

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M028

School Name:

P.S. 028 WRIGHT BROTHERS

Principal:

AWILDA BAEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 28/The Wright Brothers School School Number (DBN): 06M028
Pre K – 5th
Grades Served: _____
School Address: 475 W. 155th Street New York, New York 10032
Phone Number: 212-690-3014 Fax: 212-368-5978
School Contact Person: Teresa Montano Email Address: tmontano@schools.nyc.gov
Principal: Mrs. Awilda Baez
UFT Chapter Leader: Simon Rosa
Parents' Association President: Lisandra Sanchez
SLT Chairperson: Jessica Murawski
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Raquel Jiminian
Student Representative(s): N/A
N/A

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360-78 Broadway, Manhattan, NY 10033
Superintendent's Email Address: MRamirez4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Field Support Center Director: Yuet Chu
Director's Office Address: 333 7th Avenue, Manhattan, NY 10001

YChu@schools.nyc.gov

Director's Email Address:

917-705-5856

718-923-5146

Phone Number:

Fax:

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Awilda Baez/Principal	*Principal or Designee	
Simon Rosa/UFT Chapter Leader	*UFT Chapter Leader or Designee	
Lisandra Sanchez/PA President	*PA/PTA President or Designated Co-President	
Lidya Lacayo/DC 37 Representative	DC 37 Representative (staff), if applicable	
Raquel Jiminian	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sonja King	Member/ Parent	
Shirley Whaley	Member/ Parent	
Margary Sanchez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Jo Blackwell Preston	Member/ Parent	
Giselle Alvarado	Member/ Teacher	
Jessica Murawski	Member/ Teacher	
Edward Lora	Member/ Teacher	
Elizabeth Araujo	Member/ Guidance Counselor	
David Navarro	Member/Parent	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 28 is located in the Washington Heights section of Manhattan. This Pre K-5th grade school serves an ethnically diverse population consisting of approximately 700 students. The community is home to many new immigrants from the Dominican Republic, Mexico, Central and South America, Africa, Haiti, and the Middle East. Our student body is composed of 85% Hispanics, 12% African Americans and 3% white. Of our student population 40% are emergent bilingual students and 17% are students with special needs. P.S. 28's diverse population is what fuels our vision to create an environment where all children can learn.

The ultimate goal of the P.S. 28 staff is to provide students with a well-rounded educational experience. We utilize the common core aligned curricula (e.g. Go Math and ReadyGen) to support our endeavors as well as targeted conversations, held during professional development sessions on Mondays that result in adjustments to the curriculum and instructional practices.

Our student population presents challenges, due to the high number of students learning English as a second language. To this end, we provide students with multiple entry points into academic and social life at P.S. 28. To ensure that students receive a diverse experience, we have developed partnerships with several community based organizations that include the Guggenheim Museum, Cornell University Nutrition Program, New Victory Theater, CookShop, Lutheran Family Health Center's School-Based Dental Program, CHALK (Choosing Healthy Active Lifestyles for Kids) and Society of the Arts.

Parents are also an integral part of the school community and are invited to participate in activities affiliated with the aforementioned organizations as well as in workshops centered around strategies that they can utilize at home to support their children academically and socially. In addition, parents work alongside teachers and administrators through The School Leadership Team and Parent Association whereby parents are instrumental in spearheading activities that support with the implementation of school wide initiatives.

As we embrace a new school year, we will continue on our path of enhancing students' social and academic experiences by embedding additional practices that include professional development that targets effective questioning and discussion techniques, increasing parental involvement and creating additional opportunities for students to extend their learning through their participation in after school programs.

06M028 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	766	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.4%	% Attendance Rate	92.6%
% Free Lunch		85.3%	% Reduced Lunch	0.5%
% Limited English Proficient		38.0%	% Students with Disabilities	16.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	11.2%
% Hispanic or Latino		85.3%	% Asian or Native Hawaiian/Pacific Islander	0.2%
% White		3.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.18	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	5.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		22.3%	Mathematics Performance at levels 3 & 4	41.7%
Science Performance at levels 3 & 4 (4th Grade)		75.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

As per the data on the School Performance Dashboard for the 2015 school year, PS 28 ranked at the 41st percentile (in terms of the average ELA proficiency scores) when compared to other schools citywide. The most recent data on last year's ELA test shows that 42.4% of our students tested scored a Level 1. Our goal will be to reduce the percentage of the students not meeting ELA state standards.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-16 school year there will be a 3% overall decrease in students performing on level 1 on the NYS ELA exam in grades 3-5 when compared to the 145 students scoring on level 1 in the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	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"> • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
All students, including ELL and SWD, will receive targeted guided reading twice a week on their instructional level.	1 st – 5 th grade students	9/15 – 6/16	All Teachers/ Administrators

Teachers will increase each student’s vocabulary bank through the use of content specific word walls. The word walls will include the word, picture and definition.	1 st – 5 th grade students	9/15 – 6/16	All Teachers/ Administrators
All students, including ELL and SWD, will receive customized leveled books to read during independent reading time in school and at home.	1 st – 5 th grade students	10/15 – 6/16	All Teachers/ Administrators
Parent workshops will be held on comprehension strategies for parents to utilize at home to support their children.	Parents	10/15 – 6/16	All Teachers/Parent Coordinator/ Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The following support us in accomplishing this goal: Fountas and Pinnell Reading Assessment, Guided Reading and Just Right Books, Graphic Organizers, Professional Development and Parent Workshops.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Student progress in reading will be tracked every month utilizing the Fountas and Pinnell Reading Assessment. By February 2016, reading level data will be collected for all students to ensure that students are making adequate progress. Students who may not be making adequate progress, will be provided with reading intervention services.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Promoting critical thinking in students is an ongoing goal at P.S. 28. One method of achieving this goal is through the use of higher order questioning and discussion techniques. According to the data on the Advance System and on observations conducted by administrators, 33% of teachers were rated highly effective on questioning and discussion techniques, 52% were rated effective, 12% developing and 2% were rated ineffective. As a result of the low percentage of teachers rated highly effective, we must target this area of instruction if we are to increase the rigor of teacher practices and student achievement. Combined, 85% of our teachers are rated effective and highly effective in this area. By June of 2016, 95% we will strive to support teachers through professional development so that 95% will be rated effective or highly effective in this area. This will be monitored and measured through teacher observations conducted by administration, including a mid-year checkpoint in February to track progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, twelve (12) professional development sessions will focus on how to develop highly effective questioning and discussion techniques as evidenced by agendas, sign in sheets, and the professional development plan.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>A minimum of 12 Monday professional development sessions, spearheaded by teachers and administrators, will focus on questioning and discussion techniques.</p>	<p>All teachers</p>	<p>September, 2015 –June, 2016</p>	<p>Administrators/Teachers demonstrating highly effective questioning and discussion techniques</p>
<p>Professional development activities will include analyzing teacher and student roles during questioning and discussion techniques, as well as examining critical attributes and examples of questioning techniques in highly effective classrooms.</p>	<p>All teachers</p>	<p>September, 2015 –June, 2016</p>	<p>Administrators/Teachers demonstrating highly effective questioning and discussion techniques</p>
<p>Discuss and exchange ideas on incorporating highly effective questioning and discussion techniques in ELA, Go Math, Science, Social Studies, Music, Technology, Physical Education and Visual Arts.</p>	<p>All Teachers</p>	<p>September, 2015 –June, 2016</p>	<p>Administrators/Teachers demonstrating highly effective questioning and discussion techniques</p>
<p>Develop a normed rubric for questioning and discussion techniques.</p>	<p>All Teachers</p>	<p>September, 2015 –June, 2016</p>	<p>Administrators/Teachers demonstrating highly effective questioning and discussion techniques</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers will meet during the Monday professional development sessions held from 2:50pm to 4:10 pm. These sessions will be led by administrators and teachers rated highly effective in the areas of questioning and discussion. Resources will include rubrics, working with curriculum text, and teacher practice on developing questioning and discussion techniques.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January of 2016, 34% of the PD will have focused on questioning and discussion techniques. The Danielson Framework will be utilized to assess the quality of teacher's questions and student discussions. Teacher's progress will be tracked every two months utilizing the data on the MOTP Summary Reports and Observation Dashboard on Advance. By June of 2016, student data and teacher observations will be analyzed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our students come from diverse social and economic backgrounds. The majority are from low income families with limited resources to support them socially and emotionally. In the past few years, we have had an increase in parental involvement in our school. Through our partnership with parents we have learned of their unique needs and interests. As a result, we have created partnerships with our surrounding community (e.g. daycare centers in the area, community libraries, colleges/universities) to ensure that our students have all the necessary resources to thrive academically and socially. To increase their opportunities and resources we will continue to build on our repertoire of community based organizations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Public Relations Committee will increase our partnerships from 10 to 15 community based organizations to expand the services offered to parents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>A Public Relations Committee (PRC) will be formed to serve as a liason between the school and community. The committee will be responsible for developing a plan that details the unique needs of our students and outreach to appropriate CBOs. The PRC will foster a positive relationship with the CBOs and through their partnership make valuable and necessary resources available to our parents and students.</p>	<p>Community Based Organizations</p>	<p>9/15-6/15</p>	<p>Public Relations Committee/ SLT</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Scheduling adjustments will be implemented so that the Public Relations Committee can meet at least once per week before or after school hours to discuss strategies and next steps.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By December 2015, there should be a minimum of 13 CBOs, interacting with faculty, parents and students. By June 2016, there will be 15.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	Students in grade 1 st -5 th that are not meeting the reading benchmarks for their grade.	Strategy lessons, Guided and Independent Reading	Whole and small group instruction, Peer Support	During and After School Hours
Mathematics	Students in grade 1 st -5 th that are not meeting the math benchmarks for their grade.	Differentiated hands on activities	Whole and small group instruction, one to one conferences, Peer Support	During and After School Hours
Science	Students in grade 1 st -5 th that are not meeting the science benchmarks for their grade.	Title III Program integrating literacy through the content of science	Whole and small group instruction, one to one conferences, Peer Support	During and After School Hours
Social Studies	Students in grade 1 st -5 th that are not meeting the social studies benchmarks for their grade.	Title III Program integrating literacy through the content of social studies	Whole and small group instruction, one to one conferences, Peer Support	During and After School Hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in grades K-5 demonstrating difficulties socially and emotionally.	Discussions on coping skills and conflict resolution to promote personal, social and academic growth	Small group sessions, one to one conferences	During 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 Schoolwide 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
Teacher turn-over is very low at our school. However, on several occasions teachers have relocated or chosen to work at a school closer to home. To ensure that we are fully staffed, teachers are selected through the Open Market for interviews.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All faculty members, paraprofessionals and administrators attend high quality professional development off site offered by specialists in literacy to ensure that we are trained in the latest innovative practices. In addition, when planning professional development sessions at the school level, diverse data (e.g. NYS ELA and Math test results, MOTP scores, School Quality Report, Framework for Great Schools, teacher interests, etc.) are consulted.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support the transition to kindergarten. Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure essential skills are taught.

