

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q028

School Name:

P.S. 28 - THE THOMAS EMANUEL EARLY CHILDHOOD CENTER

Principal:

LAURA PESSUTTI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Thomas Emanuel Early Childhood Center School Number (DBN): 24Q028
Grades Served: Pre-K to 2
School Address: 109-10 47th Avenue Corona NY 11368
Phone Number: (718) 271-4971 Fax: (718) 271-2576
School Contact Person: Laura Pessutti Email Address: lpessut@schools.nyc.gov
Principal: Laura Pessutti
UFT Chapter Leader: Ann Marie Schuh
Parents' Association President: Veronica Barros
SLT Chairperson: Nadine Hamlin (Cardi)
Title I Parent Representative (or Parent Advisory Council Chairperson): Teresa Mendoza
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue Corona New York 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North Queens New York 11101
Director's Email Address: LPender@schools.nyc.gov
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)
Laura Pessutti	*Principal or Designee	
Ann Marie Schuh	*UFT Chapter Leader or Designee	
Veronica Barros Davila	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Teresa Mendoza	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nadine Hamlin (Cardi)	Member/ Teacher/Chairperson	
Madelaine Schmidt	Member/ Teacher	
Lisa Pizzitola	Member/Teacher	
Diane Coppeta	Member/Teacher	
Monica Bunay	Member/Parent	
Claudi Carillo	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronica Calle	Member/Parent	
Eloisa Martinez	Member/ Parent	
	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- The Thomas Emanuel Early Childhood Center, a Pre-Kindergarten to Grade 2 school, located in the Corona section of Queens, New York, values and is committed to establishing a safe, nurturing, developmentally appropriate environment which implements best early childhood practices aligned to the Common Core Learning Standards.

It is our wish to establish a safe and nurturing environment, one that stimulates and encourages learning, where activities that are developmentally appropriate for primary age youngsters are utilized effectively to ensure success and learning. We will strive to achieve this vision through employing successful early childhood practices with a strong commitment to high student expectations and achievement. By integrating all curriculum areas into solid balanced literacy and math program, all students will be provided with the skills and tools necessary to not only succeed in meeting city and state standards, but also to succeed in living life to the fullest.

We encourage collaboration among the teacher, curriculum specialists, teaching artists and cultural institutions to provide a comprehensive educational program for our young students who are of diverse backgrounds and abilities. Teachers provide continual opportunities for students to use their imagination, creativity and inventive minds to explore all the curriculum areas as a source of lifelong learning.

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

P.S. 28 has a student population that is 60% English Language Learners. Our young students, who are from diverse backgrounds and abilities, come to school eager to learn. We understand the importance of giving these students a print rich environment and many opportunities for experiential learning which will build their background knowledge, resulting in high academic achievement that meets or exceeds standards in all core subjects.

P.S. 28 teachers and school leaders share a common vision for high quality, rigorous instruction and high student achievement. Rigorous Instruction, an element of the Framework for Great Schools, is an area where we made great progress this year. All teachers have been rated Effective/Highly Effective in ADVANCE which has enabled P.S. 28 to implement best practices in Early Childhood Education. 80% of Kindergarten-Grade 2 teachers demonstrated highly effective practice in Engaging Students in Learning by developing and implementing customized, motivating instruction in mathematical problem solving that was aligned to Common Core Learning Standards. Progress was also made in the element of Strong Family and Community Ties. We were successful in forming and maintaining twelve partnerships with outside community organizations which benefited all our families. Our focus this year will be to improve the quality of questioning and discussion techniques used by the teacher in the classroom. We also plan on further supporting parents by focusing on teacher-lead workshops in all grade and subject s areas which will help parents be

able to better support their child at home. We are also continuing to support and provide teachers opportunities to share in distributive leadership roles in our school community which will lead to professional growth and improved teacher practice ensuring our students will be college and career ready.

24Q028 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02	Total Enrollment	529	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
				N/A
School Composition (2013-14)				
% Title I Population	85.7%	% Attendance Rate	96.2%	
% Free Lunch	70.7%	% Reduced Lunch	0.7%	
% Limited English Proficient	57.1%	% Students with Disabilities	25.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	N/A	
% Hispanic or Latino	92.8%	% Asian or Native Hawaiian/Pacific Islander	6.0%	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.15	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.45	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	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 Science (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			
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.

