



2014-15 Comprehensive Educational Plan (CEP)

DBN: (i.e. 01M001):

09X028

School Name:

Mt. Hope Centennial School PS 28X

Principal:

Stephen Beckles

Comprehensive Educational Plan Outline

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Section 1: School Information Page

<u>School Information</u>			
School Level:	Elementary	School Number (DBN):	09BX028
School Type:		Grades Served:	Pre K - 5
School Address:	1861 Anthony Avenue Bronx, NY 10457		
Phone Number:	718-583-6444	Fax:	718-583-6537
School Contact Person:	Stephen Beckles	Email Address:	sbeckle@schools.nyc.gov
Principal:	Mr. Stephen Beckles		
UFT Chapter Leader:	Ms. Monica Hilton		
Parents' Association President:	Ms. Joanna Camacho		
SLT Chairperson:	Ms. Monica Hilton		
Student Representative(s):			
<u>District Information</u>			
District:	09	Superintendent:	Ms. L. Rosario
Superintendent's Office Address:	450 St. Paul's Pl. Bx. NY 10457		
Superintendent's Email Address:	LRosario2 @schools.nyc.gov		
Phone Number:	718-579-7143	Fax:	718-410-7017
<u>Cluster and Network Information</u>			
Cluster Number:	#5	Cluster Leader:	Deborah Maldonado
Network Number:	CFN # 534	Network Leader:	Mr. Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephen Beckles	*Principal or Designee	
Monica Hilton	*UFT Chapter Leader or Designee	
Johanna Camacho	*PA/PTA President or Designated Co-President	
Luiggi Batista	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	
Ana Nazario	Member/ Parent	
Elsa Perez	Member/ Parent	
Maria Emanuele	Member/ Teacher	
Maryrum Tariq	Member/ Parent	
Alfonsa Ponce Santos	Member/ Parent	
Maria Henriquez	Member/ parent	
Sylvia Medina	Member/ Teacher	
Sadika Clarke	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the

school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE’s Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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| • Step 1: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year. |
| • Step 2: Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| • Step 3: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement. |
| • Step 4: Update your school’s AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC). |
| • Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary. |

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Mount Hope Centennial School is a positive, caring and dynamic community in which collaboration and innovation are paramount to providing educational experiences that will prepare our students for the future. It is an educational milieu in which students will be inspired through interest and inquiry to maximize their academic potential; accordingly, teachers utilize all their pedagogical skills and knowledge to educate their students. It is our vision to provide the best education possible to all of our students.

The mission of the Mount Hope Centennial School is to facilitate a learning climate which nurtures growth in an environment that is challenging, exciting and risk-free. Together we will implement a diverse and unique academic program with a profound emphasis on technology that will foster creativity and life-long learning.

Additionally, the students of the Mount Hope Centennial School-PS 28X, will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

In our effort to address the myriad social/emotional and creative needs of our students the Mount Hope Centennial School has created partnerships with a number of agencies/outside resources. That would include: Bronx Arts Ensemble, Theatre Moves, Studio In A School, Scarsdale Strings, and Experience Corps for Kindergarten students, and the Junior Achievement Program. It is from these partnerships our students have made measurable strides statistically in both Literacy and Math.

However with these strides data shows that our students in grades 3-5 are still challenged with relating illustrations and diagrams to a text, referring to a text abstractly, solving multi-step word problems, and distinguishing all the distractors in standardized testing that are plausible, but incorrect. In terms of growth, our student population has moved progressively in reading based on DRA scores and Dibels assessments.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other

relevant data).

- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In an effort to meet the instructional demands of CCLS aligned curriculum that thoroughly encompasses the instructional shifts advocated by both city and state, PS 28X has historically implemented a number of instructional vehicles that presents to its students content based literature that enables all students, regardless to their learning/student classification, to respond (both verbally and in written form) to inquiries that requires them to substantiate their conclusions by means of a number of conventions. This process, which commonly referred to as the “Close” method, would include making text to text, text to self, and text to world connections, being able to extrapolate and then analyze key elements from a text to respond to a myriad of literary based questions, to be able to initially determine the gist of a manuscript, and to evaluate student formative and summative test data as its means of making modifications to unit plans.

In moving forward, it is our intention to promote greater consistency in matters pertaining to providing students with highly scaffolded and differentiated instruction, so that all students are challenged and are provided with opportunities to confer with one another, in effort to provide meaningful academic feedback to one another. This then will reinforce the idea of trust building.

Part 2 – Annual Goal

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

- By June 2015 students in grades 3-5 will show an increase in ELA performance levels of 3 and above at 3-5% point gain.***

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <i>Professional development opportunities are</i> 	Teachers	Sept. 2014 - June	Ms. Matthews ELA