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.

All teachers participate in grade level meetings spearheaded by the grade leaders and administrators whereby they have the opportunity to align curriculum based assessments to specific activities. The results of each assessment are utilized for grouping and differentiating instruction for the diverse learners in each classroom.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	466,184.00	X	10, 14, 18
Title II, Part A	Federal	127,220.00	X	15, 17, 19
Title III, Part A	Federal	29,528.00		10
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,116,691.00	X	10, 14, 18

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

PS 28, in conjunction with the parent coordinator and the School Leadership Team, will work to involve all parents. Through parent meetings and parent bulletins, parents will continue to be informed regularly about all school matters. Workshops will continue to be presented on strategies and activities directly related to the school's programs, curriculum and initiatives. In addition, workshops will be tailored to parents' needs and interests. The Parent Education Program will continue to provide classes and workshops that will equip parents with skills and strategies that will enhance the lives. The Parent Coordinator will facilitate and support all parental involvement activities at P.S. 28.

In carrying out the Title I parental involvement requirements, to the extent feasible, the school will provide full opportunities for the participation of all Title I parents, providing:

- Information and reports to parents in English and Spanish,
- Monthly Parent Association Meetings in English and Spanish
- Monthly Bilingual Parent Bulletins
- Bi-Weekly Executive Board Meetings
- Workshops through the Learning Leader Parent Volunteer Program
- Assigning parents (that have completed the Learning Leaders Program) support positions within the school

- Scheduling parent workshops and providing materials to support parents to work with their children. As a result parents are active participants in supporting their children to achieve higher levels in literacy, math and other content areas
- Computer classes in English and Spanish (as requested by parents)
- Weekly ESL classes (as requested by parents)
- A Monthly Information Bulletin Board displayed in front of the main office with that contains information in reference to school and community events as well as resources
- A weekly lending library in the Parent Coordinator's office with an array of books and parent resources,
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (i.e. information on how to utilize ARIS, School website, DOE website)
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents. 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 in the school.

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

P.S. 28 will take the following actions to involve parents in the joint development of the District Parental Involvement plan by:

- Advertising meeting dates and agenda of the District Committee responsible for the DCEP
- Discussing the content of the DCEP Plan with parents in Spanish and English at the Parent Association meetings, School Leadership Team meetings and parent workshops

P.S. 28 will take the following actions to involve parents in the process of school review and improvement by:

- Discussing student academic achievement (formal and informal assessment data) during Parent Association meetings
- Providing workshops to discuss strategies to increase student academic achievement in reading, math, science and social studies

P.S. 28 will coordinate and integrate parental involvement strategies in Title I with parental involvement strategies under the following other programs:

- Pre-K Program
- Learning Leaders
- Small Groups Discussion
- Early Reading Program in the Library on Tuesdays from 3:00pm – 4:00pm for students that have a sibling that is not eligible because of his age to attend school

P.S. 28 will take the following actions to assess increased and improved parental involvement at the school:

- Monitor the quantity and quality of parental involvement (including guest lists, workshop attendance sheets, attendance at Parent Association meetings and surveys)
- The Parent Coordinator will maintain a log of parental issues and concerns
- The Parent Coordinator will contact parents with information about medical and insurance companies to ensure that students within the school have proper medical services.

P.S. 28 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that provide parents with additional opportunities to participate in the education of their children by:

- Providing workshops for early development of literacy
- Providing a family literacy program
- Providing workshops on Health and Nutrition
- Offering ongoing parent workshops on parenting skills through Columbia Presbyterian Medical Center and other community based organizations
- Offering support to parents seeking employment

P.S. 28 will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniformed format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand as follows:

- Parent newsletter in Spanish and English and any other language needed
- Monthly Bilingual Parent Bulletin (Large Calendar displayed in front of main office)
- Parent workshops
- Monthly Information Bulletin Board display
- Public display of School Leadership Team agenda and minutes
- Parent Calendar

- Community Education Council Monthly Meeting (CEC) announcements meetings
- Providing opportunities for parents to work with the Parent Coordinator to receive assistance on how to understand the accountability system, e.g., NCLB/State accountability System, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report, etc.
- Scheduling parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational programs and to afford parents with the opportunity to provide suggestions;
- Translating all critical school documents and providing interpretation during meetings and events as needed;

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

- holding an annual Title I Parent Conference;
- hosting educational family events and activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center for parents to utilize materials from the lending library and/or utilize the computers set aside for them
- encouraging more parents to become trained school volunteers;

School-Parent Compact (SPC)

P.S. 28M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- Convening an annual meeting for Title I parents to inform them of the Title I Program and their right to be involved
- Offering a flexible number of meetings at various times, and if necessary, providing funds to secure transportation, child care or home visits for those parents who cannot attend regular school meetings
- Actively involving parents in planning, receiving and improving the Title I programs and the parental involvement policy
- Providing parents with timely information about all programs

- Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- Providing high quality curriculum and instruction
- Maintaining ongoing communication between teachers and parents through:
 - Parent/Teacher conferences and during on Tuesdays from 3:00 pm – 4:05 pm
 - Frequent reports to parents in reference to their child’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in the school
 - School updates and upcoming events on school website
 - 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;

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; on Tuesdays from 3:00pm to 4:05pm

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
- supporting parents on how to monitor their child’s progress by providing professional development opportunities (times will be scheduled at the convenience of the parents);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- Participating in professional development activities if the school determines that it is appropriate (i.e. literacy classes, workshops on reading, strategies to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy)
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Talking with my child about his/her school activities everyday
- Working with my child on school work;
 - reading with my kindergarten through 1st grade child for 15 – 30 minutes per day
 - assure that my 2nd through 3rd grade child read to me for 15 – 30 minutes per day
 - assure that my 4th through 5th grade child reads for at least 25 – 35 minutes per day
- Monitoring my child’s/children’s:
 - **Attendance** at school: ensuring my child arrives to school on time as well as following the appropriate procedures to inform the school when my child is absent;
 - **Homework:** checking and assisting my child in completing homework tasks, when necessary;
 - **Television watching**
 - **Sleep patterns and behavior:** ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child appropriate to his/her age;
- Sharing the responsibility for improving my child’s/children’s achievement
- Communicating with my child’s/children’s teacher(s) and school about their educational needs
- Providing information to the school on the type of training or assistance I would like to help me become a more effective partner in my child’s/children’s educational progress
- Supporting the school’s discipline policy

III. Student Responsibilities:

- attend school regularly and arrive on time;
- wear school uniform;
- complete homework and submit all assignments on time;
- reading 25 books or more a year;
- 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Wright Brothers Schools</u>	DBN: <u>06M028</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>120</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>0</u>

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: _

At PS 28 we have a total of 247 Emergent Bilinguals currently enrolled in our Dual Language, Transitional Bilingual and ESL Programs. Each Program utilizes differentiated instruction (i.e. whole group, small group and individual approach) based on the students English and native language proficiency and academic achievement. Our instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards and National Council of Teachers of Mathematics Standards.