An analysis of the Danielson Framework component 3b: Using Questioning and Discussion Techniques in ADVANCE for the 2014-15 school year indicated that 75% of teachers were rated Effective/Highly Effective in this component. In the Framework for Great Schools Report 2015, under the heading “Rigorous Instruction” the Quality of Student Discussion average was 76% as compared to a citywide average of 86%. Additionally, when comparing other indicators under "Rigorous Instruction" Common Core Shifts in Literacy was 97%, the Common Core Shifts in Math was 93%, and the Quality of Student Discussion 76% which received the lowest rating. A priority need has been identified to focus on questioning and discussion techniques in the classroom with a particular emphasis on the quality of these discussions.

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 June 2016, 90% of Kindergarten to Grade 2 teachers will demonstrate effective/highly effective practice in Danielson Framework component 3b: Using Questioning and Discussion Techniques, by improving the quality of questioning and discussion techniques as measured by classroom observations documented in ADVANCE.

The Professional Development Committee and administrators met to review school data and teacher end of year summative reflections to create a menu of differentiated Professional Learning topics that included; Having Students Explain their Thinking by Improving the Quality of Questions and Classroom Discussions, Learning Centers in the Classroom/Group Management, Using Formative Assessments to *really* Inform Instruction/ Plan for Group Work, Designing Coherent Instruction, Improving Vocabulary Instruction and Improving the Quality of the IEP.**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 Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will attend Professional Development on the critical attributes of 3b: Using Questioning and Discussion Techniques.</p> <p>Establish the protocols for Professional Learning/Cycles of Inquiry.</p>	<p>Classroom Teachers, Cluster Teachers, English as a New Language Teachers, Response to Intervention and IEP Teachers</p>	<p>September/October 2015</p>	<p>Laura Pessutti, Principal</p> <p>Elizabeth Brizo, Assistant Principal</p>
<p>The Professional Development Committee and administrators met to review school data and teacher end of year summative reflections to create a menu of differentiated Professional Learning topics that included; Having Students Explain their Thinking by Improving the Quality of Questions and Classroom Discussions, Learning Centers in the Classroom/Group Management, Using Formative Assessments to <i>really</i> Inform Instruction/ Plan for Group Work, Designing Coherent Instruction, Improving Vocabulary Instruction and Improving the Quality of the IEP.</p>	<p>Classroom Teachers, Cluster Teachers, English as a New Language Teachers, RTI Teacher, IEP Teacher</p>		<p>Professional Development Team, Laura Pessutti, Principal, Elizabeth Brizo, Assistant Principal</p>
<p>Teachers will participate in three cycles of Professional Learning one of which will be, Having Students Explain their Thinking by Improving the Quality of Questions and Classroom Discussions. Through the inquiry process teacher teams will meet weekly to investigate and learn about the best practices for improving the quality and effectiveness of classroom questioning and discussion techniques for all students including English Language Learners and Students with Disabilities. They will read and discuss the book <u>Explicit Instruction</u> by Dr. Anita Archer and other</p>	<p>Classroom Teachers, Cluster Teachers, English as a New Language Teachers, Response to Intervention and IEP Teachers</p>	<p>October 2015 - June 2016</p>	<p>Vertical Teams – Classroom Teachers, Cluster Teachers, English as a New Language Teachers, Response to Intervention and IEP Teachers</p>

resources such as Engage New York will be used as part of this investigation. Teachers will share their learnings with their colleagues.			
Teachers will learn about Socratic Seminar through inter-class and inter-school visitations (P.S.153).	Classroom Teachers	February - April 2016	Grade Representatives, P.S. 153
Teacher feedback from informal/formal observations focusing on component 3b: Questioning and Discussion Techniques will be used to determine further differentiated professional learning needed.	Classroom Teachers, Cluster Teachers, English as New Language Teachers	June 2016	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal
Teacher observations will be reviewed to determine if the goal of 90% of K-2 teachers have demonstrated effective/highly effective practice in the Danielson Framework component 3b: Using Questioning and Discussion Techniques has been met.	Classroom Teachers, Cluster Teachers, English as a New Language Teachers	June 2016	Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal

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.											
Teacher teams will meet during Monday Extended Day.											
<u>Explicit Instruction</u> by Dr. Anita Archer – purchase of books											
Per Diem coverage for teacher visitation to P.S. 153											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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 February 2016, we will evaluate if 60% of teachers have been rated effective/highly effective in the Danielson Framework component 3b: Using Questioning and Discussion Techniques as evidenced by classroom observations.
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.