<p><i>identified, in order to deepen their understanding of the instructional shifts and how to embed these into their teaching practices; with special consideration being given to those teachers that instruct our school's Special Needs students and English Language Learners.</i></p>	<p>in grades Pre K - 5</p>	<p>2015</p>	<p>Coach: grs 3-5, Ms. Servedio- ELA Coach: grs Pre K - 2, Ms. Minnich-data Specialist, Ms. Odinga- Teacher Center, Ms. Taylor- I.E.P Teacher, Ms. Bourdon & Ms. Bresnan – ESL Service providers</p>
<ul style="list-style-type: none"> <i>In terms of resources, teachers have been supplied with new instructional and assessment tools that are reflective of the Common Core such as: DRA Reading Assessment Tool, I Ready Online Assessment and Waterford Online Assessment, Benchmark (all of which is administered school wide), "Core Knowledge" (from gr. K-2) and "Expeditionary Learning" (from gr.3-5), to support their understanding of the CCLS for the grade level and to instructionally address these new standards.</i> 	<p>Teachers in grades Pre K - 5</p>	<p>Sept. 8, 2014: DRA Mosel K-3, Sept 9, 2014 Writing Baseline, November 12, 2014 ELA practice Exam Gr. 3-5, Jan. 5, 2015 Mid-Year Assessment/Running Records, Feb 2, 2015, ELA Practice Exam, gr. 3-5, June 5, 2015, DRA, Gr K - 5</p>	<p>School Administration: S. Beckles, Principal, G. Prisco, AP., P. Scalisi, AP., C Alvarez, AP. R. Odinga, Teacher Center</p>
<ul style="list-style-type: none"> <i>Use of on -going data (DRA, I Ready, Waterford, and baseline) will be reviewed for trends, thereby allowing for strengths and deficits to be identified and addressed on an ongoing basis.</i> 	<p>Teachers in grades Pre K - 5</p>	<p>Sept. 2014 – June 2015</p>	
<ul style="list-style-type: none"> <i>Teachers will identify specific curriculum outcomes for each grade level, which will achieve coherence both vertically and horizontally.</i> 			
<ul style="list-style-type: none"> <i>Teachers will analyze student data (both formal and informal) to determine individual student and class needs, as well as to develop appropriate student learning outcomes and goals</i> 	<p>Teachers in grades Pre K – 5 and school wide Data specialist</p>	<p>Sept. 2014 – June 2015</p>	<p>School Administration and School wide data Specialist</p>

<ul style="list-style-type: none"> Administrators will support teacher effectiveness by providing them with ongoing feedback from frequent instructional walkthroughs and both informal and formal observations 	Teachers in grades Pre K - 5	Sept. 2014 – June 2015	School Administration: S. Beckles, Principal, G. Prisco, AP, P. Scalisi, AP, C. Alvarez, AP
<ul style="list-style-type: none"> Develop teacher’s understanding of questioning and discussion techniques and how to facilitate positive classroom discourse; which will bring about higher degrees of trust between teacher and student, but also student to student relationships. 	Teachers in grades Pre K - 5	Sept. 2014 – June 2015	School Administration: S. Beckles, Principal, G. Prisco, AP, P. Scalisi, AP, C. Alvarez, AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Developmental Reading Assessment (DRA), running records, IReady, Waterford Online Assessment, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, Experience Corps.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<ul style="list-style-type: none"> <u>DRA Reading Assessment, I Ready Online Assessment, Waterford Online Assessment, My On (Personalized Reading Program), Expeditionary Learning/Core Knowledge Assessments</u> <u>DRA Reading Assessment : January/2015, I Ready Online Assessment; February 2015, Waterford Online Assessment: February 2015, Expeditionary Learning/Core Knowledge Assessments: Ongoing throughout the 2014/2015 academic school year</u>

Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As we reflect upon the work that has been done with our students in the content area of mathematics, we’ve come to realize that the traditional model of mathematics instruction, which generally entails students passively absorbing mathematical structures invented by others and recorded in texts, does not yield higher levels of student’s understanding of taught concepts. Therefore as a result, we have embraced the basic tenets of constructivism throughout our workshop model based instructional periods. This has resulted in our students creating their own mathematical knowledge that is invented by the child and not passively received from the environment, and where math interpretations are shaped by experience and social interactions; which then speaks to the idea of building trust

Yet with this shift in our instructional practices, we as a school need to create more opportunities for our students (especially in the early childhood grades) to grapple with gaining a better conceptual understanding of solving:

- Multi-step word problems
- Word problems involving place value of digits in a hypothetical number
- Solving multi-step logical problems with different operations
- Computing using several mathematical strategies

Part 2 – Annual Goal

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

•Increase the percentage of students performing at level 3 or above by 3%-5% from 13.5% to at least 16.5% in grades 3,4 and 5 as measured by the June 2015 NYS Math Results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • <i>Implement grade level scope and sequence documents that reflect the major work of the grade outlined in the NYS Common Core Emphases.</i> 	<p>Teachers in grades Pre K - 5</p>	<p>Sept. 2014 – June 2015</p>	<p>Ms. L. Alba, Math Coach, Ms. Odinga, Teacher Center, and Ms. N. Taylor, IEP Teacher, Network Support Specialist</p>
<ul style="list-style-type: none"> • <i>Early Childhood Assessment in Mathematics (ECAM) will be explored as a formative assessment in Counting, Addition/Subtraction and Numeration units of study for K-2. The data will also be used to track and monitor student progress within these concepts as students move from Kindergarten through to 2nd Grade.</i> <p><i>Focus on computational fluency with whole numbers as a major goal of the elementary grades</i></p>	<p>Teachers in grades Pre k - two</p>	<p>Sept. 9, 2014, Math baseline, K-5, Mid Line Assessment, Jan.5, 2015, Pre K -2, Math End line Examination, May 26, 2015</p>	<p>Ms. Alba, math Coach, Ms. R. Odinga, Teacher Center, Grade level Teacher teams, Ms. N. Taylor, IEP teacher</p>
<ul style="list-style-type: none"> • <i>Maintain a focus on assessment that drives instruction and measures student progress over time.</i> 	<p>Teachers in grades Pre K – grade 5</p>	<p>Sept 9, 2014: math base line, math practice Exam, Gr. 3-5, December 8, 2014, Math Mid-Year Gr. K-5, math practice</p>	<p>Ms. Alba, school math coach, Ms. R. Odinga, Teacher Center, N. Taylor, IEP Teacher, All school administrators, Network support specialist</p>