ELLs in all three programs receive instructional support according to their identified areas of need (i.e listening, speaking, reading and writing). ESL teachers use a push-in co- teaching approach on a daily basis meeting the mandated units, as per CR Part 154. ESL teachers push-in during literacy and or Social Studies, Science or other content areas and provide the students with lessons that enhance their language development in the areas of listening, speaking, reading and writing. ESL specialist also works with teachers in the planning and teaching of instruction in all four modalities to ensure that the need of each Emergent Bilingual student is met in every area of the curriculum.

Dual Language/Bilingual Transitional teachers deliver ESL instruction through the content areas. ESL strategies are used through the four modalities of listening, speaking, reading and writing. Teachers use a variety of approaches such as, modeling, bridging, contextualization, schema building, metacognition and text re-presentation.

With the Title III grant P.S 28 will offer our Emergent Bilingual Students in grades 3, 4 & 5 an after school program.

**Program Start/End Dates & Session Information:

Title III- after-school program is projected to be launched on Wednesday October 29, 2014 until Wednesday, March 25th, 2015, for a total of 46 instructional sessions (If there is an additional instructional need identified the program will be extended, funding permitted). The program will run Wednesdays, Thursdays and Fridays from 3:00 p.m- 4:30 p.m.

**Student Grades and Class Information:

All eligible EB students in grades 3,4 & 5, as well as former ELLs will be part of the program. The language of instruction will be in English for all classes, integrating ESL strategies. There will be six (6) classes in total, with no more than twenty (20) students per class/group.

Students participating in the program have been selected based on the analysis of the AMAO'S. The factors that were analyzed included NYSESLAT proficiency level and progress, as well as the number of risk factors related to the students.

Instruction will be provided by six (6) ESL/ Bilingual Certified teachers (this will be at cost of the Title III Program).

Types of Materials: EB students will receive Non- Fiction reading and grade leveled text in Science. Each lesson contains specific grade level units (these materials are at no cost to the Title III Program budget).

They are as follows:

* Unit for grade 3- Living Organisms

* Unit for grade 4- Electricity and Magnetism

* Unit for grade 5- Earth System and Cycles

Teachers will also receive Non- Fiction grade level articles from Readworks.org to enhance student's understanding in each of the units (see description above). Student's will enhance their educational experience through the use of IPADS.

Part B: Direct Instruction Supplemental Program Information

NYSESLAT Preparation books will be used to provide additional instructional support in language development in the areas of (listening, speaking, reading and writing).

Materials for "Getting Ready for the NYSESLAT" will be at cost to the Title III Program (6 boxes)

The supplemental direct instruction in our Title III program will support our 3rd- 4th-, and 5th-grade EB and former ELL students in language development as well as Non-Fiction reading and writing in the content areas. Instruction will focus on grade- appropriate Common Core States Standard- aligned strategies for reading and writing. Student's literacy and writing skills will be enhanced through a balance literacy approach (i.e shared reading, shared writing, read alouds, guided reading and independent reading (at the student's independent reading level).

The instructional focus will also integrate " Getting Ready for The NYSESLAT" offering our EB students additional instructional support in each of the language modalities: Listening, Speaking, Reading and Writing.

**Teacher & Certification Information:

Six (6) Teachers/Bilingual Certified - will teach the duration of the program. These teachers will get paid Per-Session during the duration of the Title III Program (this will be paid by the Title III program budget).

**Teacher Assignments & Schedule:

As noted above, teachers are teaching Wednesdays, Thursdays and Fridays from 3p to 4:30p. This is a total of forty six (46) instructional sessions.

Assignment for each teacher is base on the language proficiency levels of students. The breakdown is as follows:

- New Arrivals - Intermediate - Advanced - Tested Out (NYSESLAT)

** Supervisor Responsibilities:

One (1) supervisor for the Title III Program will get pay Per-session during the duration of the program (46 sessions) (this will be paid by the Title III program budget as there are no other concurrent programs in session). The supervisors primary responsibilities include, but are not limited to:

- Maintaining and managing a safe and secure environment for students and teachers - Provide program oversight and support the teachers in the program (ex. provide materials, manage coverage, lesson feedback, provide guidance, etc).

It should be noted the Title III program requires a supervisor as there are no parallel/concurrent programs running at the school during the time the Title III program is in session.

** Supervisor's Schedule (after school Title III)

The supervisor will work Wednesdays, Thursdays and Fridays (when the program is in session) from the hours of 3p to 5:00p (this will be paid by the Title III program budget).

** Supervisor's Regular School Schedule

7:00a to 3:00p

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: _

Prior to the first day of the program six (6) teachers will receive professional development outlining the focus of the program and instructional expectations; during this initial PD session, teachers will receive a pre and post assessment to be administered during the first week, and at the conclusion of the program. Instructional materials will also be provided to the teachers.

**Teachers Receiving training:

Part C: Professional Development

The teachers receiving the training are those delivering instruction during the after-school program and will get pay per-session rate (this will be paid by the Title III Program budget).

Six (6) teachers (ESL/Bilingual Certified).

**Schedule and Duration of PD:

Two (2) PD sessions, each being one hour in length (4:10p-5:10 p.m), will take place on 10/28/14 & 12/9/14 (this will be paid by the Title III Program budget).

** Person Providing Professional Development: Person providing PD is not a member of the Network

** Workshop Participants:

All teachers of ELLs will participate in the workshops

One (1) -ELL Specialist/Bilingual Certified will provide the two (2) instructional PD sessions for the Six (6) participating teachers (this will be paid by the Title III Program budget).

** Titles of PD Workshops and Dates:

- (10/28/2014) - How to interpret the NYSESLAT scores (AMAOs 1 & 2) and how the data affects planning. Program overview and Instructional materials.
- (12/9/2014) - Implementing ESL strategies in content areas/ Scaffolding Instruction for English Language Learners.

Additional Titles of Workshops for Teachers of ELL's & Tentative Schedule

** Person Providing these workshop:

ELL Specialist & Lead Teachers/ Bilingual Certified

** Participants:

Teachers of ELL's in grades K- 5

** Time 3:00- 4:00

> Questioning and Discussion Techniques- 10/6/14, 10/20/14, 11/14/14, 12/8/14

> Using Assessment in Instruction to Support ELL's- 12/15/14, 12/22/14, 1/5/15

> How to Differentiate Instruction for Students within and across levels of English Language Proficiency- 1/12/15

** Rationale

- To provide professional development that will offer teachers appropriate tools and strategies to help EB students enhance their language development skills, and meet/exceed city and state content and performance standards in all content areas. To enhance teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELLs.
- Measurement/assessment indicators used to monitor students progress will include a pre and post assessment.

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parental involvement has a direct positive impact in the learning of our students. With this in mind, we will be offering parent workshops that can help parents with the understanding of the school curriculum, and ways that parents can support their children's learning at home. Our Parent Survey for 2014-2015 reveals that parents are requesting support on "how to support their children at home". The rationale in choosing these activities is to actively engage parents with their children's academic needs.

Part D: Parental Engagement Activities

To provide literacy workshops to parents/ primary caregivers in order to support/facilitate the teaching and learning at home.

- A total of (5) workshops will be provided 12/10, 12/17, 1/7, 1/14 & 1/15 . Each workshop will be one hour in length - from 3:30- 4:30 p.m, and they will take place during the duration of the Title III Program. (some of the topics can take up to two (2) sessions).

