

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

District 30	Borough Queens	School Number 228
School Name Early Childhood Magnet School of Arts		

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

Principal Olga I. Guzman	Assistant Principal Diana Rodriguez
Coach Eileen Hughes	Coach type here
ESL Teacher Leticia Cruz	Guidance Counselor
Teacher/Subject Area Belkis Parache/Science	Parent Katherine Rosario
Teacher/Subject Area type here	Parent Coordinator Reina Verduga
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	16	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	7

D. Student Demographics

Total number of students in school (Excluding Pre-K)	313	Total number of ELLs	162	ELLs as share of total student population (%)	51.76%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish & English

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	161	ELL Students with Disabilities	46
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	126	0	43	0	0	0	0	0	0	126
Dual Language	15	0	0	0	0	0	0	0	0	15
ESL	20	0	2	1	0	1	0	0	0	21
Total	161	0	45	1	0	1	0	0	0	162

Number of ELLs who have an alternate placement paraprofessional: 0

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 124	51	57	18											126
SELECT ONE														0
SELECT ONE														0
TOTAL	51	57	18	0	126									

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish 15	11	16	3	26	1	24													15	66	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	11	16	3	26	1	24	0	15	66												

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
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>8</u>	Number of third language speakers: <u>9</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>7</u>
Hispanic/Latino: <u>51</u>	Other: <u> </u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>4</u>

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	1	1	12											14
Chinese			1											1
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1												5
TOTAL	5	2	14	0	21									

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)	3	0	0											3
Intermediate(I)	19	14	0											33
Advanced (A)	39	34	16											89
Total	61	48	16	0	125									

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
 P.S. 228 implements all components of the TCRWP literacy assessment and the Literacy Performance Tasks to assess early literacy skills in grades K through 2nd. Spanish literacy skills of students in TBE classrooms in grades K through 2nd are measured through EL SOL and the Estrellita Placement Test and Benchmark Assessment Tool. K through 2nd grade dual language classrooms also utilize “EL Sistema de Evaluacion de Lectura” Spanish literacy assessment by Fountas and Pinnell. Assessment data for the end of the 2012-2013 and the beginning of the 2013 school year indicates that 43.2% of ELLs assessed are performing at grade level in literacy, 40.8% are below, 28.4% are approaching grade level benchmarks, and 9.9% are exceeding. Data obtained is utilized to inform instruction and grouping within classrooms and for: AIS programming, RTI models, the development of school wide inquiry projects, and assessments.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Disaggregation of LAB-R scores of newly identified ELLs indicate that most students scored at the beginning level of the LAB-R. NYSESLAT scores for the past 2 academic school years indicate that K through 2nd grade ELL students advanced mainly by one level of language proficiency, with 1st and 2nd grades being the grades in which the highest number of ELLs achieve proficiency. Spring 2013 NYSESLAT scores reflect that most ELLs assessed achieved an advanced level of language proficiency.
- 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](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 a. As per NYSESLAT 2013 scores, K ELLs assessed mainly advanced to intermediate and advanced levels of language proficiency.

First and second grade ELLs mainly progressed to the advanced level or achieved proficiency, with second grade being the grade in which the highest percentage of students (38.5%) tested out of the ESL program.

b. Identified patterns across proficiencies directly inform classroom instruction and serve to guide school leadership decisions when developing academic intervention programs, Title III supplementary programs, topics for inquiry studies, RTI instructional models, PD opportunities for staff, and in the selection of educational resources.

c. Data obtained from results of Periodic Assessments indicate that ELLs benefit from instruction that focuses on teaching academic language that integrates language and content instruction. Native language support and instruction is utilized to help ELL students develop this academic language in their first language, facilitating the acquisition of academic language in their second language.

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](#).)

RtI data team meets at least 4x per year to review and ensure that core instruction meets the needs of ELL students in grades K through 2nd. Curriculum, instruction, and interventions are revised, as needed.

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

Daily instruction in ELLs second language includes assessment-based small group work in the classroom. Classroom instruction also incorporates tiered lessons and differentiated grouping based on language proficiency levels, second language literacy assessments, and classroom performance and observations. Increase in the percentage of English language instruction is determined by student advancement across proficiency levels as indicated by NYSESLAT scores. Native and English language instruction is delivered according to mandates for transitional bilingual and dual language programs.

7. For dual language programs, answer the following:

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

a. Assessment of English proficient students in Spanish is administered through EL SOL and the Spanish Literacy Assessment by Fountas and Pinnell.

b. Kindergarten EP students achieve grade level benchmarks in second language skills of alphabet recognition and phonemic awareness and are approaching grade level benchmarks in reading comprehension and writing. First and second grade EPs meet grade level benchmarks in decoding in reading and in writing strands, and approach or meet grade level benchmarks in reading comprehension.

c. Overall, EP students meet or exceed grade level benchmarks in State and City Assessments.

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

Success of ELL programs is measured by student performance in Periodic Assessments and the meeting of AYP in both native and second languages, in yearly advancement across language proficiency levels as per NYSESLAT scores, and ELL outcomes as indicated in our Annual Progress Report.

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](#).)

1. Upon initial enrollment, all new incoming students and their families will be administered the Home Language Questionnaire to determine the predominant language in the home. Home Language Survey interviews will be conducted by Ms. Leticia Cruz, ELL Coordinator/ESL teacher or Ms. Belkis Parache, science cluster teacher. Both Ms. Cruz and Ms. Parache are pedagogues trained in the ELL intake process, with ESL and bilingual certifications. Ms. Cruz or Ms. Parache will assist parents of newly registering students in completing the Home Language Questionnaire. Two additional pedagogues will be trained in the ELL intake process to ensure that Home Language Surveys can be satisfactorily completed, in the event that neither Ms. Cruz or Ms. Parache are available. Home Language Surveys will be provided in parents' preferred languages. Support for parents requiring translation/interpretation services in the languages of: Spanish, Bengali, Mandarin, and Italian may be provided through the assistance of P.S. 228 staff members proficient in these languages. For parents requiring assistance in languages for which no translation support is available, within the school building, the ELL Coordinator will contact the DOE's Translation and Interpretation Services unit to arrange for

translation services. The initial ELL identification process will include: completion of Home Language Identification Survey, an oral interview of the parent in their preferred language and of the student (to officially determine student's dominant language), an assessment of answers to Home Language Questionnaire, the recording of language information on home language forms, and the notification of OTELE codes to the school's Pupil Accounting Secretary, who will enter codes into ATS system.

Students whose home language is determined to be one other than English, will be administered the English LAB-R for their respective grade level, by one of the aforementioned trained pedagogues, who will hand score answer documents of assessed students. LAB-R will be administered within 10 days of initial enrollment. ELL Coordinator will keep copies of answer documents and hand scores on file. Students scoring below the minimum passing score for their grade level will be identified as ELL students and be eligible for ESL services. Students with Spanish as their home language, scoring below the minimum passing score, will also be administered the Spanish LAB-R. Hand scores and answer documents for Spanish LAB-R will also be kept on file by ELL Coordinator. Original completed answer documents, for both English and Spanish LAB-R assessments, will be submitted to respective Borough Assessment Office, for official scoring.

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 newly identified ELL students will be notified of their child's status via entitlement letters, within 10 days of initial student enrollment, in parents preferred languages. Students passing LAB-R will receive non-entitlement letters, also in parents preferred languages. Parents of newly identified ELLs will also receive an invitation to attend a parent orientation to be conducted by the ELL Coordinator, school administrators, and Parent Coordinator. Parents will also receive Parent Program Selection forms and surveys in preferred languages and will have a choice of attending morning or evening sessions of the orientation. Orientations will also be conducted in parents' preferred languages, as per parent responses in HLIS. P.S. 228Q will provide orientations, as requested, in the following languages: Spanish, English, Bengali, Mandarin, and Italian. P.S. 228Q staff members, fluent in the listed languages will provide assistance with translation and interpretation. Translation services for additional languages may also be requested and ELL Coordinator will contact DOE's Translation and Interpretation unit to request language support, as needed. During orientations, parents will be provided with information on the ELL identification process and state ELL guidelines. They will have the opportunity to view the DOE's orientation video for parents of identified ELLs, explaining the various program models available for the education of their children. Parents will also be notified of the availability of all the information provided through the DOE's website and will also receive informational brochures for parents of in their preferred languages. Parents will also be informed of the possibility of assisting them in locating an alternate site, should the program of their choice not be available within our school. Parents will submit parent program selection forms and surveys at the conclusion of orientations. Parent orientations are ongoing throughout the school year, for each newly entering student identified as an ELL. The process of ELL identification, LAB-R administration, communication with parents regarding ELL or non-ELL status, parent orientations, completion of programs selection forms and surveys, and student placement will be initiated and completed by the assigned pedagogues within 10 schools days of student initial student enrollment.