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.

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>

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.

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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.

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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.

The 2014-15 Quality Review indicator 4.2: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, was an area of focus with a proficient rating. In the Framework for Great Schools Report 2015, under the heading “Collaborative Teachers” Quality of Professional Development received a 78% average rating compared to the citywide average of 87%. This survey area received the lowest rating with the other survey ratings ranging from 92% -100%. A priority need has been identified to increase the number of teachers who will share in distributive leadership roles to grow professionally and improve teacher practice.

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.

By June 2016, 60% of teachers will share in distributive leadership roles to grow professionally and improve their practice as evidenced by Professional Learning Progress Forms, Teacher Team meeting sign-in sheets and the Learning Environment Survey.

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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning will be conducted through vertical teams working collaboratively weekly for three eight-week cycles to study using questioning and discussion techniques in the classroom.</p>	<p>Classroom teachers, Cluster teachers, English as a New Language teachers</p>	<p>October 2015 – May 2016</p>	<p>Vertical Team Leaders</p>
<p>Teachers will work collaboratively on grade level teacher teams weekly to analyze and discuss student data in Literacy and Math and develop targeted Tier I interventions.</p>	<p>Classroom teachers, Cluster teachers, English as a New Language teachers</p>	<p>October 2015 – May 2016</p>	<p>Grade Team Leaders</p>
<p>Problem Solving Friday Teacher Liaisons will facilitate professional learning at grade level team meetings to update and discuss further best practices in developing student thinking in solving mathematical problems.</p>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Grade 1-2 Teacher Liaisons</p>
<p>Hochman Writing Revolution Teacher Liaisons will facilitate professional learning at grade level team meetings to imbed Hochman Writing Revolution in CKLA Literacy program.</p>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Grade K-2 Teacher Liaisons</p>
<p>First and Second Grade teachers will attend Professional Development on Close Reading and will facilitate at Professional Learning sessions to turnkey best practices.</p>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Elizabeth Brizo, Assistant Principal Grade 1-2 Teacher Liaisons</p>
<p>Response to Intervention Team will continue to attend Professional Development sessions to deepen their understanding of Tier I, II and III Intervention and facilitate Professional Learning opportunities to K-2, Cluster and English as a New Language teachers.</p>	<p>Classroom Teachers Cluster Teachers English as a New Language Teachers</p>	<p>October 2015 – May 2016</p>	<p>American Institute for Research Elizabeth Brizo, Assistant Principal Kathleen Gallagher, Response to Intervention Teacher</p>

			Dahlia Lam, English as a New Language Teacher
Parent Workshops, presented by teachers, will be held weekly to help parents understand the curriculum and become better prepared to support their child at home.	All Teachers	October 2015 – June 2016	All Teachers

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.											
Per Diem coverage for teachers to attend Professional Development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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 February 2016, we will evaluate if 30% of teachers have shared in distributive leadership roles to improve teacher practice as evidenced by Professional Learning Progress Forms and Teacher Team meeting sign-in sheets.
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.