- ** Topics to be covered:

- Common Core- Parents will learn expectations for what students should be learning at each grade in order to be prepared for college & career (12/10- 12/17)

- Literacy & Mathematics at home- Activities that parents can do at home to support their child's learning (1/7, 1/14, 1/15)

> Reading Aloud to your children

> Talking with children about books they are reading

> Math activities I can do with my Child

- ** Person Providing Workshops:

Each workshop will be conducted by the ELL Specialist- Bilingual Certified Teacher (this is at cost to the Title III Program).

- ** Participants:

Parents of EB students will be the participants of the workshops. Projected number of parents # 60

- ** Notification to Parents

Parents will be notified of these activities through the school monthly calendar and fliers.

- Refreshments will be provided for the parents participating in the parental involvement component of the Title III Program (this is at cost to the Title III Program).

Part E: Budget

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

Allocation Amount: \$36024

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$36024

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 028
School Name Wright Brothers School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Awilda Baez	Assistant Principal Rosa Pena
Coach N/A	Coach type here
ENL (English as a New Language)/Bilingual Teacher A. Villalba- ENL Coordinator	School Counselor E. Araujo
Teacher/Subject Area E. Rosario- ENL Teacher	Parent L. Sanchez
Teacher/Subject Area M. Suarez- ENL- Teacher	Parent Coordinator T. Montano
Related-Service Provider G. Alvarado	Borough Field Support Center Staff Member type here
Superintendent Manuel Ramirez	Other (Name and Title) A. Sidlo- ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	18	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (excluding pre-K)	667	Total number of ELLs	226	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): ENG- SP
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): ENG- SP
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	2	1	0	2	1								0
Dual Language	2	2	2	2	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	226	Newcomers (ELLs receiving service 0-3 years)	208	ELL Students with Disabilities	60
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	87	1	40				0	0	0	0
DL	60			1			0	0	0	0
ENL	61		20	17			0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	16	15	22	2	17	22								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**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	20	10	10	38	7	43	12	15	2	30	2	22							0	0
Haitian			1																0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
221

Number of students who speak three or more languages: 0

Freestanding English as a New 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	3	5	9	18	19	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1	3	1	2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									0
Other		1		4	2	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	3	6	8	10	14								0
Emerging (Low Intermediate)	8	6	7	8	7	2								0
Transitioning (High Intermediate)	9	9	8	3	8	2								0
Expanding (Advanced)	16	14	18	18	16	18								0
Commanding (Proficient)	13	1	11	13	3	8								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	15	20	18	14								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	0
4	31	6	1	0	0
5	25	3	0	0	0
6					0
7					0
8					0
NYSAA				1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	0	0	0	0	0	0	0	0
4	10	9	8	4	2	1	1	0	0
5	7	13	6	3	1	3	1	0	0
6									0
7									0
8									0
NYSAA						1			0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5	7	5	9	6	6	4	3	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	7	7	13	11	12	14	15	15
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools we use are Fountas and Pinnell, NYSITELL and MOSL.
 The skills assessed include the following:
 - K-2 Concepts of print, letter identification, word identification, and spelling assessment. K-5 Reading Assessment Running Record (Fluency, retelling and comprehension). The assesments provides teacher with valuable data on students' reading comprehension, decoding, phonological awareness and levels of fluency.
 The analysis of these various quantative data helps to inform the school's instructional plan and provide insights on required Tier interventions, if needed. The data also facilitates in the forming of small group instruction (strategy group lessons/guided reading instruction), and scaffold instruction for ELL's.
 RTI- The school- based response to intervention team uses assessment tools that allows teachers to identify students in need of Tier I, Tier II and Tier III intervention plan. In literacy teachers use the reading level of the student to monitor student growth. In math, daily progress checks and student progress on tiered activities are use to gauge student aquasition of grade level concepts..
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data for students who where tested (Fall, 15) indicates that 58 students were tested on the NYSITELL, the data reveals that 22.4 % of students who were assessed tested out. The rest of the sudents scored at an expanding, transitioning or entering level.
 The results of (spring 15) NYSESLAT reveals that we met AMO1 & 2 as we had 186 (74.10%) ELLs who made progress in English Language Acquisition and 45 (17.93%) who attained proficiency on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 P.S 28 met AMAO 1 and 2 targtes. 186 (74.10%) ELLs made progress from one proficiency level to another and 45 (17.93%) attained proficiency. A closer analysis of the AMAO data reveals that for grades K-2 students made progress in the modality of listening and speaking and in need of additional instructional support in the areas of reading and writing. In grades 3-5, we noted that 65 of our ELLs are at-risk level 3 or greater and 31 with at-risk level 5 or greater with at least 3 or more warning indicators.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. The patterns across performance levels are as follows:

Students who are in the ENL program (Kindergarten) fall within the Expanding and commanding level, only one student in this program scored on the Entering level. At the time of administering the NYSITELL student was unable to answer (student home language is Arabic). Students who are in the DL program (Kindergarten) fall within the Emerging, Transitioning, Expanding and Commanding level, only two students in this program scored on the Entering level. Students who are in the Transitional Bilingual program (Kindergarten) fall within all five proficiency levels. The patterns across performance levels mentioned above is based on the outcome of the NYSITELL -Fall 2015.

Students who are in the ENL and DL programs (grades 1-2) fall within the Entering (the Entering level students home language are Portuguese and Haitian Creole), Emerging, Transitioning, Expanding and Commanding. Students who are in the Transitional Bilingual program (grades 1-2) fall within all five proficiency levels.

Students who are in (grades 3-5) in the ENL, DL and Transitional Bilingual programs fall within all five proficiency levels. New arrivals in our Transitional Bilingual program are performing on the Entering level. In evaluating the Native Language of our ELL's in our Transitional Bilingual/ Dual Language classes, we analyzed the results of the ELE to identify the number of EBs and EPs scoring at each quartile level.

B & C- Not applicable, we do not administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

In Spring 2013, an English as a New Language Team was created by the principal (A. Baez- Principal, A. Villalba- Bilingual Coordinator, E. Rosario- ENL teacher, M. Suarez- ENL teacher, A. Sidlo- ENL teacher, G. Alvarado- IEP teacher. Today the team continues with the implementation of the Response to Intervention (RtI) framework.

Our English as A New Language Team uses an integrated system of assessment and ongoing data collection for the identification of students struggling. Analyzing of the data provides teachers with detailed information about their students' and needs in English language development and to serve as a resource to help plan individual and group instruction. Implementing the Response to Intervention (RtI) framework will also assist teachers to better discern between a learning disability and an issue with language acquisition.

The data used for this process includes the following:

- Number of years of instruction in a Bilingual or English as a New Language program.
- English and Home Language Literacy level.
- Student work
- Results on the annual English Language Proficiency Assessment Exam.

At Tier 1, teachers use formative data to make revisions to lessons and units. At Tier 2, students who have been screned in need of targeted instruction are provided with Wilson Intervention, Guided reading and/or Estrellita. At Tier 3, specialized assessments are used to identify possible learning disabilities before recommendation to special education services. During the school year 2015-16, our English as a New Languauge Team and RtI team will continue to meet regularly to analyze and discuss student data and note trends. This data is used to inform professional development, make curricular adjustments and provided targeted interventions to ELL subgroups.

6. How do you make sure that a student's new language development is considered in instructional decisions? Students second languauge development is considered in instructional decisions upon the review of the NYSESLAT data which indicates the level of proficiency. Once the levels of students are identified the mandated number of units as per CR Part 154 are embedded into the instructional plan. Teachers work in teacher teams to adjust the curriculum to provide multiple entry points for languauge learners. In daily lesson plan, the teaching points are made explicit, scaffolds strategies are also embeded. To support ELL students at the emerging to transitioning levels of second language acquisition, home language support is provided. In addition, we provide targeted support to newcomer ELLs, we focus on developing academic vocabulary and student conversational language. These practices are aligned and used to supplement the core curriculum.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

A- English- proficient students are assess three times a year to monitor their literacy reading level based on the Fountas and Pinnell reading assessment.