		Exam, March 2, 2015, Gr. 3-5, Math Endline Exam, may 26, 2015, Gr K-5	
<ul style="list-style-type: none"> <i>Develop teacher’s understanding of questioning and discussion techniques and how to facilitate positive classroom discourse; which will then bring about higher degrees of trust between teacher and students, but also students to students.</i> 	Teachers in grades Pre K – Grade 5	Sept. 2014 – June 2015	Ms. Alba, Math Coach, teacher grade level teams, Ms. R. Odinga, Teacher Center, Network Support Specialist, School Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Go Math Curriculum, IReady, Waterford Online Assessment, Mathematics Coach, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, baseline, midline, endline assessments, manipulatives.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<p><u>Diagnostic Assessment:</u> “Show What You Know Assessment” “Soar to Success Math” “ Diagnostic Interview Task”</p> <p><u>Formative Assessment:</u> Lesson Quick Check in every lesson Mid-Chapter Checkpoint</p> <p><u>Summative Assessment:</u> Chapter Review/Chapter Assessment Online Assessment: I Ready, Waterford</p> <p>Progress Monitoring Activities:</p> <ul style="list-style-type: none"> Math Practice Exam #1: December 1 – 3

<ul style="list-style-type: none"> • Mid-Year/Midline Assessment: January 5, 2015 • Math practice Test #2: March 3, 2015 			
Part 6b. Complete in February 2015.			
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In an effort to address the instructional needs of our ELLs, we as a school have explicitly adopted those TESOL instructional practices embedded in the SIOP Model and in the CAFÉ Instructional Model. Believing in the idea that the instructional practice of extending the time ELLs have for language support services while providing content area information will invariably have a positive impact upon student achievement, we have purposefully increased the number of service providers. This will then allow for greater opportunities in cooperative learning experiences for our students, providing our children with explicit, targeted vocabulary development lessons, and to enhance student’s learning experiences with visuals, demonstrations and hands on learning opportunities. Yet it is imperative that transparent and collaborative systems for measuring progress towards interim and long term goals, and making adjustments during the school year continue to be an ongoing and reliably established custom.

Part 2 – Annual Goal

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

To increase the percentage of ELL and Bilingual students performing at level 3 or above to 3%-5% in grades 3, 4, and 5 as measured by the June 2015 ELA results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • <i>ELLS and Bilingual students will be challenged and supported to meet the same challenging academic content as all students by meeting the expectations as set by our curricular planning and DYO ongoing testing as evidenced in teacher planning, student task engagement, process and representations of learning</i> 	<p>All ELL teachers and service providers of our ELL students in grades K - 5</p>	<p>September 2014 – June 2015</p>	<p>ELL Teachers: J. Bourdon & E. Bresnan, Literacy and Math coaches: L. Alba, M. Servedio, V. Boyce, and R. Odinga (Teacher Center)</p>
<ul style="list-style-type: none"> • <i>Language comprehension will be taught through listening, speaking, reading and writing skills, using observed classroom strategies as noted in the C. Danielson framework as noted in the teacher feedback walkthrough sheets</i> 	<p>All ELL and Bilingual Teachers</p>	<p>September 2014 – June 2015</p>	<p>ELL Teachers: J. Bourdon & E. Bresnan, Literacy and Math Coaches: L. Alba, M. Servedio, V. Boyce, and R. Odinga (Teacher Center)</p>
<ul style="list-style-type: none"> • <i>ELLS will be provided with explicit vocabulary instruction as noted in their reading and writing by analyzing student progress on student comprehension of text, movement in text complexity and vocabulary growth, evidence of effective vocabulary instruction during walkthroughs and lesson plan collections</i> 	<p>All ELL and Bilingual Teachers</p>	<p>September 2014 – June 2015</p>	<p>ELL Teachers: J. Bourdon & E. Bresnan, Literacy and Math Coaches: L. Alba, M. Servedio, V. Boyce, and R. Odinga (Teacher Center)</p>
<ul style="list-style-type: none"> • <i>The student data in this particular subgroup and with bilingual students will reflect an increase in</i> 	<p>All ELL and Bilingual</p>	<p>September 2014 –</p>	<p>ELL Teachers: J. Bourdon & E.</p>