According to our most recent (2014-15) Parent Learning Environment Survey, 41% of the parents responded that they never volunteered their time to support classroom and school events such as workshops, activities and meetings. The Framework for Great Schools noted that Parent Involvement in the School was 79% compared to the citywide average of 83%. Discussion at School Leadership Team meetings revealed that parents feel that they would like more support in being able to help their child succeed academically. They also would like to continue their strong partnerships with the community. A priority need has been identified for the school community to support the parents through academic parent workshops, meetings and activities as well as continue to utilize resources from the community to encourage and develop family partnerships.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent involvement will increase to 85% by offering parents increased opportunities to participate in school based events, workshops, meetings, and activities in addition to sustaining partnerships with local businesses, cultural institutions, and city agencies that will further offer family support, as measured by the 2016 Framework for Great Schools Report.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A minimum of 20 grade or subject specific academic workshops will be presented to parents on an on-going basis to help parents understand the curriculum and be better prepared to support their child at home. These workshops will be held on Tuesday afternoons as well as at other designated times throughout the year. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Evaluations will be distributed, collected and analyzed to determine the impact of these workshops.</p>	<p>Pre-K to Grade 2 Parents</p>	<p>October – June 2016</p>	<p>Laura Pessutti, Principal Elizabeth Brizo, Assistant Principal Pre-K to Grade 2 Teachers</p>
<p>A partnership with Cool Culture, a cultural organization which provides free passes to cultural institutions within the five boroughs of NYS, will continue this year. This organization provides parents the opportunity to have free access to museums, zoos, and botanical gardens. Parents are invited to apply for a card at Parent Association meetings, through flyers and School Messenger. Cards are distributed to parents during a special meeting held at a cultural institution such as the Hall of Science. Evaluations will be distributed, collected, and analyzed to determine the impact of this organization’s services.</p>	<p>Pre-K-Kindergarten Parents</p>	<p>September- June 2016</p>	<p>Leslie Martinez, Cool Culture Program Manager Laura Pessutti, Principal Miriam Roman, Parent Coordinator</p>
<p>A partnership will be formed between the Queens Zoo and P.S. 28 community for both students and parents. The Zoo will provide workshops for parents and families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Evaluations will be distributed, collected and analyzed to determine the impact of this partnership organization’s services.</p>	<p>Pre-K – Grade 2 Parents</p>	<p>September – June 2016</p>	<p>Nature Play Grant, Queens Zoo Laura Pessutti, Principal Miriam Roman, Parent Coordinator</p>
<p>New York Hall of Science will continue to offer parent workshops on how they best can support their child in the content area of Science. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Evaluations will be distributed, collected and analyzed to determine the impact of this partnership organization’s services.</p>	<p>Pre-K – Grade 2 Parents</p>	<p>September – June 2016</p>	<p>Ramona Roque, Assistant Manager Hall of Science Laura Pessutti, Principal Miriam Roman, Parent Coordinator</p>

<p>A partnership with the Food Bank Cook Shop program will continue whereby parents receive hands-on lessons on making nutritious meals for their families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys and evaluations will be distributed, collected and analyzed to determine the impact of this partnership organization's services.</p>	<p>Pre-K – Grade 2 Parents</p>	<p>October – June 2016</p>	<p>Caitlin Fitzpatrick, Nutrition and Health Services Associate</p> <p>Food Bank</p> <p>Laura Pessutti, Principal</p> <p>Miriam Roman, Parent Coordinator</p> <p>Bienvenida Fernandez, School Aide</p>
<p>A partnership with Healthy Eyes Alliance will continue whereby families receive vouchers to get free eye examinations and glasses. . Parents will be notified of this service through personal contact with the School Nurse and Parent Coordinator.</p>	<p>Pre-K – Grade 2 Parents</p>	<p>October – June 2016</p>	<p>Corona Optometry Shop Eyeglasses Today</p> <p>Laura Pessutti, Principal</p> <p>Miriam Roman, Parent Coordinator</p> <p>Ann O'Connor, School Nurse</p>
<p>New York City Fire Department will provide workshops about how to establish a home safety plan as well as distribute smoke detectors to families. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Parent surveys and evaluations will be distributed, collected and analyzed to determine the impact of this workshop and agency services</p>	<p>Pre-K – Grade 2 Parents</p>	<p>February 2016</p>	<p>George Tabeck, Firefighter</p> <p>Laura Pessutti, Principal</p> <p>Miriam Roman, Parent Coordinator</p>
<p>A partnership has been formed with a local dentist, Dr. Effie Thomopoulos, DDS, who will provide workshops for parents and students on dental care to keep your teeth healthy. Parents will be notified by flyer, school calendar and School Messenger about the date and time of the workshops. Evaluations will be distributed, collected and analyzed to determine the impact of this workshop.</p>	<p>Pre-K –Grade 2 Parents</p>	<p>March 2016</p>	<p>Dr. Effie Thomopoulos, DDS</p> <p>Elizabeth Brizo, Assistant Principal</p> <p>Miriam Roman, Parent Coordinator</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>Funding for Cool Culture</p>
<p>Funding for School Messenger</p>
<p>Funding for Office Supplies</p>

Schedule food delivery for Cook Shop program

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

	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 February 2016, attendance sheets, in-house parent surveys and parent workshop evaluation forms will be analyzed to determine if 65% of parents have participated in events, workshops, meetings, and activities sponsored by the school and or community organizations and to what extent the parents feel supported by the school and the community organizations.