- B- The results of the ELE (El Examen de Lectura) indicates that 25% of EPs are scoring at the 76-99 percentile (Spring 15)
- C-The level of language proficiency in the second (target) language for EPs ranges within levels 2 and 3 in the State and City assessments. Based on the data in both ELA and Mathematics student in the Dual Language program attained levels 2 and 3 (Spring 15).
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 Success of our programs for English Language Learners based on based on the following:
 Administrators, Teachers teams and ENL team analyzes formative assessment to monitor progress and efficacy of program implementation and student language development. The team also analyzes the results of the NYSESLAT (AMAO 1 and 2) to indicate if ELL's are making progress from one overall proficiency level to another, as well as the percentage of students attaining proficiency and exiting the program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The steps followed for the initial identification of those students who are potential ELLs are as follows:

The team who conducts the ELL Identification Process consists of the Bilingual Coordinator and the ENL teachers (Bilingual/ ENL certified pedagogues).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant student to the New York City school system. The (HLIS) is used to determine the student's home language as part of the general intake procedures. The HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred language.

During high-volume registration periods, such as at the beginning of the school year (September), the Bilingual Coordinator supported by the ENL teachers

(E. Rosario, M. Suarez and A. Sidlo) are actively involved in the registration process to informally interview parents and assist them in completing the HLIS. This is a team of trained, certified pedagogues. During low-volume registration periods, which occurs on any weekday throughout the school year, the ENL coordinator, is called to the main office to informally interview and assist the parent in completing the HLIS. During this process the interview is conducted with both the parent and the student. In the event that the Bilingual Coordinator is not available, the ENL teacher(s) will conduct the identification process.

The general guideline for determining if a student is a potential Emergent Bilingual student, is based on the responses to eight critical questions on the HLIS. A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicates that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interview with the parent and student, and the responses to the questions on the HLIS.

Once the HLIS has been reviewed, and the interview is conducted by the Bilingual coordinator or ENL teachers, the home language code is determined. If the Bilingual coordinator or ENL teachers do not speak the home language of the family, the school uses the over-the-phone interpretation services that are available through the DOE's Translation and Interpretation Unit so that parents can receive the language assistance needed and have their inquiries answered in their preferred language. If the home language is indeed English, a code of 'NO' is entered on the HLIS, and the ELL Identification Process terminates at this point. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. Once the HLIS process is completed the HL code is entered into the designated ATS screen as per CR Part 154- by a licensed pedagogue. The (original) HLIS is stored in the student's cumulative folder, and a copy is stored in the compliance binder, located in the Bilingual coordinator office.

If the child is determined to be a potential Emergent Bilingual/ having a home language other than English, a licensed pedagogue conducts a more in-depth interview with the student and reviews his/her school work (if available), and review the Individualized

Educational Plan (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). After a thorough review process, the NYISTELL is then administered within the first ten days of enrollment. After administration, NYISTELL answer grids are scanned into ATS and the results are used to certify the identification of ELL status, and therefore their entitlement to ELL services.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on the NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same 10- day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a New Language (ENL) services to these students.

Once the testing period has ended, results are made available to parents/guardians as well as the teachers of the students who were tested .

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the identification process as outlined on English Language Learner Guide (ELL Identification). If there are indicators within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling we proceed with the SIFE Identification Process as outlined on the English Language Learner Guide. During this process, we administer the oral interview questionnaire. For students who have a language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish we administer the Literacy Evaluation for Newcomers SIFE (LENS). Once SIFE determination has been confirmed, we indicate SIFE status no later than 30 days from initial enrollment on the BNDC screen on the DOE's data collections systems.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As per CR PART 154, NYSITELL eligibility for students entering school with IEPs from a United States School System must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of A. Baez (Principal) K.Barton (Assistant Principal), A. Villalba (ENL coordinator) M. Suarez (certified ENL teacher), G. Avarado (IEP teacher) and the student's parent/guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present (if needed) at each meeting of the LPT. These procedures for initial entry into the school or reentry after 2 years are strictly followed.

The LPT convenes and discuss to determine whether the student should take the NYSITELL. In making this determination, The LPT considers and gathers evidence of the student's English language development, which includes a review of the student's history of language use in the school and at home, the results of individual evaluation conducted in accordance with procedure in the CR PART 154 regulations that mandate assessments administered in the student's home language and data provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English Language Acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English Language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. The parent/guardian must be notified within 3 school days of the decision in the parent's/guardian preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days, If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's score on the NYISTELL, and the resulting non-entitlement to ELL services.

Within 5 school days, If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the NYISTELL, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a Parent Orientation Session scheduled to take place at the school in September. In the event, a parent/ guardian cannot attend, they are oriented individually with the ENL coordinator at the parent/guardian's earliest convenience on a Tuesday.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Our schools has established protocols and have assigned licensed and trained pedagogue for both the initial and Re-identification process. Parents are informed of their right to appeal the ELL status by our trained personnel. As per CR-Part 154, The Re-Identification Process is utilized for students who have a home language other than English and are ELLs and non-ELLs. The school

initiates a review of the ELL status determination upon receipt of a written request from the student's parent or guardian, a student's teacher (with a written consent from the parent or guardian). The Process is completed within 10 school calendar days of receipt of written notice; however if the CSE is consulted, then process is completed within 20 school calendar days. All notifications and relevant documents must be kept in the student's cumulative folder as well as a copy in the compliance binder (Room 306B).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We believe that Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. At P.S 28 we notify parents of their child's eligibility for ELL services and provide information and program selection through a parent orientation (in the parent's preferred language) which takes place at the beginning of September (within 10 days of newly enrolled potential or identified ELL). During this time we inform parents of the three instructional models available in New York City (ENL, TBE and Dual Language). To inform parents of these options, we always provide parents of newly enrolled ELLs with an orientation where they can view the Parent Orientation video which explains the three program options and is available in 13 languages. During the orientation, qualified and trained pedagogues record attendance and are available to provide information on the common core standards, curriculum, assessments and the school's high expectations for English Language Learners. We always provide the orientation in a language or mode of communication that the parent/guardian best understands. We actively use the Translation and Interpretation Unit, if required. During these sessions, parents are informed each of the program goals and the requirements for bilingual education and English as a new language. The parents in attendance complete and sign the form before leaving the site. The school has established procedures to ensure that all parents return the Parent Survey & Program Selection Form. The school parent coordinator and bilingual coordinator assists in calling parents within 5 calendar days from the initial orientation. Once parents determine their choice, we enter parent choice as indicated on the Parent Survey & Program Selection form in the designated screen in ATS (ELPC) as forms are completed. Once this process has been completed placement letters are sent home (in the parent's preferred language).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, we provide parents a Parent Survey and Program Selection form in the parent's preferred language, at this time parents indicate their program choice. Parents/Guardian are encouraged to complete and sign the form at the end of the session. However, in the event that a parent does not complete and sign the form within 5 school days, the student must be placed in a bilingual program if one exists at the school; otherwise the student is placed in ENL. The bilingual coordinator keeps record of attempts made to gather the initial parent selection form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In the event that a parent/guardian does not attend the orientation session an outreach plan is put together by - A. Villalba (Bilingual Coordinator) and T. Montano (Parent Coordinator) calls are made to the parent/guardian, we also work with the classroom teachers to assist in reaching the parent/guardian. For example, we give teachers the name(s) of the student's parent/guardian whom we want to meet with, the teacher would then speak to the parent/guardian during dismissal. The parent is then directed to meet A. Villalba (Bilingual Coordinator) at the parent suite - in room 125.

In the event a parent/guardian does not complete and return the form within the 5 school calendar days, the student is then placed in a TBE program. We actively document attempts to parent outreach via phone/notice. The Parent Survey and Program selection forms are formal records and are retained in the student's permanent record, compliance binder and accessible for State and City audits reviews.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the student's program has been determined based on outreach and conferring with parents, the bilingual coordinator sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy of the letter is kept in the student cumulative record as well as in the compliance binder (Room 306 B).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents are placed in the student's cumulative record. The ELL documents are always forwarded to DOE schools upon transfer. We also maintain an ELL compliance binder of Critical documents in the ENL Coordinator office (Room 306B) for immediate access and review.

11. 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.

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows:

- NYSESLAT Assessment Memorandum as well as School Administrator's Manual are reviewed by testing team- Principal, Assistant Principal (Testing Coordinator), Bilingual Coordinator & ENL Teachers (we strictly adhere to the guidelines detailed in the school administration manual (SAM)).