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 [\[see tool kit\]](#).)

ELL Coordinator will review RLER and REXH ATS reports to identify students eligible for continued entitlement. Parents of students eligible for continued ESL services will receive continued entitlement letters within the first 5 days of the beginning of the new academic school year. Copies of all distributed entitlement letters will be kept on file by ELL Coordinator. ELL Coordinator will create class logs listing all ELL students, per class and grade. Logs will track all completed HLIS, entitlement letters, Parent Program Selection forms, and surveys that are distributed, completed, and returned as well as the type of instructional program chosen by the parent of each identified ELL. Logs will also indicate any documentation that is pending completion or not returned. Copies of all LAB-R answer documents, entitlement or non-entitlement letters, Parent Program Selection forms, and surveys will be kept on file by ELL Coordinator. Parents not attending initial orientation will be contacted by ELL Coordinator, via telephone, to schedule an individual parent meeting during morning or evening sessions, within 10 days of initial student enrollment. In exceptional cases where parents are unable to attend initial parent orientation or individual meetings, the ELL Coordinator will arrange for a telephone conference in which non-attending parents will be informed of the various program models and assist parents in completing Program Selection forms and surveys over the telephone. ELL Coordinator will document date of telephone conferences on Parent Program Selection forms and surveys. Parents contacted via telephone conference will still be required to a schedule an individual meeting with the ELL Coordinator to sign the Program Selection form and survey for their child. Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone will receive a written notification of their child's placement in the school's default program.

ELL documentation for students transferring from other schools will be reviewed and filed by ELL Coordinator. In cases where ELL documentation for transfer students is not included in student cumulative folders, ELL Coordinator will contact previous school's Pupil Accounting Secretary, ELL Coordinator, or other indicated staff member, to request forwarding of missing documents. Dates of initial request will be documented as well as any additional follow-ups.

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.
- Parent Program Selection forms for newly enrolled students will be reviewed by ELL Coordinator. The ELL Coordinator will also assess the availability of programs and space within the school. Parents whose first request can be honored at our school site, will receive placement letters in their preferred language and be notified that program selection and placement will be for the entire school year. Parents whose program selection cannot be honored, due to lack of program availability or space, will be contacted by ELL Coordinator. Both ELL and Parent Coordinator will assist parents in contacting schools offering selected programs and in securing student placement. Parents who obtain placement outside our school will also be informed that, should their program of choice become available at our school site, they will be contacted and offered placement within our school. Students transferring from other DOE schools will also be placed according to the program selected by parents in the child's prior school. Once Parent Program Selection forms are completed and reviewed, ELL Coordinator will update ELPC screen in ATS within 20 days of initial student enrollment, indicating parent selection and program placement.

Students entitled to continued ESL services, as indicated by prior spring's NYSESLAT scores, will remain in the program initially selected by parent. Parents will be notified via continued entitlement letters which will be made available in parents preferred languages. Students achieving passing scores on the NYSESLAT, who were previously enrolled in Transitional Bilingual programs, will be eligible for placement in a TBE classroom for one additional year, as a means of providing support to former ELLs transitioning into mainstream settings.

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 identified ELLs will be administered the NYSESLAT, each spring. ELL Coordinator will generate and review the RLER to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT testing period. ELL Coordinator will create class rosters listing all students eligible to take the NYSESLAT exam. Rosters will include a checklist where test administrators will record each NYSESLAT language modality assessed, ensuring that all eligible students have been assessed in each of the four required modalities. During the NYSESLAT exam period, test administrators will review NYSESLAT logs identifying any students who have not completed all four parts of the NYSESLAT and administer these sections, within the required testing period. During administration of the NYSESLAT, the Speaking subtest will be administered individually and in a separate location. Listening, Reading, and Writing subtests will be administered to students as a group. Make-up test dates will be dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accommodations, as mandated by IEPs and 504 Plans. ELL Coordinator will also utilize the REXH and RNMR reports to determine student proficiency levels, develop instructional groups, and ensure that all ELL students are provided with mandated units of ESL instruction.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- For the 2011-2012 school year, 78% of parents selected TBE programs, 8% selected Dual Language, and 14% requested Freestanding ESL. In 2012, 76% of parents selected TBE, 9% Dual Language, and 15% Freestanding ESL. For the present 2013 school year, 70% of parents completing a Parent Program Selection form chose a Transitional program, 21% Dual, and 9% Freestanding ESL, indicating that the Transitional Bilingual continues to be the program most requested by parents and reflecting an increase in the amount of parents requesting Dual Language programs. The need to align our school's language program model with parental requests and state mandates has resulted in the establishment of a total of 6 Transitional Bilingual classrooms, including one self-contained 12:1 TBE program, 3 dual language classes, and 4 Freestanding ESL classes.

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])?

1. a). P.S. 228's ELL students are serviced through Transitional Bilingual, Dual Language, and Freestanding ESL organizational models, with the freestanding ESL program being delivered through a combination of both a Push-In and Pull-Out model. The program breakdown per grade is as follows: Kindergarten: 3 Kindergarten Transitional Bilingual classrooms (two ICT and one self-contained 12:1), 1 kindergarten Dual Language classroom, and 1 Freestanding ESL Push-In/Pull-Out classroom. First grade: 2 Transitional Bilingual ICT classrooms, 1 Dual Language classroom, and 1 Freestanding ESL classroom serviced through a Pull-Out model. Second grade: 1 Transitional Bilingual ICT classroom, 1 Dual Language classroom, 1 Freestanding ESL/ ICT classroom, 1 Freestanding ESL classroom, with both Freestanding ESL classrooms serviced through and ESL Pull-Out model.

b). Kindergarten ELL students are homogeneously grouped by language proficiency level, while first and second grade ELL students are heterogeneously grouped within individual classrooms.

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)?

Instruction in all of P.S. 228's TBE/ICT classrooms is delivered by state certified teachers with bilingual extensions. Each Dual Language classroom follow a self-contained DL program model with instruction being delivered by state certified teachers with bilingual extensions. Freestanding ESL classrooms are serviced by a certified ESL teacher.

The ELL Coordinator/ESL teacher generates and reviews both the REXH and RNMR reports to obtain information on student current language proficiency levels and individual performance across language modalities, as indicated by previous spring's NYSESLAT scores. LAB-R scores are utilized for newly identified ELLs. ELL Coordinator develops schedules and services students in Freestanding ESL classrooms according to mandated units. ELL Coordinator also creates ELL class rosters for all classes, listing all ELLs and providing information on individual student proficiency levels and mandated units of ESL. Teachers in TBE and Dual Language classrooms plan for language delivery according to student proficiency levels, as indicated by ELL rosters, ATS reports, and state guidelines for TBE and DL classrooms.

a. Native and ESL instruction for all classes is delivered according to state mandates, as per CR Part 154, for each specific organizational and program model. Kindergarten TBE/ICT classrooms, where ELL students are grouped homogeneously, follow a 60/40 language delivery model, where 60% of language instruction is delivered students' native language and 40% in English. Beginner ELLs in K TBE/ICT classes receive 360 minutes per week of ESL instruction, by classroom teachers delivering ESL component of the program. First grade and second grade ELL students in TBE/ICT classrooms are grouped heterogeneously. ELL students at the beginner level continue to receive language instruction following the 60/40 TBE model. Intermediate level students

follow a 50/50 TBE program model with 50% NL instruction and 50% English instruction. All beginner and intermediate level students receive 360 minutes, per week of ESL instruction. Advanced level ELLs in TBE classrooms receive 75% English language instruction and 25% NL instruction and 180 minutes per week of ESL instruction.

All Dual Language classrooms follow a self-contained model, with 50% of language instruction in English and 50% in the target language. The K DL classroom teacher delivers 360 minutes per week of ESL instruction. Beginner and intermediate level ELLs in the first grade DL class receive 360 minutes per week of ESL instruction and Advanced ELLs in first and second grade DL classrooms receive 180 minutes of ESL instruction.

K, 1st, and 2nd grade Freestanding ESL classrooms are serviced by the ESL teacher. K ELL students receive 360 per week of ESL instruction through two periods of ESL, four days per week, during the literacy block. One period consists of a Push-In period and the second a Pull-Out period. First and second grade Freestanding ESL classes are heterogeneously grouped. Beginner and intermediate ELLs are provided 360 minutes of ESL instruction per week and Advanced ELLs are instructed for 180 minutes per week, through a Pull-Out model.