<i>their language proficiency rating levels as well as in an increase of 3-5% on the NYS math and ELA exams, as applicable various levels of students in both ELL and Bilingual classes have been organized with classroom personnel and outside push in and pull out supports</i>	Teachers	June 2015	Bresnan, Literacy and Math Coaches: L. Alba, M. Servedio, V. Boyce, and R. Odinga (Teacher Center)
<ul style="list-style-type: none"> <i>Develop teacher's understanding of questioning and discussion techniques and how to facilitate positive classroom discourse; which will then bring about higher degrees of trust between teacher and students, and also student to student relations.</i> 	All ELL and Bilingual Teachers	September 2014 – June 2015	ELL teachers: J. Bourdon & E. Bresnan, Literacy and Math Coaches: L. Alba, M. Severdio, V. Boyce, and R. Odinga (Teacher Center)
<ul style="list-style-type: none"> <i>Network support specialist will provide for targeted PD as identified by teacher surveys and feedback</i> 	All ELL and Bilingual teachers	September 2014 - 2015	Ms. Lisa Velasquez , Network specialist
<ul style="list-style-type: none"> 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Developmental Reading Assessment (DRA), IReady, Waterford Online Assessment, Imagine Learning, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, Experience Corps., ESL Teachers, Network Support Staff.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<ul style="list-style-type: none"> <u>DRA Reading Assessment, I Ready Online Assessment, Waterford Online Assessment, My On (Personalized Reading Program), Expeditionary Learning/Core Knowledge Assessments</u> <u>DRA Reading Assessment : January/2015, I Ready Online Assessment; February 2015, Waterford Online Assessment: February 2015, Expeditionary Learning/Core Knowledge Assessments: Ongoing throughout the</u>

2014/2015 academic school year				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In an effort to meet the instructional demands of CCLS aligned curriculum that thoroughly encompasses the instructional shifts advocated by both city and state, PS 28X has developed a schedule for conducting educational visits. Principal and Assistant Principals will support classroom teachers in differentiating instruction through the use of varying process, content and products in addressing the needs of their targeted population, to support teachers in successfully meeting the needs of all students. Findings are shared with the staff through various forums throughout the year.

Administrators will implement the Danielson Framework when conducting observations and debriefing with teachers. Administrative cabinet meetings will review teacher progress and develop supports which reflect the instructional needs.

Administration will conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies. Learning Walks will be used to collect low inference data that will support decision-making and as a way to monitor teacher progress at a grade and school level.

Part 2 – Annual Goal

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

Through the observation process, which is based on the Danielson Framework, the administration will work with teachers on moving 50% of the staff performing at a developing level, which in turn will improve to proficient or better.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • <i>Teachers will be supported by observational feedback to meet the challenging academic content by meeting the expectations as set by their goals, student goals, and the school’s instructional focus.</i> 	All teachers and service providers	September 2014 – June 2015	Administrators and coaches: L. Alba, M. Servedio, V. Boyce, and R. Odinga (Teacher Center)
<ul style="list-style-type: none"> • <i>Administration will evaluate teachers based on components of Danielson Framework.</i> 	All teachers	September 2014 – June 2015	Administrators
<ul style="list-style-type: none"> • <i>Administrators will assist teachers with developing an understanding of questioning and discussion techniques and how to facilitate positive classroom discourse; which will then bring about higher degrees of trust between teacher and students, and also student to student relations.</i> 	All teachers and service providers	September 2014 – June 2015	Administrators
<ul style="list-style-type: none"> • <i>Network support specialist will provide for targeted PD as identified by teacher surveys and feedback</i> 	All teachers	September 2014 - 2015	Network specialists
<ul style="list-style-type: none"> • <i>Administration will conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies. Learning Walks will be used to collect low inference data that will support decision-making and as a way to monitor teacher</i> 	All teachers	September 2014 - 2015	Administrators

<i>progress at a grade and school level.</i>			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Danielson Framework, Go Math program, Developmental Reading Assessment (DRA), IReady, Waterford Online Assessment, Imagine Learning, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, Experience Corps., ESL Teachers, Network Support Staff.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 27 th the instructional cabinet will have participated in at least two learning walks with feedback aligned to the Danielson Framework.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school’s academic program in response to this element
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of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data collected by teachers of student performance on various benchmarks and other forms of assessments indicate the need to continue to build a strong learning environment that involves parents in the education of their children. Many of our parents are non-English speaking, from diverse cultures. We as a learning community need to give them the confidence and knowledge base to be able to assist their child/children academically at home. With this in mind there will be a series of parent workshops that are coherently focused to meet the academic and social needs in specific content areas of their child/children. We offer a welcoming and nurturing environment for parents whereas language will not be seen as a barrier.

Part 2 – Annual Goal

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

- *By June 2015 the school will host a minimum of five events where families and the entire community are welcomed.*

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><i>Parent workshops and trainings identified in order to deepen their knowledge base academically:</i></p> <ul style="list-style-type: none"> • <i>Literacy CAFÉ</i> • <i>Common Core Learning Standards (ELA/Math)</i> • <i>SIOP</i> • <i>NYSESLAT</i> <p><i>SPELL’s</i></p>	<p>Parents/Caregivers</p>	<p>Sept.2014- June 1015</p>	<p>CFN 534 Lisa Valesquez ELL Support Specialist, School Administration: Principal: S. Beckles, AP’s: G.</p>

			Prisco, C. Alvarez, P. Scalisi Parent Coordinator, ELA Coaches: Ms. Mathews, Ms. Sevedio, Math Coach: Ms. Alba, UFT Teacher Center: R. Odinga, Ms Taylor: IEP Teacher
<i>Monthly newsletters backpacked</i> <i>Open House</i> <i>Parent/Teacher Conferences with Bilingual Support</i> <i>Family Night with Bilingual Activities/Supports</i>	Parents/Caregivers	September 2014 – June 2015	Classroom Teachers, Data Specialist: Ms. Minnich Administration: S. Beckles, AP's: G. Prisco, C. Alvarez, P. Scalisi, Parent Coordinator, ELA Coaches: Ms. Mathews, Ms. Sevedio, Math Coach: Ms. Alba, UFT Teacher Center: R. Odinga, Ms Taylor: IEP Teacher
<i>Quarterly "Breakfast with the Principal" (Informational Session)</i> <i>Family Night with Bilingual Activities/Supports</i>	Parents/Caregivers	September 2014 – June 2015	Administration: S. Beckles, AP's: G. Prisco, C. Alvarez, P. Scalisi