- A re-verification of students to be tested is complete before the test is administered to ensure that all students are tested. We obtain this information by using the RLER report.
- Students IEP's are reviewed to ensure that testing accommodations are provided. Formal ELL's are identified to ensure testing allocation time.
- We ensure that for the speaking section of the NYSESLAT a teacher other than the students' administer this part of the exam. In addition, we closely monitor absentees and provide opportunities for make-up.
- An inventory of the test materials is conducted soon after delivery. NYSESLAT materials are carefully safeguard before, during, and after test administration.
- A school wide administration testing schedule is designed (specific time, place and proctor for NYSESLAT administration)
- An orientation session is scheduled to allow the test administrators to become familiar with the testing manual, and training in the administration and scoring of the test.
- An orientation for students takes place in order to inform English Language Learners about the NYSESLAT a few days before its administration.
- Parents/ guardians are also informed of the testing dates and the purpose of the test.
- To ensure that all students take all four components of NYSESLAT we encourage all ELLs to be present on the date of each administration. At the end of each administration the bilingual coordinator identifies any student who was absent, and follows up with a home call to the parent to ensure that student is present during the make-up testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After reviewing the NYSESLAT results and have determined ELL continued status, we sent Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents at the beginning of the school year in the preferred language of the parent.

13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing parent/guardian surveys for the past few years, the trend in program choices that parents have been requesting is as follows: Based on parent request Dual Language is 1st choice, ENL 2nd choice, and 3rd choice is Transitional Bilingual. On the RADP report (Fall 15) 58 students were identified as new admits (with a home language other than English). Based on parent selection 32 parents selected a Dual Language program for their children, 16 parents selected Transitional Bilingual and 10 parents selected ENL. The rest of the students tested out or were not eligible based on their home language.

The programs offered at P.S 28 are aligned with parent/ guardian request, as we offer all three programs

- ENL
- Dual Language
- Transitional Bilingual

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our ENL instructional program models include both self-contained , and push-in. The instructional goal for our ENL instructional program is to incorporate ESL methodology and instructional strategies, use native language support to make content comprehensible. ENL teachers and commonbranch teachers work together to ensure that students receive their mandated minutes of instruction and language development support. Teachers work closely in planning and delivering instruction. ENL teachers provide language acquisition and vocabulary development to meet the needs of our English Language Learners. Both ENL and commonbranch teachers have been trained on how to use the NYSESLAT /AMA0 1 and 2 data to differentiate instruction in the areas of reading, writing, listening and speaking.
 - b. TBE program. *If applicable.*

In our Transitional Bilingual program instruction is provided in both languages Native Language and English. An ENL component is part of the instructional practice to develop skills in listening, speaking, reading, and writing. A minimum of (2) two content area subject is taught in the home language at the entering and emerging levels. Students are grouped according to their English Proficiency Level for small group instruction. Teachers incorporate the Stand-alone to develop English Language skills in order for students to succeed in core content courses., and integrated instruction is implemented to build English language skills through content area instruction.
 - c. DL program. *If applicable.*

In our Dual Language program instruction is provided in both languages (Spanish and English) allowing both ELL's and English Proficient students meet/ exceed the rigor set in the Common Core. Students in our Dual Language program receive content- area instruction for 50% percent of the academy day in English and 50% percent in spanish.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P.S 28 ensures that the mandated number of instructional units are provided each day to students depending on their English Proficiency Level, as per New York State CR Part 154. NYSESLAT proficiency levels help us determine the appropriate ratio of English to native language use in the Transitional Bilingual programs, as well as requirements for ESL instruction. Within each of the five proficiency levels (Entering, Emerging, Transitioning, Expanding, Commanding) students receive 2 or 1 unit(s) of study per week.
3. Describe how core content is delivered in each program model. 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.

Our ENL instructional program models include self- contained ENL classes and the push-in model . In this model all the instruction is in English, with HL support through the use of some HL materials, such as leveled books . Native language support is also incorporated through the use of graphic organizers and cognates words to help students who's native language is spanish understand the content. Teachers works with the classroom teacher to provide language acquisition and vocabulary support. There is also a common preparation time between the 2 teachers.

Our Transitional Bilingual program instruction is provided in both languages Native Language and English. An ENL component is part of the instructional practice to develop skills in listening, speaking, reading, and writing in English. A minimum of (2) two content area subject is taught in the home language at the entering and emerging levels. Students are grouped according to their English Proficiency Level for small group instruction. Teachers incorporate the Stand-alone to develop English Language skills in order for students to succeed in core content courses., and integrated instruction is implemented to build English language skills through content area instruction.

In our Dual Language program instruction is provided in two languages (spanish- english) allowing both ELL's and English Proficient students to meet/ exceed the rigor set in the Common Core. Students in our Dual Language program receive content- area instruction for 50% percent of the academy day in English and 50% percent in spanish.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that Spanish-speaking ELLs are appropriately assessed with the Spanish LAB. Home language support is always provided via bilingual content glossaries and dictionaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In evaluating the four modalities of English acquisition throughout the year, we analyze the results of the NYSESLAT to identify and to target the needs of individual students. Students are also evaluated through the use of formative assessments, informal teacher observations, conferencing, and through observations while implementing Balanced Literacy components (Guided and Shared Reading, Shared Writing and Read Aloud). We also, use a variety of assessments to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition. Teachers use end of unit assessment and other teacher-made formative assessment embedded in their lessons. Data is shared in teacher teams to support teachers in adjusting and revising the curricula to provide multiple entry points for ELLs.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Students identified as SIFE receive small group guided and targeted instruction to help fill in gaps in learning, they are also partnered with students who speak the same home language. Furthermore, the schools offers these students participation in our after school Tittle III tutorial program and Saturday academy. The program is designed to support students in reading comprehension and math.
 - b. ELL students who have been in US school less than three years receive test prep for both ELA and Math, as well as the same support as the SIFE students.
 - c. Students within 4-6 years receive test prep for both ELA and Math. These students also participate in our Tittle III tutorial program and Saturday academy. The program is designed to support students in reading and math.
 - d. Our Long-Term ELLs are provided with integrated instruction by both an ENL teacher and a commonbranch teacher in improving academic vocabulary. In addition, long term ELL,s are provided with small group instruction and invited to the Title III afterschool program.
 - e. Students who are former EBs are provided with integrated ENL instruction for 90 minutes per week.
Testing accommodation is provided for ELA, Math and Science.
All ELL's are provided with word- for- word glossaries that are used for testing accommodations.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Currently we do not have any students re-identified as ELL or non-ELL. However, if we do have a student who is approved for a re-identification appeal, the school would ensure the student's academic progress would not be affected by the re-identification process by making sure the student receives additional support services (as per CR Part 154), such as an easy transition into a new classroom if necessary. To do so, teachers will make sure to collaborate and discuss what the child has already learned and teachers will share data that has been collected on the student. The parent will also be able to meet with any new teachers during parent communication on Tuesdays and the child will be assigned a partner to collaborate with in his/her new class.
8. 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?
The instructional strategies and grade-level materials teacher of ELL-SWD use are as follows:
 - TCRWP running record reading assessment. This data helps teachers identify which level of texts students can read independently and teachers therefore be able to plan reading strategies for small group instruction. High-low interest level reading books are provided, and small guided instruction for all content areas.Teachers use several scaffolding strategies that acceses academic content and accelerate English language development. For example, previewing the instructional focus and discuss key vocabulary, model the given strategy to support students in completing given task, graphic organizer, prompts, cues, and conversations and discussion to allow students to explain and express learning objective .

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by providing small group instruction, intergrated teaching with the classroom and

the ENL teacher, and targeted tier 2 and tier 3 interventions.

