will reach maximum proficiency in the English language. Scaffolding and differentiating instruction are an integral part of our Core Knowledge program as well as in our content area instruction. Differentiation is based upon the analysis of the scale scores as provided by NYSESLAT and LAB-R assessments. Visuals, hands on experiences, charts, songs, chants, graphic organizers, meaningful accountable talk, sentence frames, and discussion prompts are part of the instruction. Instruction is delivered in English with ESL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips of poems and stories, labeling the room, picture support and pairing students with the same native language. ESL teachers who are native language speakers also provide support to clarify meanings, ideas and content. The ESL and classroom teachers meet weekly during common preps and grade meetings to discuss student data and lesson planning with the purpose of aligning instruction to address student needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students who did not pass the LAB-R are given the Spanish LAB to ascertain whether the child is fluent in their native language. In addition, students are assessed in their native language using running records to determine their reading proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

- NYC Performance Assessment
- Easy CBM- provides benchmarking and progress monitoring assessments in the four reading pillars- three times a year.
- Core Knowledge Domain assessments- assessments in the Listening and Learning strand, as well as weekly Skills strand assessments.
- Teacher observations/ student work/ conference notes.
- Student oral language assessments by ELL provider and classroom teacher.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Not applicable

b. Instruction for ELL Newcomers is differentiated by teachers using the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide is designed for the ELL student as it scaffolds the content and vocabulary. Students who are not making adequate progress are placed in the Extended day program two times a week. Students who scored beginner on the NYSESLAT or are new to the country are using an ESL computer program called Imagine Learning to develop oral language, listening and reading skills. Assessments are within the program.

c. Instruction for ELL students receiving 4 years of service include receiving ELA instruction using the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide is designed for the ELL student as it scaffolds the content and vocabulary. These students also receive additional support through the Title III program. Students who are not making adequate academic progress also receive additional support during Extended Day and through the RtI program.

d. Not applicable

e. Students who have reached proficiency level on the NYSESLAT continue to receive ESL support for two years to maintain their English proficiency. Students not making adequate academic progress also receive RtI support during the day in a pull-out models.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Extra picture support, shades of meaning, interactive word walls with Spanish cognates, sentence frames, the use of the supplemental guide within Core Knowledge.
  - Response to Intervention for students who are not meeting the benchmark level for that grade through a pull-out program
  - Imagine Learning- a research based computer program that builds oral vocabulary specifically developed for ELLs
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Trained ESL teachers push in to classes and parrallel teach during the Listening and Learning strand of Core Knoweldge using the supplemental guides
- Students are provided extra support through RtI interventions- pull out program in small groups
- ELL SWDs receive academic support during extended day
- Use of smart board and ELMO to display visuals in a larger format
- Native language teachers and paraprofessionals support students by providing clarifications and explanations

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

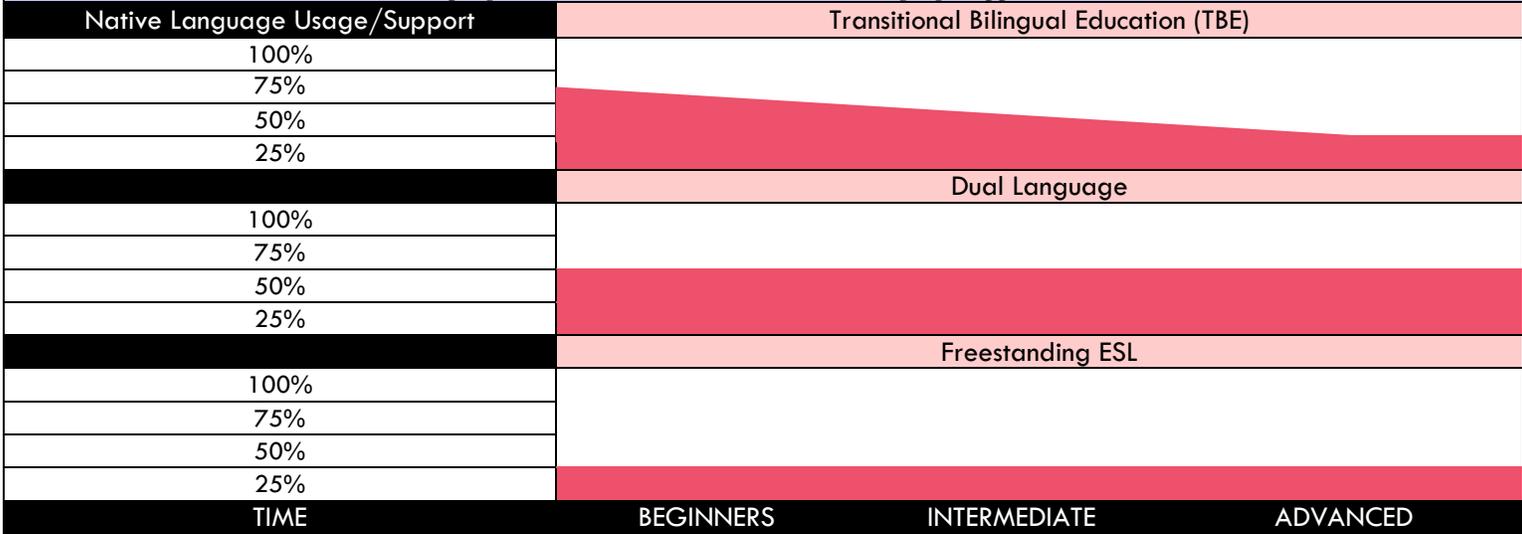
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

A variety of instructional materials and visuals are used in the classroom to support ELL instruction in literacy and in the content areas. Teachers follow the Core Knowledge Curriculum in both native and English Language Arts utilizing effective ESL

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## C. Professional Development and Support for School Staff

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

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

Professional Development activities for ELL teachers include:

September –Analyze NYSESLAT data and planning for specific student needs based instruction - facilitated by Assistant Principal  
- Effective ESL Push-In Model - facilitated by Shirley Rouse-Bey, Network Support Specialist - ELL  
- ADVANCE for the ESL Teacher- facilitated by Principal

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

October – Language Allocation Policy – facilitated by LAP Committee

-NYC Performance Assessment - facilitated by Assistant Principal

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

November – STARS Training - facilitated by Technology Teacher

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

- ADVANCE for the ESL Teacher - facilitated by Principal

December - Communicating Purpose to ELLs - facilitated by Assistant Principal

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

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

April - ADVANCE for the ESL Teacher - facilitated by Principal

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

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

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

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

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

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

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

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

3. Not applicable

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

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

November – Language Allocation Policy – facilitated by LAP Committee

December - Unpacking the NYSESLAT Data - facilitated by ESL Teachers

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

February - Supporting Speaking and Conversation for ELLs in the Classroom - facilitated by ESL Teachers

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 204 Network: Diane Foley

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