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

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)	EASY CBM, a universal screener, is administered to all students in Grades K-2 three times per year. Students who fall below the 20 th percentile (norm referenced) on this test receive intervention support.	Phonics Program: Foundations, Recipe for Reading is used as interventions for letter names, letter sounds. Fluency: Great Leaps is used as an intervention for word and passage reading fluency. Comprehension: Engage Literacy is used as an intervention for reading comprehension.	Small groups – 3-5 students	Service is provided 3-5 days per week during the school day for 30-50 minutes each session.
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who demonstrate behavioral, social or emotional issues that affect student achievement.	Play therapy is used that is specifically designed to meet the need of the student.	Small group, one-to-one	Service is provided during the school day.

Section 7: Title I Program Information

Directions:

- 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		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	279,788.00	X	p. 10 -22
Title II, Part A	Federal	70,178.00		
Title III, Part A	Federal	37,532.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,275,030.00		

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

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

- offering Parent Workshops to provide them with the training they need to work with their children to improve their achievement level. Workshops include but are not limited to: Child Development and Cognitive Development, Positive

Parenting Skills, How to Help Your Child with Homework, CookShop Workshops, Technology Workshops, Bullying Workshop, Puppetry in Practice workshops, Cool Culture Enrollment and information sessions, Instructional Expectations information sessions, and orientation sessions. Parent workshops are presented by the parent coordinator, teachers, school social worker, guidance counselor and community based resource staff members.

- providing parents with the training and information they need to effectively become involved in the planning and decision making in support of the education of their children through the activities of the School Leadership Team and Parent Association. All letters and notices are translated into the primary languages and translators are available at all meetings and workshops. A newsletter, Home-School Connection, is sent home monthly in both English and Spanish. This newsletter provides parents with practical ideas that promote school success, parent involvement, and more effective parenting. In June and September there are Pre-Kindergarten and Kindergarten orientations. Additionally, an Enrichment newsletter, produced jointly by the cluster teachers, is distributed monthly. This newsletter features the topics learned and lessons given in Art, Physical Education, Science, Library/Technology and Music.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing parents with Progress Reports three times a year in addition to School Report Cards which are distributed at the end of each trimester. Monthly school calendars are sent home to keep parents abreast of workshops and school events. The Parent Coordinator, Guidance Counselor and Social Worker help teachers connect to families and bridge the barrier of language and culture. Parents are encouraged to participate in school events such as class trips, attending the school Art Show and Science Fair, Holiday and Spring Concerts.

- providing parents with information relating to City, State, and Federal standards and assessments during Parent Association meetings and workshops. Information relating to the Common Core Learning Standards and preparing students for college and career

are shared during Parent-Teacher Conferences. The information is sent home in various languages. Translators are available at all meetings and workshops.

- providing parents with Go Math and Core Knowledge Language Arts (CKLA) introductory letters explaining unit objectives.

- translating notices sent to parents into Spanish and Chinese which are the dominant home languages of parents in our school.

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

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

- actively involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.

- invite Parent members of the Title I committee to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- staff a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops and disseminates community resources for parents. Having an office on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities that are planned for parents each month and files a report with the central office.
- provide parent workshops that address topics such as: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; accessing community and support services; and technology training to build parents' capacity to help their children at home.
- discuss student Proficiency Levels, School Quality Report, Quality Review report, and Learning Environment Survey results with parents at School Leadership Team Meetings, Parent Association Meetings and at parent teacher conferences.
- hold the required Annual Title I Parent meeting, advising parents of children participating in the Title I program about the school's Title I funded program, their right to be involved in the program and the parent involvement requirements under Title I, part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- hold nine Parent Association meetings throughout the year. Two meetings are held in the evening. There are four quarterly meetings held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal, better translations and changes to school progress report.
- ensure that all critical school documents are translated and translators are available for all meetings and events.

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

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

School-Parent Compact

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

I School Responsibilities

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

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

Support home-school relationships and improve communication by:

- hosting four evening parent teacher conferences during the school year. They shall be held in September, November, March and May. There will be two afternoon parent teacher conferences.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- teachers meeting with parent during the 40 minute parent engagement block on Tuesdays, and arranging additional meetings at other flexible times.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, community events, meetings and other activities.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II Parent/Guardian Responsibilities

As a parent I must:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- check over and assist my child in completing homework tasks when necessary.
- read to my child and /or discuss what my child is reading each day (for a minimum of 15 minutes).
- set limits to the amount of time my child watches television or plays video games.
- promote positive use of extracurricular time such as clubs, team sports and/or quality family time.