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

Content area instruction in all three program models is aligned with Common Core Learning Standards and incorporates strategies to assist in the development across all four language modalities. Strategies include modeling, visual thinking strategies, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary instruction, activating prior knowledge, collaborative group and partnership activities, and accountable talk.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL students are assessed in their native language through periodic assessments such as: EL SOL, the Fountas and Pinnell Sistema de Evaluacion de Lectura, and the Estrellita benchmark and end-of-year assessments. Native language development is supported by the integration of multilingual classroom libraries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In addition to the use of periodic assessments, ELL progression across language modalities is measured through the integration of classroom tasks that include student presentations, research projects, collaborative group work projects, portfolios, art projects, and literacy and math tasks. The assessment of progress across language modalities is also supported by the integration and use of rubrics by both teachers and students.
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. P.S. 228's current ELL composition consists of 99% Newcomers and 1% ELLs serviced for 4 years, with no SIFE students to date. Instructional planning for such a population would include: delivery of mandated ESL units, AIS services through participation in extended day programming and Title III after school programs, differentiated grouping, assignments, and assessments, peer collaboration, and study groups with a focus on the instruction of SIFE students. Support for SIFE students would also include the sponsoring of workshops for families, with the goal of introducing them to standards-based instruction, strategies to support SIFE students in the home, and available community-based resources.

b. Newcomer ELLs in Freestanding ESL classrooms in grades K through 2nd are grouped by proficiency levels and are delivered required mandated ESL units. Additional support is provided by literacy coach and grade facilitator during designated literacy units, in the form on art and science lessons that focus on creating end of unit art and science projects. Such lessons integrate the four language modalities and academic language specific to science and art content area knowledge.

c. ELLs serviced for 4 to 6 years take part in P.S. 228's AIS program and Title III after school program. In addition to mandated units of ESL, ELLs in this subgroup will be provided with one to two periods of additional instructional periods, one day per week with a focus on developing language skills through the integration of technology.

d. Although P.S. 228Q does not currently house any long-term ELL's, instructional planning for students completing 6 or more years of ESL would include professional development opportunities for educators of long-term ELLs, native language support to facilitate acquisition of academic language in L1 and L2, and content-area instruction that focuses simultaneously on content and literacy learning

e. Former ELLs continue to take part in P.S. 228's Title III after school and extended day AIS programs. Students achieving language proficiency are also eligible to remain in the instructional program they were originally enrolled in for an additional academic

year, before fully transitioning into a mainstream monolingual classroom. Former ELLs are eligible for testing accommodations that may include the use of native language glossaries.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers and providers working with ELL-SWDs provide instruction according to IEP mandates. ELLs-SWDs participate in extended day AIS programming. Instructional strategies of ELLs-SWD include: native and second language development and explicit phonics instruction through programs such as Estrellita, Bumpy books, and web-based programs such as Starfall.com and Razkids. Classroom instruction includes differentiated and flexible grouping, cooperative learning activities, and alternate assessments.

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?

ELLs-SWDs are provided with related and differentiated instruction according to IEP mandates. Related service providers and classroom teachers collaborate to develop individual student schedules for related services, such as speech, physical, and occupational therapy. Delivery of services takes place within the school day and through a combination of both Push-In and Pull-Out sessions. Lessons are scaffolded to meet both the language needs and related service mandates of students.

Courses Taught in Languages Other than English

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

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

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

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

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

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

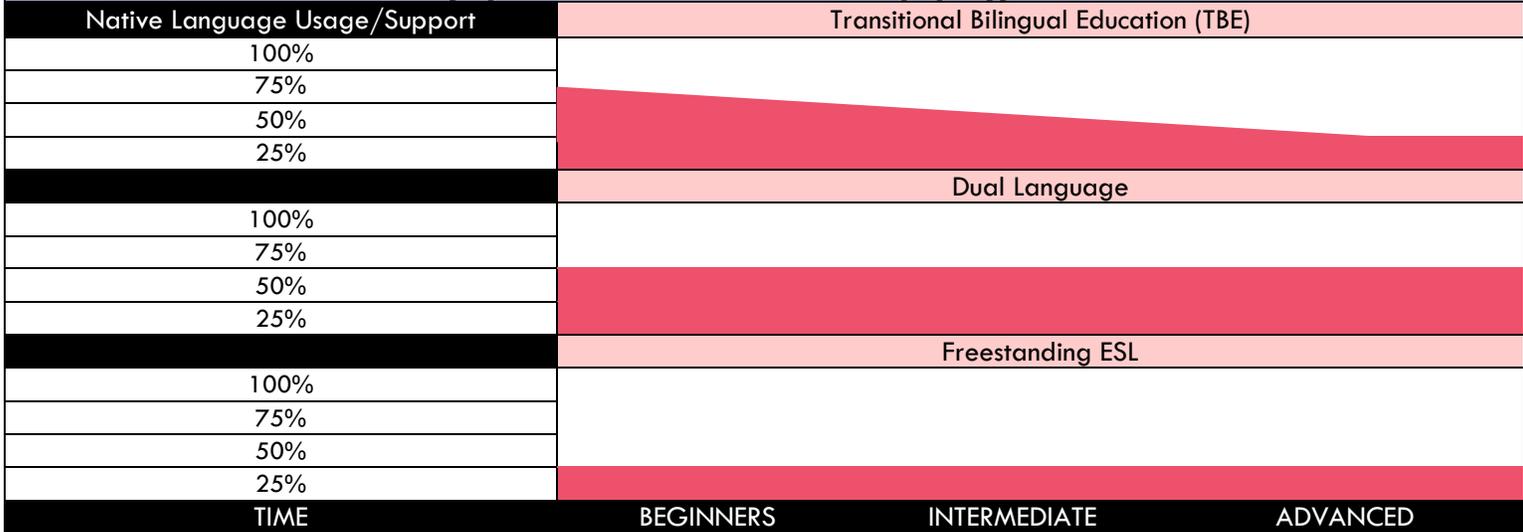
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for beginner level ELLs not meeting grade level benchmarks in ELA consist of small group instruction integrating workshop model components, guided reading, multisensory instruction, and specific RTI strategies to supplement whole class literacy instruction and progress across the four language modalities, as included in literacy curriculums such as ReadyGen. Targeted intervention for beginner ELLs below grade level benchmarks in math consists of small group/differentiated instruction delivered by certified teachers and educational assistants that incorporate Tier 1 and Tier 2 strategies, as per Go Math curriculum. Interventions are delivered in both Spanish and English. RTI Data Team will meet 4x per year to monitor student progress and conduct necessary modifications to existing intervention programs, classroom instruction, and staff professional development.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P.S. 228's programming has proven effective in developing content area knowledge and second language development as indicated by NYSESLAT scores for the past 3 years, in which most ELL students advanced 1 to 2 levels of language proficiency. Continued parental requests for programs that support native language development are also an indication of their effectiveness. In addition, the integration of Tier 1, 2, and 3 Interventions and consistent progress monitoring by RTI Data Team has further contributed to the success of our current programs and interventions.
11. What new programs or improvements will be considered for the upcoming school year?
- Improvements for the upcoming school year will include acquiring and integrating more technology in the instruction of ELLs and expanding our arts curriculum through additional art enrichment periods. Future planning may also include incorporating a resident artist through programs such as Studio in a School or the development of an after school program with a focus on drama, music, and dance.
12. What programs/services for ELLs will be discontinued and why?
- It is expected that all of our current programs for ELLs continue to be implemented during the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are provided with the opportunity to participate in school based enrichment programs such as our extended day morning AIS program, our Title III after school program, Glee Club and music enrichment clubs, and our YMCA sponsored swimming program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include: native language literacy programs such as Estrellita, Cancionero, Elefonetica, and Trofeos. Materials supporting English language literacy include: ReadyGen, TCRW Workshop, Razkids, Reading A to Z, Foundations, Bumpy Books, and the Spalding Method/Reading Reform. Math resources and materials are available through the Go Math program, in both Spanish and English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in TBE, Dual Language, and Freestanding ESL classrooms is provided through the incorporation of native language libraries and glossaries. Technology programs and educational websites in students' native languages are also utilized. Students may also be grouped and partnered with peers and educational staff with common native languages during targeted activities, to facilitate clarification and comprehension of content material.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Mandated services are aligned with student IEP and individual annual progress goals, CCSS, and grade level benchmarks for content area subjects. Literacy and math resources, in both Spanish and English, are differentiated by grade. Native language support programs such as Estrellita are integrated in K and 1st grade and Trofeos is implemented in 2nd grade TBE and Dual Language classrooms.
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.
- All newly enrolled students and their parents are invited to take part in a welcoming orientation, which takes place at the end of the prior school year, for those students entering in the fall. The meeting is conducted by: school administrators, Parent Coordinator, ELL Coordinator, and classroom teachers. Its focus is to introduce newly enrolled families to school staff members, school wide initiatives, and policies. Parents also receive a welcome packet with school information and grade-specific educational resources. During the meeting, parents and students are provided with a tour of the school. During the first week of the academic school year, parents and newly identified ELLs also participate in our Curriculum Day or Night orientation, which is designed to have parents and students visit their future classrooms and meet with their classroom teachers to discuss class expectations, curriculum, and initiatives for the school year. New ELLs enrolling throughout the school year and their families are invited to participate in Parent

Coordinator sponsored activities, such as family luncheons, outings, and workshops.