In the ICT setting teachers plan/teach collaborative to ensure that instruction is differentiated according to the needs of the students. The school ensures that flexible programming is used to maximize time spent with regular ed peers. We

also ensure that our SWD have as many opportunities with their regular ed peers during school day activities.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

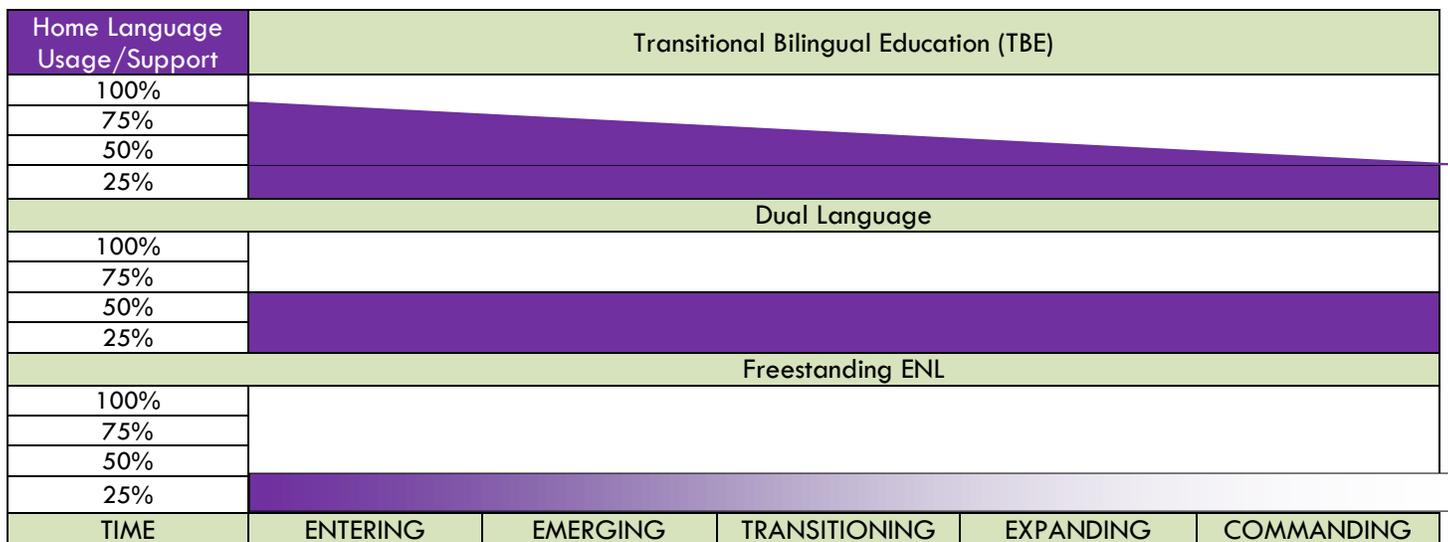


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 targeted intervention programs for ELL's includes the following:
An Rtl team meets every 4-6 weeks to discuss specifically the needs of ELL students and identify students in need of Tier 1, Tier II and Tier III intervention. In Literacy, reading levels and curriculum progress checks are utilize to measure student growth/progress. In math daily progress checks and student progress on Tiered activities are utilize to gauge student acquisition of grade level concepts. Small and guided group instruction is also part of our intervention support (i.e. conferring, strategy lessons, group conferring, guided reading, shared reading/writing, Reading Reform and Estrellita) After- School- Saturday Academy is another way in which ELL's are supported in small group instruction for literacy and math.
Our Science and Social Studies curriculum mirrors best practices implemented in our literacy block. Both are delivered through whole group and small group instruction. Teachers use a variety of techniques to scaffold instruction and aid comprehension for ELLs, such as use of visuals, sentence starters, building prior knowledge, translanguaging, and the use of cognate words. Content area subjects are taught in the home language in Transitional Bilingual Programs (TBE). In Dual Language Programs (DL) content area subjects are taught in the home language and English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ready Gen program support student learning by building student background knowledge, academic language and connecting it to the scope and sequence for Social Studies and Science. The programs provide formative assessment tools which support teacher in monitoring language acquisition and content knowledge.
12. What new programs or improvements will be considered for the upcoming school year?
- To improve ELL programs, we are implementing Calle Lectura- Reading Street (Scott Foresman) to our Kindergarten Dual Language Program (DL). The program offers a comprehensive Language Arts series. It delivers a balance of authentic literature, scientifically research based instruction for high student engagement, to develop proficiency on comprehension skills, strategies, concepts, language development, and writing for a variety of formats and purpose.
13. What programs/services for ELLs will be discontinued and why?
- As of now no programs- services will be discontinued at P.S 28
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At P.S 28 all required support services, materials and resources corresponds to ELLs ages and grade levels. In each classroom there are leveled, culturally relevant books to meet the needs of the students at the five (5) proficiency levels. We also provide ELLs with the use of bilingual Glossaries for clarification of vocabulary during the lessons. Title III after school tutorial and Saturday academy are part of the supplemental support given to ELLs to offer additional support in the areas
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- There are various technologies and tools used in supporting and instructing ELL students. At PS 28 there is a focus on asisting students in bridging the digital divide in order to be ready for more rigorous academic challenges.
- Smartboards - Each classroom is equipped with a SMART board. This tool is consistently used by teachers. Teachers make lessons interactive and present materials in visually interesting ways. To further enhance istruction, teachers across grade-levels use the SMART board technology to provide engaging and visual support to content area learning. Teachres also use Brain POP videos to build background knowledge. Being able to interact with the SmartBoard encourages students to collaborate, participate in classroom discussions and demonstrate what they've learned. In addition, SmartBoards meet universal design for learning standards, making it easy for teachers to offer students multiple ways to learn both language and lesson material.
 - Computer Labs - The school maintains two state of the art computer labs, equipped with netowrked Apple computers and printers, all connected to the internet via a broadband connection. The technology curriculum compliments the activites in the classroom. Use of computers provides:
 - Verbal interaction and the use of a variety of language functions by English language learners can be facilitated.
 - A contextual vocabulary approach that is effective in promoting long-term recall of vocabulary.
 - An increase in reading interest level for older students while keeping the text simple and easy to read. It also offers immediate feedback on performance, and provide added practice when necessary.
 - Help develop vocabulary skills and knowledge, can develop their writing skills within small group settings. We also work incollaboration with the Center for Urban Environment to provide support in the implementation of hands-on science. ELL's also have the opportunity to explore the arts through the content in social studies with the Guggenheim Museum on a 20 week residency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native Langaue support is always provided in the ENL program, through the use of bilingual glossaries and dictionaries, library books in the home language. Teachers also use cognates in the content areas to value the home language as an asset for instruction. Translanguaging techniques are also embedded in daily lessons to bridge student leaning.

In grades K-2 , English Language Learners receive early literacy native language instruction through the Estrellita program. The Estrellita support teachers in bolstering students oral language and code-based literacy skills (phonic awareness, phonics, and fluency). In an effort to align the NLA to the new ELA (Ready Gen) curriculum, students in the Transitional Bilingual, English Language Learners receive minimum of two (2) content subjects area in the home language as per CR Part 154. Students develop making-meaning and disciplinary literacy skills through content. The curriculum is thematically aligned to the topics of the Ready Gen curriculum in order to expose students to academic language and concepts in their native language, which will help facilitate transfer of conceptual understanding of content and foster second language acquisition. Go Math is also available in the home language. Library books have been purchase to represent the languages of our ELL population.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

It is our belief that ELLs learn how to access content and language through rigorous and diverse learning experiences that are aligned to their needs, age, grade and language proficiency. To ensure that every ELLs' needs are addressed the school has developed different approaches to support them. They include but are not limited to the following:

- All ELLs are provided with their appropriate units of study as delineated under CR-Part 154.
- An ELL RtI Team meets regularly to discuss the challenges of newly arrived ELLs as well as long term ELLs and SIFE students. An ESL Specialist develops an individual action plan that provides academic intervention services through the use of varied approaches that include: guided reading, vocabulary enhancement, group discussions and mathematical tactile activities.
- ELLs that score on levels 1 or 2 on the Math and ELA State Test, newly arrived ELLs and SIFE students are invited to the Title III After School Program. The students are grouped based on proficiency levels and their academic need. Learning is made accessible to the participants through the use of diverse resources (e.g. ST Math Program, leveled libraries, Ready for the NYSESLAT and Beyond, etc.) that serve to enhance their mathematical, oral and written skills.
- The Title III Program is also structured to support the learning of ELLs that are not at-risk. They are supported to successfully achieve grade level standards-based work through the participation in activities that require for them to develop genre-based essays, participate in group discussions and to think critically in order to effectively problem solve.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At the beginning of the school year parents are invited to attend " Curriculum Day", where they meet and greet the teachers, learn about the curriculum and learn ways in which they can assist their children at home.

Teachers are involved in weekly grade level common planning meetings. In these planning meetings teachers discuss the curriculum and brainstorm in developing instructional goals/ strategies to support the needs of our English Language Learners.