- encourage my child to follow school rules and regulations and discuss this Compact with my child.
- volunteer in my child's school or assist from my home as time permits.
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- respond to surveys, feedback forms and notices when requested.
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- participate in or request training offered by the school, district, central and or State Education Department to learn more about teaching and learning strategies whenever possible.
- take part in the school's Parent Association and serve to the extent possible on advisory groups e.g. Title I Parent Committees, School or District Leadership Team.
- share responsibility for the improved academic achievement of my child.

III Student Responsibilities

As a student I must:

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

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>Thomas Emanuel ECC</u>	DBN: <u>24Q028</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>90</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <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>5</u>
of certified ESL/Bilingual teachers: <u>5</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: _

-
We are a Pre-K to Grade 2 Early Childhood Center. An analysis of our NYSESLAT subtest data revealed that the greatest areas of need are in Speaking and Listening. 71% of second grade ELLs and 61% of first grade ELLs are below Commanding level in the area of Speaking while 67% of second grade ELLs and 50% of first grade ELLs are below Commanding level in the area of Listening. We will be providing an after school program to give the ELLs the support they need in the areas of Speaking and Listening to become commanding in the English language.

-
Puppetry in Practice, along with the support of ENL teachers, will provide an after school program for our Entering, Emerging and Transitioning ELL students in Grades 1 and 2 to give them the additional support they need to become commanding in the English language. The goal of this program is to enhance the curriculum for ELLs through the use of puppet making and dramatic play. Through the use of puppetry and performance, Puppetry in Practice has found students improve their speaking and listening in the English language. Starting with an interactive puppet performance by Puppetry in Practice, students will create their own puppets and become storytellers themselves. Using a puppet helps students communicate more freely in English with less concern of failure or embarrassment because the puppet is doing the talking. When the puppet does or says something silly, the audience laughs at the puppet in adoration rather than ridicule. In addition, the creation of puppet characters involves decision making regarding materials and ways to give a puppet character and personality. Students share ideas and create storyboards, drawings and sound effects to give life to the character they create. The building of sets and props makes use of many talents and abilities and is a way to "showcase" what they create. The goal of this after school program is to give students an experience which will result in higher student achievement in the Speaking and Listening components of the NYSESLAT assessment. Students will also be able to transfer these skills in ELA Reading and Writing as they learn about character study and become better participants in class discussions.

-
For over 30 years, Puppetry in Practice has witnessed and documented English Language Learners bypass the self-editing process that often limits their verbal expression. Through their puppet, students speak freely and with conviction in both improvised dramatic play or within a narrative structure. Through ongoing explorations and experiences with puppets and performance, students naturally build confidence in speaking in front of others, speaking to one another and speaking with the intent of communicating a story, infused with their personal point of view, to others. In puppet play and improvised class dramas, students interact with one another through their puppets, enhancing their listening skills by responding to the verbal queues presented by their peers. In these exchanges, students are afforded the opportunity to develop a flow of language, both in speaking and listening, with their puppets to recount stories or events from their personal lives.

-
The CCLS ELA & Literacy: Speaking and Listening standards this program will address is as follows:

SL.1.1.b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.d: Seek to understand and communicate with individuals from different cultural backgrounds.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information

Part B: Direct Instruction Supplemental Program Information

_____ or clarify something that is not understood.

SL.1.4: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings clearly.

SL.1.6: Produce complete sentences when appropriate to task and situation.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

-
This program is scheduled to tentatively begin no later than December 2015 and end in May 2016. The program will be held on Wednesday and Thursdays from 2:40 - 4:40 pm for 2 hours each day. There will be three six-week cycles with a minimum of 30 students participating in each cycle. For the first cycle, Entering and Emerging Grade 1 and 2 ELLs will be invited to the program. Cycle two and three will include Transitioning Grade 1 and 2 ELL students. The program will consist of a teaching artist from Pupperty in Practice and 4 certified ENL teachers and 1 certified Bilingual teachers. The 5 ENL teachers will provide a student-teacher ratio of 6:1. The instruction will be primarily in English with Spanish Native Language support.