18. What language electives are offered to ELLs?

As an early childhood school, servicing grades K through 2nd, P.S. 228Q does not currently offer language elective courses for ELLs.

19. For schools with dual language programs:

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

In all Dual Language classrooms from K through 2nd, Spanish is utilized 50% of the time for both EP and ELL students. All Dual Language classrooms follow a self-contained model allowing all EP and ELL students to be integrated throughout the entire school and for all content areas. Our K and 1st grade Dual Language programs follow an alternating day schedule in which students receive a full day of instruction in English followed by a full day of instruction in Spanish. Our 2nd grade Dual Language classroom separates language instruction by time, delivering instruction in the morning in one language and the afternoon in the other. Emergent literacy instruction is delivered simultaneously in both English and Spanish.

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. Professional development for all ELL personnel, including classroom teachers will consist of monthly faculty conferences consisting of 40-minute sessions one day per month. Topics to be presented will include overview of school Language Allocation Policy, ESL methodologies and alignment with CCSS, curriculum differentiation for ELLs based on levels of language proficiency, ELL assessment, and data analysis. All educators of ELLs will also attend PD during Chancellor Conference Days and throughout school year and take part in a minimum of five, 1 ½ hour of after school PD with a focus on curriculum mapping for ELLs aligned with CCSS. Each grade will be provided with one weekly common preparation period, during which teachers within a grade can engage in planning, turnkey information, share best practices, and gather and interpret data. Additional monthly PD will consist of grade specific staff development to be delivered by administrators, Literacy Coach, and ELL Coordinator. Teachers will also take part in class intervisitations within grades, across grades, and with partnering schools.

2. Professional development for all teachers of ELLs will include attending monthly network sponsored "Best Practices for Accessibility for All Students" conferences, ReadyGen and Go Math workshop series, Estrellita program workshop series, as well as DOE sponsored PD with a focus on ESL methodologies and CCSS alignment, assessments, and guidelines.

3. Educators of ELLs transitioning to upper elementary grades are notified of neighboring or district-wide programs and schools as well as open houses via: emails and invitations to DOE and school-sponsored meetings and open houses.

4. School staff members will participate in a minimum of 7.5 hours, with special education teachers participating in a minimum of 10 hours, of ELL training that will include topics such as overview of the Language Allocation Policy, ESL methodologies and ELL instruction aligned with CCSS, and ELL assessment. Staff will also participate in PD sponsored by the OELL, such as: Nuts and Bolts of ELL Specific Topics, New ESL teacher training cohort, and the Spanish Native Language Arts Curriculum Guide workshop. All educators of ELLs will also have the opportunity to access the OELL video library during designated ELL training sessions and view specific presentations that focus on strategies to assist ELLs in their language development and in meeting the CCSS. Copies of agendas for all ELL workshops attended will be submitted by teachers to school principal and be kept on file in professional development binder in main office.

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. Parental involvement at P.S. 228 includes parent membership in school-based organizations, such as our Parent Teacher Association and Learning Leaders Organization. Parent Coordinator provides a minimum of two parent workshops, per month, on topics ranging from curriculum initiatives to community resources and health awareness. Translation services will be provided, as needed, via school staff members or through the DOE's Translation and Interpretation Unit. Parents also attend adult beginner-level ESL classes conducted by ELL Coordinator, 1 hour per week. Families take part in outings, food drives, penny harvest, multicultural appreciation celebrations and annual dance festival, as well as welcoming, end-of-year, and parent appreciation luncheons.
 2. P.S. 228's Parent Coordinator conducts outreach activities to empower parents and actively engage them in the education and development of their children. Established partnerships between our school and outside agencies include partnering with: The Learning Leaders Association, Violence Intervention Program, Inc., The Queens Public Library, Studio in a School, Cornell University, the YMCA, and New York University's LINC-S-NYU-School Partnership program.
 3. Parental needs are assessed via direct feedback during parent workshops, gatherings, and individual meetings with teachers, Parent Coordinator, and administrators. Parents also have the opportunity to provide feedback via the completion of questionnaires and surveys made available during designated meetings and geared towards obtaining information on specific topics.
 4. Parental involvement activities are directly aligned with current educational initiatives and the information obtained during needs assessment surveys and direct feedback from parents. Activities and topics addressed during parent meetings often include: adult second language learning, educational strategies for academic support in the home, community resources for physical and mental health, effective methods for financial planning, and introduction to technology.

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: P.S. 228Q

School DBN: 30Q410

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga I. Guzman	Principal		10/30/13
Diana Rodriguez	Assistant Principal		10/30/13
Reina Verduga	Parent Coordinator		10/30/13
Leticia Cruz	ESL Teacher		10/30/13
Katherine Rosario	Parent		10/30/13
Belkis Parache	Teacher/Subject Area		10/30/13
	Teacher/Subject Area		
Eileen Hughes	Coach		10/30/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: Ps 228

DBN (i.e. 01M001): 30Q228

Principal: OLGA IRIS GUZMÁN

Principal Email: OGUZMAN@SCHOOLS.NYC.GOV

Superintendent: DR. COMPOSTO

Network Leader: SALFARLIE KAMAL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Olga Iris Guzmán	*Principal or Designee	
Iris Rios	*UFT Chapter Leader or Designee	
Carmen Cornejo	*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	
Eileen Hughes	Member/ Staff	
Michael Vasquez	Member/ Teacher	
Evelyn Gomez	Member/ Teacher	
Carlos Camacho	Member/ Parent	

Katherine Rosario	Member/ Parent	
Rashida Elmir	Member/ Parents	
Catalina Vichis		

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 90% of K – 2 students will demonstrate progress toward achieving the ELA Common Core Learning Standards (CCLS) by participating in 6 CCLS-aligned Ready Gen units of study and advancing 3 or more levels on the Spring 2015 TCRWP Reading Assessments.

Comprehensive Needs Assessment

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

PS 228's CEP goals for the past five years are aligned with city, state and national initiatives (Citywide Instructional Expectations 2010-present) focused on working towards full implementation of Common Core Learning Standards-aligned instruction to increase student achievement. Currently, there is a need for all students to meet rigorous grade- specific, CCLS-aligned benchmarks by participating in the full implementation of data-based, differentiated Common Core-aligned Ready Gen lessons. PS 228 Data Review during June 2014 and September/October 2014 indicates that scores reflect strong Reading achievement, a PPR score of 19/21 and MOSL scores above scores of similar schools across city and state. Data trends indicate that most ELL's advance by 2 levels on the NYSESLAT, but require additional support in reading complex texts. Data shows that ELL's score higher in listening and speaking modalities than in reading and writing modalities. Currently, Students With Disabilities are working towards CCLS-aligned IEP goals in Reading, requiring continued exposure to CCLS-aligned Ready Gen units across the year including reteaching, modifications and strategic support.

Instructional Strategies/Activities

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

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

- Teachers of K-2 classes will implement a research-based, NYCDOE-endorsed, Common Core-aligned Reading Program (Ready Gen).
- Research-based instructional strategies that meet the needs of identified subgroups include repeated readings of complex texts, shared reading, guided reading, conferring and providing CCLS-aligned feedback targeting next steps in learning. Students requiring support participate in data based, differentiated small group instruction. Orton Gillingham-based multisensory strategies are also used.
- Teachers will utilize differentiated learning structures including lesson modifications, re teaching, visuals and visual symbols, charts in two languages when necessary, gestures, technology and communication strategies that appeal to all learning styles.

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

1. All members of the PD team including the Principal, Assistant Principal, Coach, Facilitator, ESL coordinator, IEP coordinator, Grade Leaders and all K-2 teachers will participate in the implementation of this goal.

1. 2. Resources include new instrumental materials provided by DOE, MOSL funds, ADVANCE funds, and ATRs.