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Administration and Staff, CFN; ELL Support Specialists, schedule adjustments, instructional resources in ELA and Math.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

As is required of all New York City Public Schools, parents are requested to participate and or complete a school survey, which assesses the instructional models offered to students, the building capacity by providing its students with a safe nurturing environment, and to reflect upon the school’s ability to communicate effectively with parents. This survey assessment is provided to parents during the months of December through February. The evaluation of this vehicle is examined at the conclusion of the 2015 academic school year. Additionally, by providing our parent community with those opportunities to verbalize their concerns with matters pertaining to instruction and safety of their children this constituency is provided with weekly opportunities to meet with various members of the school’s instructional and administrative staff. These conversations are conducted consistently through the 2014-2015 academic school year.

Part 6b. Complete in February 2015.

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Tier III One year below grade level	Fundations Program Edmark Explode the Code	Small Group One to One ELA Academy	During School Day After School Academy

		<p>I Ready Online Assessment</p> <p>Experience Corps</p> <p>Core Knowledge</p> <p>Expeditionary Learning</p> <p>I Ready Online Assessment</p> <p>Waterford Online Assessment</p> <p>Smart board Resources</p> <p>Imagine Learning</p>		
Mathematics	Tier III One year below grade level	<p>Go Math Program/Tiered & Intensive Support</p> <p>I Ready Online Assessment</p> <p>Waterford Online Assessment</p> <p>Smart board Resources</p> <p>Imagine Learning</p>	<p>Small Group</p> <p>One to One</p> <p>Math Academy</p>	<p>During School Day</p> <p>After School Academy</p>
Science	Tier III One year below grade level	<p>McGraw-Hill Program</p> <p>Smart board Resources</p>	<p>Small Group</p> <p>One to One</p>	<p>During School Day</p>
Social Studies	Tier III One year below grade level	<p>McGraw-Hill Program</p> <p>Smart board Resources</p>	<p>Small Group</p> <p>One to One</p>	<p>During School Day</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Any behavior that interrupts another student's academics Emotional Trauma	Counseling and Mental Health Services	Small Group One to One Montefiore Clinic-Sessions/Outside Referral to Mental Health Clinic	During School Day After-School Hours

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Ms. Matthews (Literacy Coach) Ms. Servedio (Literacy Coach) Ms. Alba (Math Coach) 1. School Leadership Team Training for parents conducted by District 9 Family Advocate 2. Yearly Science Fair celebration 3. Monthly Parent Association Meetings 4. Monthly School Leadership Team Meetings

5. Quarterly Meetings with PA /title I Presidents

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

7. Parent Teacher Conferences to discuss ELA progress

8. Meet the Teacher Parent Meeting

9. Open School Night

10. 25 book campaign

11. Student celebrations of learning

12. Triumph learning online resources for parents

13. Classroom teachers' class web pages with online resources

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

15. Teacher monthly newsletters

16. School Book Fairs

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

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

2b. High Quality and Ongoing Professional Development

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

Professional Development:

Danielson Framework

Workstations

Assessments

D.E.A.R.

Special Education Compliance

New Teacher PD

Technology Development and Planning

Curriculum/Lesson Planning

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Assessments: DRA Assessments Dibels I Ready Online Assessments Waterford Assessments MyOn Personalized Reading Program

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All School wide 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide Program, the amount each program contributes to the consolidated School wide 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 School wide 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	\$689,253.00	X	All goals
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$246,248.00	X	All goals
Title III, Part A	Federal	\$27,672.00	X	English Language Learner goals
Title III, Immigrant	Federal	\$20,157.00	X	English Language Learner goals
Tax Levy (FSF)	Local	3,548,061.00	X	All goals

¹Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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 – School wide 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.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Mount Hope Centennial 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Mount Hope Centennial 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **Parent/Guardian Responsibilities:**
 - monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
 - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
 - check and assist my child in completing homework tasks, when necessary;
 - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
 - set limits to the amount of time my child watches television or plays video games;
 - promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
 - encourage my child to follow school rules and regulations and discuss this Compact with my child;
 - volunteer in my child's school or assist from my home as time permits;
 - participate, as appropriate, in the decisions relating to my child's education;
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;
- **Student Responsibilities:**
 - attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
 - Always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 028
School Name PS 28		

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	739	Total number of ELLs	219	ELLs as share of total student population (%)	29.63%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	17	11	20	24	15	30								117
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		23	18	15	19	8								83
Pull-out	2	3	6	3	4	1								19
Total	19	37	44	42	38	39	0	219						

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	93	4	17	20		19				113
Dual Language										0
ESL	61	0	11	39		12	6			106