19. What language electives are offered to ELLs?

Currently, P.S 28 does not offer language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

In our Dual Language program students receive half of their instruction in English, and half of their instruction in the other target language (spanish). In grades k-3 we have the side by side model. Our 4th and 5th grade classes are self-contained. Students in both models receive Native Language support (i.e. graphic organizers, cognate wall words, anchor charts in the Native Language to support the content of Ready Gen). In doing so, students can make connections to facilitate their learning. Native Language instruction is use in the content areas.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
During our professional development, the entire staff receives training on how to best meet the needs of our ELL's in each of the three model programs that we have- Dual Language, Transitional Bilingual and ENL. In September the staff is trained on how to use data to plan effective instruction. In grades K-5 teachers meet Twice a week during common planning sessions to discuss lessons unit components, chapter assessments, data and pacing calendars. Teachers examine students work and also plan coherent lessons with a language focus while making content accessible to students. We provide teachers, guidance counselors, parent coordinator with ongoing opportunities to attend both on-site and off-site (DELLSS) workshops which reflect current theory based learning practices used for ENL instruction. Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in professional learning teams to revise lessons and units of study. Workshops provided by the ENL coordinator and ENL team keeps staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, bilingual coordinator, as well as from the DELLSS.

Professional Development is provided to all staff keeping them abreast of changes CR-PART 154 state regulations for the ELLs. During the month of June, teachers, administrators, school counselor, parent coordinator, school secretaries meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending.

Teachers will also have the opportunity to attend workshops such as: NYSABE, professional learning opportunities offered by DELLSS. All teachers attending workshops will keep an ongoing log of the hours, certificates of attendance, professional development summaries are responsible to turn-key the information/resources shared during weekly meetings with their professional learning teams.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of EBs participate in all onsite trainings focused on the implementation of the Core Knowledge Language Arts, the Ready Gen Curriculum and Go Math, which are the core curriculum implemented at the school. The core curriculum focuses on the implementation of the common core shifts. In addition, teachers participate in off-site professional development offered by DELLSS to offer additional training on how to provide access to the Common Core Learning Standards for diverse learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Mrs. Brown meets with the teachers to address any issues/concerns that may arise with students. She also facilitates referral on a case by case basis, if warranted. Mrs. Brown attends professional development on Respect for all, Youth Development and Behavior Intervention Programs. Mrs. Brown provides the information to both teachers and students on a regular basis and sets practices in place in specific classrooms. When students reach the 5th grade, Mrs. Brown keeps the families abreast of the middle school process, open house sessions and fairs. She meets with all of the fifth grade teachers and their parents to explain the middle school process. Mrs. Brown reviews the middle school directory with the staff along with the application process. Throughout the process Mrs. Brown ensures that parents and students feel confident in their decision making.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL Coordinator collaborates with the math and literacy grade leaders to provide quality professional development to ENL teachers. The ENL team meets once a week to discuss and implement best practices for EB. During the 2014-15 school year the ENL team used a mentor text to assist us in helping our EB at all levels of English Language acquisition meet the standards. Professional learning opportunities are also offered by DELLSS. Certificates of participation and copies of the professional learning agendas are stored in a central location for easy access and audit purposes. Teachers who participate in off-site professional development are required to turn-key information to their colleagues during professional development Mondays as provisioned by the UFT contract.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides frequent individual meetings during Family Engagement time with parents of ELLs to keep them informed of the goals of the program, results on language proficiency assessments and to discuss language development needs of each child. Parent letters are distributed in their home languages in the beginning of the year notifying parents of their child's NYSESLAT results. The school provides translation services and all documents that go home are presented in the parents preferred language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The following response is for the above question (#2)

All ELL- related documents are kept in the student's cumulative record (originals). Copies of all ELL related documents are also kept in a compliance binder, in a central location for ease of review (Bilingual Coordinator office- Room B06).

All staff, including the parent coordinator are require to keep records of meetings, parent teacher conferences, IEP meetings, and phone calls.

In order to enrich the experience of the parents- guardians of ELL students the school provides parents with a wide range of workshops.

- Our parents are invited to visit their child's teacher during "Curriculum Day" at the beginning of the school year, to learn more about the curriculum and ways in which they can assist with the academics at home.

- Overview of our ELL programs , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT and NYISTELL), Common Core State Standards. In addition, during our Title III program, we offer the following workshops to parents; Testing Accomidations for ELLs, How to Help Your Child be Successful on State tests, how to support your child's academic at home.

- CookShop for Families- This workshop inspire parents/guardian to eat more nutritious foods, it offers our parents the opportunity to cook nutritious recipes at school and home with their families.

- ESL and Technology classes for parents/guardians are offer during the school year.

- The school librarian offers Pre-K parent workshops to encourage daily reading. Our school library is open for all families on Tuesdays afternoon.

- The librarian from the public library is also invited to speak to parents about the different programs available for the family.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Columbia University Medical Center works with our parents/guardians through the chalk program providing them with valuable information regarding choosing a healthy and active lifestyle. Victoria Delgado (Educational Consultant from Atanasio) in collaboration with Teresa Montano (Parent Coordinator) offer a three part workshop regarding the Common Core Standards. Teresa Montano (Parent Coordinator) in collaboration with the department of health (WellCare Insurance Company) provide parents/guardians with insurance information.

5. How do you evaluate the needs of the parents?

In evaluating the needs of our parents Teresa Montano (Parent Coordinator) sends home a survey to inquire about parents interest or needs.

6. How do your parental involvement activities address the needs of the parents?

Parental Involvement activities are addressed by providing the parents workshops, information and materials deemed appropriate and in response to the needs evaluation processes.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Baez	Principal		10/30/15
R. Pena	Assistant Principal		10/30/15
T. Montano	Parent Coordinator		10/30/15
A. Villalba	ENL/Bilingual Teacher		10/30/15
L. Sanchez	Parent		10/30/15
E. Rosario- ENL	Teacher/Subject Area		10/30/15
M. Suarez- ENL	Teacher/Subject Area		10/30/15
N/A	Coach		1/1/01
N/A	Coach		1/1/01
E. Araujo	School Counselor		10/30/15
M. Ramirez	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
A. Sidlo	Other <u>ENL</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M028** School Name: **Wright Brothers School**
Superintendent: **Manuel Ramirez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess our school's written translation and oral interpretation is as follows:

During the ELL identification process the Home Language Identification Survey (HLIS). This includes an interview with the student and parent to determine the home language.

-Parents fill out the language preference form indicating language preferences.

- Home Language report (RHLA) is reviewed to identify the different languages within the school.

-The increase in the number of students and families that are Spanish and Arabic speaking such as newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish and Arabic.

-As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs- this includes:

Regular and timely provision of translated documents through existing resources within the school or the Translation and Interpretation Unit. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor's Regulation- A-663.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The large percentage of students are from Spanish speaking households. Through the language preference forms parents have indicated that there is a great need to provide language assistance (translation and interpretation services). We also have a growing population of Arabic families. In order to help our families we ensure that information is offered in their home language. The findings are reported to the school community through Parent meetings/ workshops and School Leadership Team Meetings, at the time in which parents fill out a Language Preference Form.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All school generated documents are in the preferred language of the parent/guardian and translate. NYCDOE documents are downloaded in all covered languages and sent home to parents. To ensure that parents are supported in a timely and productive manner, at the time of enrollment parents/guardian are asked to complete a document that records their preferred language of communication, both written and oral. Written services in their preferred language will ensure that parents have accessibility to the following information and workshops:

- Letters indicating student ELL status and placement
 - Parent Teacher Association notices
 - Letters for Parent Teacher Conferences
 - Letters for workshops, flyers, and hand-outs
 - Calendars, Newsletters, any information pertaining to testing, overview of school curriculum.
 - Letters specifying information about workshops (e.g. Common Core Learning Standards, ARIS, etc.)
- In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face- to-face meetings with parents/guardian that take place throughout the school year are;

- Parent Orientation- Beginning of the school year- September
- Parent Teacher Conferences- 3 times a year- Nov, March & June.
- Curriculum Overview Meetings- Beginning of the school year- September.
- On-going IEP's Meetings- These meeting occur throughout the school year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school has designated bilingual pedagogues, family workers, Bilingual Coordinator and the parent coordinator to assist in the oral translation of assisting faculty members in their communication with parents who indicate a preferred language other than English. In the event that a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, parents are provided with the option of having an adult family member accompany them to one-to-one meetings and/or workshops. In the event that the school cannot provide adequate translation services the Office of Translation Services is contacted.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our interpretation needs are met through the support of designated bilingual pedagogues. In the event that the school cannot provide adequate translation services the Office of Translation Services is contacted.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school designated Language Access Coordinator (LAC) provides staff members with all details pertaining to translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Each classroom displays a Language Identification Guide to better assist parents/guardian.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Notification requirements are displayed visibly at the entrance of the school. The Language Identification Guide and Inf Card on Interpretation Services are distributed to staff including security at the front desk.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms that we use to gather feedback from the parents includes the school parent survey,