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

- At least 90% of K-2 teachers will implement effective CCLS-aligned, Ready Gen Reading instruction and share best practices at professional learning sessions between October and June 2015.
- Evidence of effective teacher feedback will be observed during learning walks and observations between December and June 2014.
- Between December 2014-June 2015, teachers will share evidence of improved student running records/work samples through progress

monitoring/formative assessment.

- During Spring 2015 Reading assessment periods, 90% of students will move 2-3 Reading levels reflecting progress toward achieving the CCLS.

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

1. September 2014-June 2015, teachers collect and analyze data during benchmark periods and during ongoing progress monitoring of TCRWP Reading assessments.
2. September-November 2014 administer, score and disaggregate results of 2014 Reading MOSL (TCWRP assessments).
3. September 2014- January 2015 attend ongoing professional learning and sharing focused on CCLS-aligned curriculum planning and lesson planning.
4. October--June 2015 K-2 teachers implement research-based strategies for providing feedback such as developing and using CCLS rubrics with K-2 students, assessing student work to plan conferences, and conferring strategies. (School wide inquiry)
5. October-June 2015 Ongoing data review: Team collaboratively examines student work samples for strengths and next steps in teaching and learning. Data review is integrated in all meetings.
6. December-May 2015 evidence of CCLS-aligned Effective Ready Gen Reading instruction is observed in classrooms and student work samples. Evidence of CCLS-aligned differentiated Reading instruction is noted in professional feedback shared by PS 228 administrators and teachers based on the Danielson Framework.

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings/common prep
2. Weekly PD sessions: Monday and Tuesday extended day
3. Inquiry meetings 1-2X per week and inquiry topics integrated in all Professional Learning and sharing.
4. Teacher teams, learning walks and inter visitation
5. Afterschool study groups
6. NYCDOE PD day.
7. Parent workshops

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Beginning in the Fall 2014, Learning Leaders are assigned to work in targeted classrooms to facilitate and provide small group instructional support during CCLS-aligned Reading instruction.
- Fall 2014-Spring 2015 Parent Teacher Conferences and parent workshops, parents learn Reading strategies to improve Reading performance of children in grades K-2. The importance of achieving CCLS-aligned benchmarks is integrated in all workshops.
- Teachers maintain ongoing communication with parents through: individual meetings, notifications, daily feedback of reviewed homework assignments and goal planners. Parents participate in class learning walks to observe student progress.

Budget and Resource Alignment

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

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 90% of K – 2 students will demonstrate progress toward achieving the Math Common Core Learning Standards (CCLS) by participating in 10 CCLS-aligned math units and achieving 90% mastery of mathematical concepts on the June 2015 Go Math Assessments.

Comprehensive Needs Assessment

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

PS 228's CEP goals for the past five years are aligned with city, state and national initiatives (Citywide Instructional Expectations 2010-present focused on working towards full implementation of Common Core Learning Standards-aligned instruction to increase student achievement. Currently, there is a need for all students to meet rigorous grade-specific, CCLS-aligned benchmarks by participating in the full implementation of data-based, differentiated Common Core-aligned Go Math lessons. PS 228 Data Review during June 2014 and September/October 2014 indicates that most recent Progress Report (2013) data earned an "A" score for 34.8% of PS 228 Third graders achieving a 3 or 4 and a proficiency score of 2.79. There was a higher percentage of students scoring 3 and 4 on the Math exam than the ELA, although both earned "A"'s in student performance. Most recent Math scores indicate that 88% of PS 228 students achieved mastery on the June 2014 Go Math assessment. CCLS shifts and June 2014 school Data analysis reflects student strength in geometry and a need for continued work in problem solving, strategies to solve word problems and operations. Staff members continue to refine data based CCLS-aligned Math instruction through implementation of the recently implemented, CCLS-aligned Go Math curriculum, adopted by PS 228 educators in September 2013. Most recent progress report data shows that points were earned for high achievement of ELL's and Students With Disabilities (SWD's). Currently, SWD's are working towards CCLS-aligned IEP goals in Math, requiring continued exposure to CCLS-aligned Go Math units across the year including reteaching, modifications and strategic support.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

- Teachers of K-2 classes will implement a research-based, NYCDOE-endorsed, Common Core-aligned Math Program (Go Math).
- Research-based instructional strategies that meet the needs of identified subgroups include whole class problem solving, and shared discussions and conversations focused on Mathematical processes, concepts and vocabulary. Conferences and CCLS-aligned feedback target next steps in learning. Students requiring support participate in data based, differentiated small group instruction. Manipulatives and hands-on learning are used to facilitate teaching and learning.
- Teachers will utilize differentiated learning structures including lesson modifications, re teaching, visuals and visual symbols, gestures, technology and communication strategies that appeal to all learning styles.

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

1. All members of the PD team including the Principal, Assistant Principal, Coach, Facilitator, ESL coordinator, IEP coordinator, Grade Leaders and all K-2 teachers will participate in the implementation of this goal.
2. Resources include new instrumental materials provided by DOE, MOSL funds, ADVANCE funds, and ATRs.

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

- At least 90% of K-2 teachers will implement effective CCLS-aligned, Go Math! Math instruction and share best practices at professional learning sessions between October and June 2015.
- Evidence of effective teacher feedback will be observed during learning walks and observations between December and June 2014.
- Between October 2014-June 2015, teachers will share evidence of improvement on Math unit assessments through re-teaching of lessons and flexible grouping based on lesson comprehension.
- During end of year 2015 Math assessment periods, 90% of students will achieve 90% mastery of mathematical concepts on the June 2015 end of year Go Math assessments.

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

1. September 2014-June 2015, teachers collect and analyze data from beginning of the year baseline Math assessment and during monthly unit Go Math! assessments.
2. September-November 2014 teachers administer, score results and perform data skills analysis of 2014 Baseline Math assessments in order to group students according to needs.
3. July 2014- January 2015 attend ongoing professional learning and sharing focused on CCLS-aligned Go Math! curriculum planning and lesson planning.
4. October--June 2015 K-2 teachers implement research-based strategies for providing feedback such as developing and using CCLS rubrics with K-2 students, assessing student work to plan conferences, and conferring strategies. Teachers provide feedback to parents informing them of skills needed per unit and areas in need of improvement. (School wide inquiry)
5. October-June 2015 Ongoing data review: Team collaboratively examines student Math assessments for strengths and next steps in teaching and learning with the flexibility of re-teaching concepts not mastered. Data review is integrated in all meetings.
6. December-May 2015 evidence of CCLS-aligned Effective Math instruction is observed in classrooms and student work samples. Evidence of CCLS-aligned differentiated Math instruction is noted in professional feedback shared by PS 228 administrators and teachers based on the Danielson Framework.

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings/common prep
2. Weekly PD sessions: Monday and Tuesday extended day

- 3. Inquiry meetings 2X per week and inquiry topics integrated in all Professional Learning and sharing.
- 4. Teacher teams, learning walks and inter-visitation
- 5. Afterschool study groups
- 6. NYCDOE PD day.
- 7. Parent workshops

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Beginning in the Fall 2014, Learning Leaders are assigned to work in targeted classrooms to facilitate and provide small group instructional support during CCLS-aligned Math instruction.
- Fall 2014-Spring 2015 Parent Teacher Conferences and parent workshops are conducted. Parents learn grade specific Math skills students need to improve Math performance in grades K-2. The importance of achieving CCLS-aligned Math units is integrated in all parent workshops.
- Teachers maintain ongoing communication with parents through: individual meetings, notifications, daily feedback of reviewed homework assignments, Math unit assessment scores and goal planners. Parents participate in class learning walks to observe student progress in Mathematics.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, all K-2 students will demonstrate progress toward achieving the ELA Common Core State Standards measured by all students participating in at least 3 Common Core aligned Non-fiction Writing units of study with at least 95% of all students advancing 2 or more levels on the Spring 2015 NYCDOE Writing Performance Task.

Comprehensive Needs Assessment

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

PS 228's CEP goals for the past five years are aligned with city, state and national initiatives (Citywide Instructional Expectations 2010-present) focused on working towards full implementation of Common Core Learning Standards-aligned instruction to increase student achievement. Currently, there is a need for all students to meet rigorous grade-specific, CCLS-aligned benchmarks by participating in the full implementation of data based, differentiated Common Core-aligned Writing lessons. PS 228 Data Review during June 2014 and September/October 2014 indicates that scores reflect strong achievement in ELA, a PPR score of 19/21 and MOSL scores above scores of similar schools across city and state. Spring 2014 Citywide Performance Task Data trends show a need for Writing instruction that targets writing with details and providing text evidence to teach about their topic. Data trends also indicate that most ELL's advance by 2 levels on the NYSESLAT, but require additional support in Writing, specifically writing descriptive sentences. Data shows that ELL's score higher in listening and speaking modalities than in reading and writing modalities. Currently, Students With Disabilities are working towards CCLS-aligned IEP goals in Writing, requiring continued exposure to CCLS-aligned Ready Gen units across the year including reteaching, modifications and strategic support.