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	154	4	28	59	0	31	6	0	0	219
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	24	23	22	18	8								97
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic		1		2										3
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	2	26	25	25	19	8	0	105						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	7	13	8	10	5								47
Intermediate(I)	13	17	12	13	14	6								75
Advanced (A)	14	15	17	17	18	23								104
Total	31	39	42	38	42	34	0	226						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	11			37
4	31	3			34
5	26	2			28
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15	10	11	3	3				42
4	22	7	3	2	1	2			37
5	26	7	1						34
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11		11		11		5		38
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	13	15	9	7				
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.
Our school uses the DRA in English and Spanish to assess reading engagement, oral reading fluency, and comprehension of texts. We also use i-Ready, an interactive on-line diagnostic and instructional program to assess students at the beginning of the year and identify content areas of strength and weakness. These diagnostics (DRA & i-Ready) provide information about the students as

readers (reading preferences and habits, phonological & decoding skills, oral fluency, comprehension abilities), as well as their skills in reading and math. The teachers use this data to group students based on reading and math levels, reading behaviors, and skills, and helps them identify students in need of further support. Teachers reassess students every 6 weeks at least; grouping is flexible and constantly changing.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analysis of the NYSESLAT shows that most of our students are in the intermediate and advanced levels on the NYSESLAT. We have twice as many advanced students as those at beginning level. Most of our students scoring a beginning level on the NYSESLAT are either new arrivals in TSE classes or are students with disabilities; most other ELL students are making progress. In Kindergarten we notice that many of our students are skipping the beginning level and testing at intermediate or advanced. Many of our upper-grade students are scoring at the advanced level repeatedly.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Our students are performing better in listening and speaking than in reading and writing. This is the normal trend with ELL students, and so we are making sure that our ELLs are identified for further RTI services, and involved in small-group instruction to target specific modalities, as well as whole class lessons in bilingual & ESL classes. Our ELLs are provided with specialized reading & writing strategies to target identified weaknesses for each student (as per assessment tools) and they are identified for Title III academies.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

School leadership uses the results to make programming decisions for the school. Analysis of assessment results helps decide what programs we invest in to instruct our ELL students. It also helps us decide on the type of professional development needed for our staff members, and which students should receive intervention. Teachers use the results to guide their planning and instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Within the classroom, teachers are using assessment data to provide small group instruction based on students' needs. Students who are not making adequate progress within the classroom are referred to Tier II intervention and receive further support from RtI teachers.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our school looks at the NYSESLAT scores and their performance in the different modalities to determine the developmental needs of each student.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Either the ESL teacher or ESL/bilingual RTI teacher are present during the registration process. These pedagogues administer to parents or guardians the Home Language Survey (HLS). The HLS is used to determine if the child is eligible to take the LAB-R. If the child is eligible, it is administered within 10 days of enrollment to determine the level of English proficiency. Next a parent selection meeting is scheduled so that parents may select a program choice.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If students are entitled to services as determined by the results of the LAB-R, then a meeting is scheduled with parents so that they may select a program choice. A letter is sent home, inviting parents to attend an orientation meeting. At this meeting, we provide parents of newly enrolled ELLs with information on the different ELL programs available. Parents are given the opportunity to view the Parent Orientation Video in their home language. Parents are given a parent survey and make their selections.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Upon completion of the LAB-R, entitlement letters are sent home to parents. When parents attend the Parent orientation meeting, the Parent Survey and Program Selection is completed on site. If parents fail to attend the orientation meeting, the parent is called to schedule a one-on-one appointment.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The LAB-R results are shared with the parents. According to the parental preferences expressed at the orientation meeting and on the survey, students are placed in the program selected.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We adhere to the NYS testing guidelines for each grade.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
For students scoring low on the LAB-R, most parents select Transition Bilingual Education. Depending on how students score on the LAB-R, parents tend to opt for TBE if students do not demonstrate proficiency in English. For students scoring higher, most parents elect to place their child in freestanding ESL. Yes, our school offers both TBE and freestanding ESL services in alignment with parent preferences. Dual language is not offered, however it is not frequently requested.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

Our school ensures that ELLs are appropriately evaluated in their native language by using the following assessments: ELE, Estrailita, Teacher observations and conferences, and the Spanish DRA exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers create activities for students to complete in all four of the language modalities. Teachers then assess the students performance on these activities using the NYSESLAT rubric.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