Instructional Strategies/Activities

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

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

- Teachers of K-2 classes will implement a research-based, NYCDOE-endorsed Common Core-aligned integrated Writing Program (Ready Gen) and modified Writing units of study and writing strategies following the Teachers College Balanced Literacy Model.
- Research-based instructional strategies that meet the needs of identified subgroups include writing demonstrations utilizing model writing, shared writing, and writing conferences that provide CCLS-aligned feedback targeting next steps in learning. Students requiring support participate in data based, differentiated small group instruction.
- Teachers will utilize differentiated learning structures including lesson modifications, re teaching, visuals and visual symbols, gestures, technology and communication strategies that appeal to all learning styles.
- Progress monitoring will be used to track progress and students' needs.

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

1. All members of the PD team including the Principal, Assistant Principal, Coach, Facilitator, ESL coordinator, IEP coordinator, Grade Leaders and all K-2 teachers will participate in the implementation of this goal.

2. Resources include new instrumental materials provided by DOE, MOSL funds, ADVANCE funds, and ATRs.

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

- At least 90% of K-2 teachers will implement effective CCLS-aligned, Writing instruction and share best practices at professional learning sessions between October and June 2015.
- Evidence of effective teacher feedback will be observed during learning walks and observations between December and June 2015.
- Between December 2014-June 2015, teachers will share evidence of improved student writing work samples through progress monitoring.
- Progress monitoring will be implemented by using teacher made rubrics aligned with CCLS-based NYCDOE Citywide Performance Task assessments.
- During Spring 2015 assessment periods, 95% of students will move 2-3 Writing levels reflecting progress toward achieving the CCLS.

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

1. September 2014-June 2015, teachers collect and analyze data during benchmark periods and during ongoing progress monitoring of student writing.
2. September-November 2014 administer, score and disaggregate results of 2014 Writing MOSL (Spring 2014 Citywide Performance Task).
3. September 2014- January 2015 attend ongoing professional learning and sharing focused on CCLS-aligned Writing curriculum and lesson planning.
4. September 2014-June 2015 ELL Inquiry Team conducts an inquiry targeting CCLS-aligned vocabulary development of ELL's in Speaking and Writing.
5. October--June 2015 K-2 teachers implement research-based strategies for providing feedback in Writing such as developing and using CCLS rubrics with K-2 students, assessing student work to plan conferences, and conferring strategies. (School wide inquiry)
5. October-June 2015 Ongoing data review: Team collaboratively examines student work samples for strengths and next steps in teaching and learning. Data review is integrated in all meetings.
6. December-May 2015 evidence of CCLS-aligned Effective Writing instruction is observed in classrooms and student work samples. Evidence of CCLS-aligned differentiated Writing instruction is noted in professional feedback shared by PS 228 administrators and teachers based on the Danielson Framework.

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings/common prep
2. Weekly PD sessions: Monday and Tuesday extended day

3. Inquiry meetings 1-2X per week and inquiry topics integrated in all Professional Learning and sharing.
4. Teacher teams, learning walks and inter visitation
5. Afterschool study groups
6. NYCDOE PD day.
7. Parent workshops

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Beginning in the Fall 2014, Learning Leaders are assigned to work in targeted classrooms to facilitate and provide small group instructional support during CCLS-aligned Writing instruction.
- Fall 2014-Spring 2015 Parent Teacher Conferences and parent workshops, parents learn strategies to improve Speaking and Writing of children in grades K-2. The importance of achieving CCLS-aligned benchmarks is integrated in all workshops.
- Teachers maintain ongoing communication with parents through: individual meetings, notifications, daily feedback of reviewed homework assignments and school wide curriculum events.
- October-June 2015 Parents attend school events to celebrate and share learning including Writing celebrations, Women's History Month event and PS 228 Science Fair Display of exit projects. Parents participate in class learning walks to observe student progress in Writing

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, K-2 teachers will implement strategies that provide all students with CCLS-aligned feedback communicating next steps in learning as evidenced by 2014-2015 inquiry study artifacts (classroom observation checklists, teacher team feedback and student feedback) and by 90% of teachers receiving Effective or Highly Effective ratings on Danielson component 3D.

Comprehensive Needs Assessment

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

PS 228 Data Review during June 2014 and September/October 2014 indicated that although scores reflect strong ELA and Math achievement, (19/21 PPR score, MOSL scores above scores of similar schools across city and state), PPR and learning walk data indicated a need for Common Core Learning Standards (CCLS)-aligned instructional feedback to move students forward. This CEP goal and school wide inquiry is also aligned to the 2014-2015 NYCDOE Citywide Instructional Expectations (CWIE) focusing on the importance of “ Ensuring knowledge of students and their work, and using this knowledge as the starting point for planning.”

Instructional Strategies/Activities

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

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

- Teachers of K-2 classes will implement research-based strategies for providing CCLS-aligned feedback such as teacher and student-made rubrics/rubric checklists, conferences and conference notes, dialogue journal techniques and goal planners.
- All students, including subgroups will participate in “quick checks” for understanding to facilitate ongoing reflective feedback including turn and talks, thumbs up and post-it reflections. Teachers will provide feedback through flexible teaching and assessment-based regrouping.
- Teachers will utilize differentiated learning structures including lesson modifications, re teaching, visuals and visual symbols, charts in both languages, gestures, technology and communication strategies that appeal to all learning styles.

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

1. All members of the PD team including the Principal, Assistant Principal, Coach, Facilitator, ESL coordinator, IEP coordinator, Grade Leaders and all K-2 teachers will participate in the implementation of this goal.
2. Resources include instrumental materials such as writing paper, books, charts and post-its provided by DOE, MOSL funds, ADVANCE funds, and ATRs.

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

- At least 90% of K-2 teachers will share strategies for providing feedback indicating “next learning steps” at professional learning sessions between October and June 2015.
- Evidence of effective teacher feedback will be observed during learning walks and observations between December and June 2014.
- Between December 2014-June 2015, teachers will share evidence of improved student work samples following “next steps” communicated through instructional feedback.

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

1. September 2014- January 2015 attend ongoing professional learning and sharing focused on research-based strategies for providing CCLS-aligned feedback including examining student work for strengths and next steps, rubrics, and conferring strategies.
2. September-November 2014 administer, score and disaggregate results of 2014 Reading MOSL (TCWRP assessments).
3. October--June 2015 K-2 teachers implement research-based strategies for providing feedback such as developing and using CCLS rubrics with K-2 students, assessing student work to plan conferences, and conferring strategies. (School wide inquiry)
4. October-June 2015 Ongoing data review: Team collaboratively examines student work samples for strengths and next steps in teaching and learning. Data review is integrated in all meetings.
5. December-May 2014 evidence of CCLS-aligned feedback is observed in classrooms and student work samples. Evidence of CCLS-aligned feedback communicating next steps in teaching and learning is noted in professional feedback shared by PS 228 administrators and teachers based on the Danielson Framework.

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings/common prep
2. Weekly PD sessions: Monday and Tuesday extended day
3. Inquiry meetings 2X per month and inquiry topics integrated in all Professional Learning and sharing.
4. Teacher teams, learning walks and inter visitation
5. Afterschool study groups
6. NYCDOE PD day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Beginning in the Fall of 2014, Learning Leaders are assigned to work in targeted classrooms to facilitate and provide small group instructional support.
- Fall 2014-Spring 2015 Parent Teacher Conferences and parent workshops, parents learn strategies to converse, help with homework, solve problems and read with children in grades K-2. The importance of feedback, next steps and celebration are integrated in all

parent workshops.

- Teachers maintain ongoing communication with parents through: individual meetings, notifications, daily feedback of reviewed homework assignments and goal planners.
- Parents participate in class learning walks to observe student progress.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 6.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Data Driven Differentiated ELA Academic Intervention Services</p> <p>K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers, word sorts and guided reading instruction.</p> <p>AIS Support Services RTI Research-based Fountas & Pinnell strategies are utilized. Research-based guided reading</p> <p>Virtual Y Program The Virtual Y services at risk students</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Multisensory word study • Interactive reading through technology <p>Teachers provide individual or small group assessment-based ELA instruction for at risk students.</p> <p>Individualized Tutoring Sessions</p> <p>The Virtual Y program provides a combination of whole group, small group and individual instruction and academic</p>	<p>Monday-Wednesday 8:10-9:00</p> <p>Provided daily in one 50-minute period</p> <p>Provided Monday-Wednesday for 50-minute periods</p> <p>Monday-Friday every week from 3:00-5:45 PM</p>

	<p>Reform, Words Their Way, and progress monitoring. Teachers utilize additional individual teaching and re-teaching to meet the needs of all learners.</p> <p>Individualized AIS with Educational Assistants English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching ELA lessons utilizing ESL strategies.</p>		
<p>Mathematics</p>	<p><u>FOR ALL AT RISK STUDENTS INCLUDING ELLs AND STUDENTS WITH IEPs:</u> Daily Data Driven Differentiated Math Instruction K-2 teachers provide one 45-minute period of data-driven differentiated Math instruction for at risk students. Teachers utilize individual and small group instruction and flexible class structures to teach Math Strategies. Teachers provide individual or small group assessment-based Go Math instruction per week for at risk students using a collaborative push-in teaching model.</p> <p>AIS Support Services</p> <p>All teachers provide 25-30 minutes of class based small group Math instruction Instructional programs include Go</p>	<p>Teachers utilize individual and small group instruction and flexible class structures to teach Go Math strategies.</p> <p>Differentiated small group and one-to-one instruction.</p> <p>Differentiated small group and one-to-one instruction.</p>	<p>One to Two 50-minute periods weekly.</p> <p>Monday-Friday</p>

	<p>Math and Math Centers.</p> <p>FOR ENGLISH LANGUAGE LEARNERS: A certified ESL teacher provides mandated ESL instruction for English Language Learners that includes Go Math support utilizing ESL strategies.</p> <p>IEPs:</p> <p>Individualized AIS instruction for Students with IEPs Special Education teachers and educational assistants provide daily class based individual and small group re-teaching of Go Math concepts with modifications.</p>		<p>Monday-Wednesday 8:10-9:00</p> <p>Monday-Wednesday 8:10-9:00 and as scheduled</p>
<p>Science</p>	<p>Data Driven Differentiated ELA/ Science Academic Intervention Services</p> <p>K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers and guided reading instruction.</p> <p>Virtual Y Program The Virtual Y services at risk students by offering a combination of whole group, small group and individual</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Interactive reading through technology <p>Repeated reading of non-fiction text. Shared reading of non-fiction text. Science Technology Project</p> <p>The Virtual Y program provides a</p>	<p>Monday-Friday as needed</p> <p>Provided daily in one 45-minute period</p> <p>Monday-Friday every week from 3:00-</p>

	<p>English Language Arts, homework support and scientific enrichment project options.</p> <p>FOR ENGLISH LANGUAGE LEARNERS:</p> <p>English Language Learners participate in all Academic Intervention Services listed:</p> <p>Afterschool ESL Four teachers provide afterschool ESL instruction for at risk students. Teachers utilize the following ESL strategies: Visual cues, realia, dramatization and gestures, and expressive intonation.</p> <p>Small Group Modifications with ESL Strategies The IEP Coordinator, certified in Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL strategies to service English Language Learners with IEPs.</p> <p>FOR STUDENTS WITH IEPs: Students with IEPs participate in all Academic Intervention Services listed: Students with IEPs participate in modified Science instruction utilizing the following instructional programs and methodologies: Balanced Literacy Instruction and non-fiction reading strategies. Teachers utilize</p>	<p>combination of whole group, small group and individual instruction and academic support.</p> <p>Differentiated small group and one-to-one instruction</p>	<p>5:45PM</p> <p>Tuesdays and Wednesdays from 3:05-5:05PM</p> <p>Mondays – Wednesdays 8:10-9:00</p> <p>Monday – Friday need-based</p>
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	<p>additional individual teaching and re-teaching to meet the needs of all learners.</p> <p>Individualized AIS with Educational Assistants English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching Science lessons utilizing ESL strategies.</p>		
<p>Social Studies</p>	<p>Data Driven Differentiated ELA/ Social Studies Academic Intervention Services</p> <p>K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers and guided reading instruction.</p> <p>Virtual Y Program The Virtual Y services at risk students by offering a combination of whole group, small group and individual English Language Arts, homework support and Social Studies enrichment project options.</p> <p>FOR ENGLISH LANGUAGE LEARNERS:</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Interactive reading through technology <p>Repeated reading of non-fiction text. Shared reading of non-fiction text. Social Studies Technology Project</p> <p>The Virtual Y program provides a combination of whole group, small group and individual instruction and academic support.</p>	<p>Monday-Friday need based</p> <p>Provided daily in one 50-minute period</p> <p>Monday-Friday every week from 3:00-5:45PM</p>

	<p>English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching Social Studies lessons utilizing ESL strategies.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>The School Guidance Counselor provides 30-minute small group and individual counseling according to student need. This academic and Social Emotional Support program provides services for students with IEPs and or at-risk students and/or ELLs to enhance their social and academic skills. The program supports designated instructional programs for each subject area according to student need and IEP mandates.</p>	<p>Small group and individual.</p>	<p>Wednesdays and as per Staff Schedules as needed</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The following strategies and activities are currently use for recruitment to ensure that PS 228 teachers are highly qualified:</p> <ul style="list-style-type: none"> • Attend Job fairs to interview and attract highly qualified teachers. • Utilize the Department of Human Resources to identify and assign potential teaching candidates who are highly qualified. • Search the open market as a source of new teacher recruitment for Highly Qualified Teachers. • Maintain communication with Queens College student teachers mentored at PS 228 who are certified and seeking employment. <p>The following strategies and activities are currently used for assignments, support and retention of Highly Qualified Teachers:</p> <ul style="list-style-type: none"> • New Teachers receive mentoring from grade leaders and members of the PD Team for the first year of teaching and beyond. • New Teacher Workshops are provided and partner-teachers work collaboratively. • School administrators will collaborate with Network Human Relations Team to encourage all teachers to attain 175 hours of Professional Development within 5 years of receiving their professional licenses. • Teachers will be encouraged to attend licensing workshops. • Participate in monthly network meetings including Special Education, Inquiry and ESL. <p>Administrators will provide 3 or more hours per month on the Danielson Framework of Teaching and ADVANCE.</p>

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).
<p>The following strategies and activities are currently used for high quality professional development for teachers, principals, paraprofessionals and staff at PS 228:</p> <ul style="list-style-type: none"> • School based professional development is offered 3 or more times per week by members of the PS 228 Professional Development Team including the Principal, the Assistant Principal, the UFT Teacher Center Coach, the ESL and Dual Language Facilitators, the IEP Coordinator, the Grade Leaders, Pre-K -2 teachers, the Parent Coordinator and the Educational Assistants. • Collaborative study frameworks include grade leader structures, common preps, inquiry teams, ESL and Dual Language Teams and ICT teaching teams foster ongoing professional learning. • Ongoing school based and off site PD provided by the PS 228 PD Team, the CFN, the UFT Teacher Center, STEM, TESOL and other providers. • Children's First Network Leaders and the other PD providers offer school based and off site professional learning experiences for teachers such as inquiry, ESL, RTI and VTS. • Professional Development Focus topics include Research based strategies connected to the Common Core State Standards, Common Core aligned tasks, Ready Gen, Go Math, ADVANCE and the Danielson Rubric for Effective

Teaching.

- Teacher Teams participate in afterschool PD on Mondays between 2:30 and 3:50 for curriculum planning, inquiry and lesson study.
- Science cluster attends PD for Sustainability and Professional Development classes aligned with GrowNYC grant and the Battery Urban Farm.

Arts Team will attend VTS (Visual Thinking Strategies) series and 92 Street Y Music Professional Development.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Literacy Coach/Data- Conceptually Consolidated Funding
- ESL Coordinator- Conceptually Consolidated Funding
- After School Program for ELLs: Books, Materials, Per Session- Title III Funds
- Additional Literacy PD- Title I
- Parent group coordinates workshops and supports parent involvement activities- Title I and Title III Funds
- Software: Learning A-Z, Samson's Classroom, Bookflix- NYSTL Software and Title III Funds

Go Math!, Ready Gen, ADVANCE PD- TL Citywide Funding

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

A team of PS 228 educators attend the community preschool fair to inform parents about PS 228's common-core aligned curricular programs. Kindergarten tours conducted during springtime allow parents and children to visit classes and become acquainted with Kindergarten learning environment. Kindergarten screening assesses students' pre-requisite skills and ensures proper class placement. Ongoing parent workshops and early childhood celebrations help parents teach their children skills and strategies to facilitate supportive transitions through the early grades. Pre-K and K teachers participate in assessment-based vertical planning to share curriculum maps and develop common core aligned plans. IEP and ESL coordinator also meet with parents to arrange services and program placement according to IEP and ELL mandates.