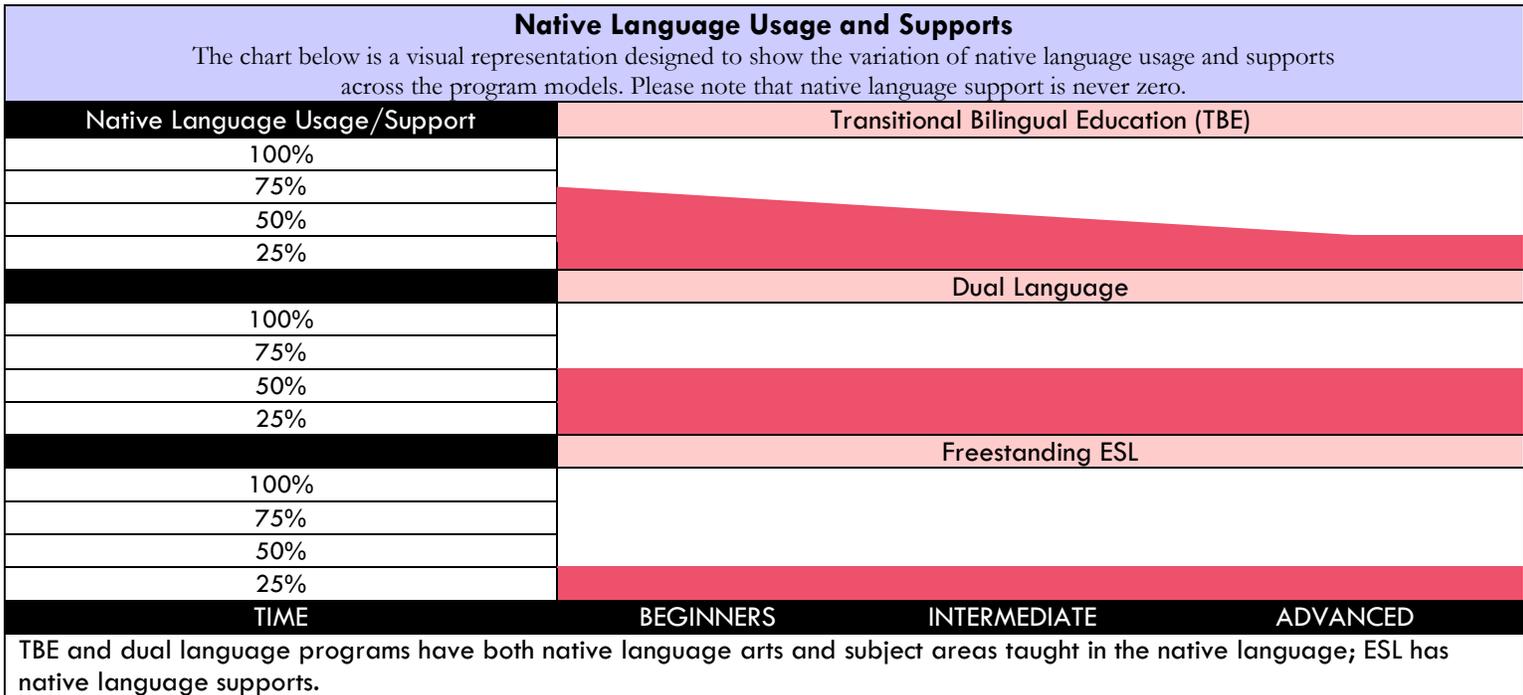
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our school offers many intervention services for ELLs in ELA and math. Our first line of intervention is through targeted small group instruction within the classroom. Through the use of constant progress monitoring, we are able to track growth made (or not made) by our students. Students who are not making adequate growth are then identified by teacher and supervisors, and a specific analysis is made of the students' strengths and weaknesses. Intervention is provided within the classroom by classroom teachers, and includes small group instruction, work stations targeting specific needs, scaffolds provided for lessons as needed, and time on the i-Ready instructional program. Our classroom teachers use either Core Knowledge (K-2) that encompasses phonemic instruction, vocabulary development, writing skills, and content area instruction through listening and speaking; or Expeditionary Learning (3-5) that uses rich authentic texts and meaningful topics to students to teach the content areas. Classroom interventions are provided in both English and the Native Language.
- Students that need intervention in the native language receive intervention with Estrellita, a phonics based Spanish literacy program.
- In addition to instruction within the classroom, struggling ELL students are provided with RTI instruction in small groups. These are targeted lessons aimed at individual student weaknesses and areas of need. Some of the intervention programs used for these students are Explode the Code, Early Success, and Soar to Success. Students with disabilities are also offered SETTTS, OT, speech, and counseling as needed. These services are provided in English only, with the exception of the bilingual RTI provider and bilingual counselor.
- We also offer programs after school hours including the extended day tutorial sessions, after school exam or Title III academies, and Saturday academies. These services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- After analyzing our LAB-R, NYSESLAT, ELA and Math exams, it is evident that our students need further support in the areas of reading and writing. Our new ELA programs (Core Knowledge and Expeditionary Learning) were chosen with this in mind, as these offer a greater opportunity for students to read and write at a higher level, and listen and speak about richer content areas, leading to better vocabulary development.
11. What new programs or improvements will be considered for the upcoming school year?
- We have just received a grant to implement Estrellita in grades K-2. We will also offer our ELL students a Saturday Academy to improve their English proficiency.
12. What programs/services for ELLs will be discontinued and why?
- We have no intention of discontinuing any services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to participate in all school programs. These include afterschool academies, Saturday academies, school assemblies, LEAP, and all other programs that our school offers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition to our core curricula, our school uses Smartboards to make lessons visual and interactive as much as possible. We have audio supports for our ELLs in the form of listening centers and audio books. Our lessons use manipulatives wherever possible, bilingual dictionaries, content glossaries, and library books in the native language. We have many software options such as Waterford early learning program, i-Ready diagnostic and instructional programs, A-Z learning, to diagnose students and provide individualized instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In TBE, native language support is delivered through classroom support in the native language instruction, directions in the native language, and glossaries and bilingual dictionaries. In ESL classes, teachers also offer students glossaries and bilingual dictionaries. Teachers also infuse the use of cognates, and library books in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Grade level instructional materials and classroom library books are geared to students' levels. For students who are unable to read at grade level, we provide high-interest, low-level texts to engage them in reading and audio book supports for those who cannot

read such texts on their own.