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.

A MOSL (Measures of Student Learning) Team was created according to NYCDOE guidelines. The team attended ADVANCE PD, Network PD and Measures of Student Learning (MOSL) training sessions. The team reviewed 2013-2014 assessment options for early childhood. Team members met to exchange ideas about assessment selection and to consider staff input. The MOSL team selected the following early childhood measures of student learning for K-2 classes: The Teachers College Reading and Writing Project (TCRWP), The Discovery Math assessment and the NYCDOE performance task for Writing. The team reviewed protocols and structures for assessment administration and scoring. The PS 228 PD team offered grade specific professional development during Summer and Fall 2013. Teachers learned how to administer, score, disaggregate results of assessments and assess student strengths and next steps. Teachers work in clusters and partnerships to ensure proper administration and scoring. Professional development will continue across the year. Ongoing assessment is addressed at weekly grade meetings, PD and SD sessions and faculty conferences. Ongoing assessments also include progress monitoring, portfolios, conference notes, checklists and other class assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

PS 228Q will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

For grades Pre-K-2, the New York State Literacy, Math and Science Standards, the Department of Education Primary Literacy Standards and the NCTM Principles provide the foundation for a comprehensive curriculum and serve as references for lessons within curricular themes. Academic programs consisting of carefully selected materials and strategies, ongoing assessment and flexible class structures are integral parts of the curriculum.

PS 228's current instructional programs are coordinated and designed to meet social and academic needs of all children and to enable students to meet the NYC and State Standards in all subject areas. Designated academic programs and instructional materials utilized by all classes are selected according to guidelines set by NYC and State Standards, The NYC Department of Education initiatives and PS 228's Team of Early Childhood Specialists. The PS 228 Early Childhood Academic Program is comprised of a balanced literacy methodology utilizing the workshop model, a hands-on problem-solving approach to mathematics, an inquiry-based science curriculum and a social studies program with a concentration in multicultural studies and community values.

PS 228Q and the parents of the students participating in activities, funds and services provided by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high Standards. This School-Parent compact is in effect for the 2014-2015 school year.

PS 228Q and the parents of the students participating in activities, funds and services provided by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high Standards. This School-Parent compact is in effect for the 2014-2015 school year.

PS 228 Q will Support home-school relationships and improve communication by:

- Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those 4 conferences will be held: In September 2014, November 2014, March 2015 and May 2015 as per the DOE schedule.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be issued in November 2014, March 2015, and June 2015 for K to 2nd grade, Pre-K progress reports. Individual progress reports will be discussed with parents as needed.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make individual appointments to speak with the staff. Staff members are conducting individual and group parent meetings on Tuesdays between 2:30-3:45.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Parents have opportunities to be trained as learning leaders. Parents will be invited by classroom teachers to participate in activities in the class.
- Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools) in an organized, ongoing and timely way.
- Hold an annual meeting to inform parents of the school's participation in title I, Part A programs and to explain the Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parent involvement meetings (such as in the morning or evening) so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
- Provide to the parents of participating children information about Title I Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels children are expected to meet. Information will be presented to parents in a timely manner.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide each parent with an individual student report about their child's performance on the State assessment in math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by section 200.56 of Title I.

II. Parent/Guardian Responsibilities:

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

- Making sure the homework is completed.
- Monitoring attendance.
- Monitoring the amount of television our children watch.
- Volunteering in a classroom.
- Participating as appropriate in decisions relating to education.
- Promoting positive use of extracurricular time.
- Staying informed about our children and their education.

- Communicating with the school by promptly reading all school/district notices received by the children or by mail and responding appropriately.
- Serving to the extent possible on policy advisory groups; Serving as the Title I Part A parent representative on the School Improvement Team, the Title I policy advisory committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

III. Student Responsibilities:

- We as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:
- Do our homework every day and ask for help when we need it.
- Read daily at least 30 minutes outside of school time.
- Give all school notices and information to my parent or caretaker every day.

DBN: 30Q228

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	\$169,635.51	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal	\$89,262.00	X	See action plan
Title III, Part A	Federal	\$18,740.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,842,935.00	X	See action plan

¹**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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



Department of English Language Learners and Student Support

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<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: E.C. Magnet School of the Arts	DBN: 30Q228
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 228's 2014-2015 Title III after school program will service a total of 60 newcomer ELL students at the beginner and intermediate levels of English proficiency in grades K through 2nd. The program will take place from December 3rd, 2014 to May 28th, 2015, for a total of 40 sessions, and will meet for two days per week, for two hours each day. Instruction will be delivered, in both Spanish and English, by three bilingual certified teachers. The composition and number of classes by grade, will be as follows: 2 kindergarten groups and 1 group composed of first and second grade ELLs.

Disaggregation and analysis of ELL performance in assessments such as the: 2014 NYSESLAT, TCRW assessment, DOE literacy tasks, and patterns identified through inquiry studies, indicate that beginner and intermediate ELLs are not meeting benchmark levels, or score lowest, in literacy components such as: vocabulary interpretation, reading comprehension, and writing.

P. S. 228's Title III program will focus on developing academic/content area knowledge and vocabulary, native/English language foundational skills, reading comprehension, and writing skills through the integration of CCLL aligned nonfiction science thematic units. Materials to be used will be Bechmark Education's Content Connections Big Book program.

Part C: Professional Development

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

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

Begin description here: Title III PD for teachers of ELL students will consist of two 1.5 hour sessions, to take place at the start of the program and in the spring of 2015. PD sessions will be delivered by the ELL Coordinator. The first session will present ESL strategies for integrating language and content in science units and lessons. The second PD session will focus on analyzing P.S. 228's ELL student data to identify patters and inform instruction in science and other content areas.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental engagement will consist of two 1.5 hr workshop sessions to be delivered by the ELL Coordinator and Parent Coordinator. The first workshop will focus on an introduction to the CCLS for nonfiction reading and writing and implications for ELLs, specific grade-level expectations, and an overview of science nonfiction units.

The second workshop will provide parents with information on available local community resources and landmarks that will engage families while supporting and extending school-based science instruction.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q410 School Name: P.S. 228Q

Cluster: 410 Network: 410

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

Part A: Needs Assessment Findings

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

P.S. 228's written and oral language interpretation needs are assessed by examining and analyzing responses to Home Language Identification Surveys, ATS RAPL and UPPG reports, and parent responses to preferred oral and written languages in blue emergency contact cards. Informal data regarding language preferences is also obtained from direct feedback from parents during ongoing, daily, communication and individual and general parent meetings and workshops.

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.

Review of 2013 RAPL and UPPG reports indicate that 79% of parents reported Spanish as their preferred spoken and written language, 18% reported English, 1% reported Bengali, 1% Urdu, and 1% reported Chinese. Preferred language findings were reported to the local school community during faculty conferences, cabinet and grade meetings, and during Parent Coordinator workshops.

Part B: Strategies and Activities

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

HLIS will be completed in parents' preferred languages, as available, within 10 days of student enrollment. A Parents Preferred Language Roster will be generated and stored in school's main office and made available to administrators, teachers, and other school staff members. In addition, a list of school personnel available to assist with translation services will be posted in main office. Translation of documents for languages for which no translation services can be offered within the school, will be translated via the DOE Translation and Interpretation Unit. Official DOE notices will be issued in: English, Spanish, Chinese, Urdu, and Bengali. School based written notifications and translations during school meetings and parent workshops will be provided by school staff members and parent volunteers for the languages of: Spanish, Chinese, and Bengali.

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 will be provided during student registrations, parent workshops and meetings, parent/teacher conferences. Oral interpretation services will be provided by school staff and parent volunteers for the languages of: Spanish, Bengali, Chinese, and Urdu. Interpretation services for additional languages will be provided via DOE's Translation and Interpretation Unit.

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>.

P.S. 228 will fulfill section VII of Chancellor's Regulations regarding parental notifications by providing written notifications regarding parental rights to translations and interpretation services and resources for obtaining those services. Postings will be printed and displayed in English, Spanish, Chinese, Urdu, and Bengali, notifying of parent rights and resources for language and translation. "Rights and Resources for Language Interpretation/Translation" signs will be posted at lobby entrance, by security desk, and in the main office. In the event of an emergency, the Interpretation/Translation team will activate a phone chain to inform and assist parents in their primary language.