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Our Paste response to question here:

Part VI: LAP Assurances

School Name: PS 28		School DBN: 09x028	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Beckles	Principal		11/15/13
Pauline Scalisi	Assistant Principal		11/15/13
Maria Reyes	Parent Coordinator		11/15/13
Jacqueline Bourdon	ESL Teacher		11/15/13
Joanna Comacho	Parent		11/15/13
Luz Rivera/RTI	Teacher/Subject Area		11/15/13
Lorraine Rodriguez/Bilingual	Teacher/Subject Area		11/15/13
Marianne Minnich	Coach		11/15/13
Lisette Alba	Coach		11/15/13
Nancy Ramos	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x028 School Name: PS 28

Cluster: 5 Network: 534

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: P.S. 28X	DBN: 09X028
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 247
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 10
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our English Language Learners (ELLs) account for 33% of our overall student population. There are currently 247 students receiving ELL services. P.S. 28 offers the option of Transitional Bilingual Education in grades K-5 for students whose first language is Spanish, as well as Freestanding ESL instruction, based on parent choice. Through data analysis of our 2014 NYSESLAT scores, teachers and administrators identified writing as an area in need of improvement. This was the trend school wide. In addition, when comparing ELA and NYSESLAT scores, 100% of our advanced level students scored a Level 1 or 2 on the ELA exam. See Chart 1 below. Based on the analysis of this data, we have identified writing as the focus for our Title III Supplemental Program.

Chart 1

PS 28 MOUNT HOPE

NYSESLAT: Beg. Int. Adv. Prof.

NYS TEST

1	19	21	10	2
2	0	1	9	1
3	0	0	0	1
4	0	0	0	1

NYS TEST

1	100%	95%	53%	40%
2	0%	5%	47%	20%
3	0%	0%	0%	20%
4	0%	0%	0%	20%

All ELLs, including newcomers and immigrants, SIFE students, Long-Term ELLs, and Special Education ELLs from grades K - 5 are invited to attend our ELL Academies. The Academies will begin in January 2015 and will continue until April 2015 for a total of 12 sessions. We will have two separate academies

Part B: Direct Instruction Supplemental Program Information

for our ELLs: A Writing Through Drama Academy for grades K-2 and a Writing Academy to service grades 3-5. Students will be grouped by grade and proficiency level with a total of 10 groups for both academies. The Early Childhood Academy will consist of five groups: two groups in Kindergarten (with two certified ESL teachers), one group in first grade (with one bilingual certified teacher), and two groups in second grade (with two bilingual certified teachers). The grades 3-5 Academy will also consist of five groups: two groups in third grade (with two bilingual certified teachers), one group in fourth grade (with 1 bilingual certified teacher), and two groups in fifth grade (with 2 bilingual certified teachers). The language of instruction for both academies will be English.

Our Title III ELL Academy for K-2 will take place after school hours on Thursdays from 2:20 – 4:20 pm. It will be a total of 12 sessions with the Bronx Arts Ensemble. Bronx Arts Ensemble is an arts residency that addresses the Common Core Anchor Standards for writing through the lense of physical theater. Research shows that total physical response (TPR), role play, and kinesthetic learning are best practices for ELLs when acquiring a new language. This approach of "physicalizing language" will be used as a scaffold to further develop the writing skills of our ELLs in the early childhood grades.

Our Title III ELL Academy servicing grades 3-5 will take place on Saturdays from 9:00 am - 12:00 pm. It will be a total of 13 sessions with a focus on the writing process, using the workshop model. Through this academy, ELL students in grades 3-5 will receive a total of 3 extra hours of ESL/ELA instruction per week. In addition, all of our grade 3-5 ELL students, including former ELLs, will be invited to participate in our ELA and Math After- School Programs, at no cost to Title III.

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:

Arts Bronx Ensemble will provide professional development to all K-2 ELL Academy teachers in using drama techniques to enhance student writing. In addition, this professional development will include strategies on building community in the classroom as students learn to write and choreograph in collaboration with their peers. This session will take place on a Thursday, (2:20 - 4:20 pm) one week prior to the start of the Early Childhood Academy.

ELL Academy teachers of grades 3-5 have met with administration and coaches to analyze the NYSESLAT and ELA data from the 2013-2014 school year. The literacy coach and the CEI ELL Instructional Support Specialist will provide professional development on best practices for the teaching of writing to ELL students. These sessions will be ongoing during after-school hours. In addition, the Network ELL Support Specialist will provide professional development on using SIOP interaction strategies to improve student writing. This PD session will take place on Thursday, December 4th from 2:20-4:20 pm.

Part C: Professional Development

Teachers will also attend professional development on informational writing by Tony Stead offered by the New York City Department of Education's Division of English Language Learners and Student Support. Teachers of the grades 3-5 ELL Academy will also attend professional development in the area of writing. This PD will provided by Nancy Cloud offered through the Fordham University Rbern. Both sessions are at no cost to Title III.

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:

Adult ESL Programs are designed to help immigrants and others who have not yet developed proficiency in English to acquire the basic knowledge and skills they need to function effectively as parents, workers, and citizens. Due to the large ELL population in our school, many parents of our students have limited English proficiency. With this in mind, we will offer adult ESL classes. These classes will be held on Thursday afternoons from 2:20-4:20 pm. Each class will last for two hours and a total of 12 sessions will be offered. Ms. Velez, a certified bilingual teacher, will be the instructor for this program. An invitation will be sent to all P.S. 28 parents. This program will also be offered to all community members and postings will be placed throughout the community.

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 	_____	_____

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.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		