-
P.S. 28Q has had a successful relationship with Pupperty in Practice for over five years. Pupperty in Practice is an approved Department of Education vendor. The cost of the program will include the services provided by Pupperty in Practice (teaching artist, materials), additional materials that are not provided by Pupperty in Practice for the puppets, storyboards and set designs will be purchased by the school, teacher and supervisor per session for the 18 week program and 3 hour professional development. This program will cost the budgeted amount of \$37,532.

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: _

-
Pupperty in Practice will provide 3 hours of professional development to the 5 ELL teachers focusing on incorporating puppetry and dramatic play into the classroom. The PD will provide teachers simple and effective techniques that can enhance their lessons and develop a richer learning experience for students in language proficiency as well as other content areas. Strategies include transforming a storybook featured in the classroom curriculum into a puppet performance, creating unique and functional puppets, and how to provide students with the necessary prompts and comfort for them to develop performance and speaking and listening skills with others in front of others. The PD is hands-on activities and will be given to teachers for one hour each session in December, February and April.

Topics to be covered are:

Puppet Making:

Teachers learn several techniques for puppet making. Pupperty in Practice will demonstrate how to use

Part C: Professional Development

a variety of materials suitable for young children and show teachers the benefits of allowing the students opportunity to explore and make selections to match the idea of the puppet character in their head. Teachers will understand that through this creative expression students will yearn to talk about what they are making and why. Creative expression leads to verbal expression as teachers learn to ask questions about the child's puppet.

- Giving the Puppet a Voice:

Teachers learn the value of handmade puppets over store bought puppets and learn that when students make their own puppets, ownership and efficacy are the motivating factors that give students the willingness and confidence to give their creation a voice. Giving your puppet a voice involves writing exercises to plan, speaking activities to improvise, small group collaborations and play. Teachers are taught simple techniques that give students space to be silly and ease into a comfortable place where their puppets can come alive as they envision.

- Puppet Performance:

Teachers learn how to put it all together. How to develop storyboards with students, create dialogue, associate stories with point of view, and put on puppet performances in the classroom and for a parent audience.

- Luciano Cohen will be the teaching artist providing student instruction and teacher professional development. Luciano is a storyteller-puppeteer native of Argentina specializing in young audiences since 1999. He began his career in Buenos Aires as a puppeteer and then moved to the USA in 2006 where he earned his Early Childhood teaching degree. He designed shows dedicated to children's behavior, in which they would interact, practice or watch real life situations without feeling stress in a fun environment with puppets, acting and music. Luciano has performed his puppet shows for hundreds of early childhood students and has guided them in the creations of their own props and performances with hands-on, child-centered activities. Luciano is also able to support the students in their native language of Spanish.

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: _____

During each cycle, parents will be invited to jointly create a puppet with their child at a scheduled session. Parents will also be invited to attend the culminating event where their child showcases what he/she created. The Teaching Artist, with translation present, will provide parents a hands-on approach to an exploration of materials and art-making processes. The goal is to foster English Language Learning in an artistic environment in which the parents are able to make a connection, bring these ideas home to support their child and foster a deeper connection with arts and other parents within the school community. The parents will be notified in December by letter, translated in the parents' preferred language, (sent home with the student) inviting them to participate in the program with follow-up conducted by the Parent Coordinator throughout each cycle.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
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	Borough Queens	School Number 028
School Name Thomas Emanuel Early Childhood Center		

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 Laura Pessutti	Assistant Principal Elizabeth Brizo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Christina Kollbeck	School Counselor Elizabeth Rivas
Teacher/Subject Area Jeanette Urena - ENL	Parent Veronica Barros Davila
Teacher/Subject Area Dahlia Schoenberg-Lam ENL	Parent Coordinator Miriam Roman
Related-Service Provider Consuelo Torres - IEP/SETTS	Borough Field Support Center Staff Member
Superintendent Madelene Chan	Other (Name and Title)

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	7	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	6
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	3	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (excluding pre-K)	531	Total number of ELLs	357	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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	1	1											0
Dual Language	0	0	0											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	357	Newcomers (ELLs receiving service 0-3 years)	343	ELL Students with Disabilities	63
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	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	31	0	31	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	312	0	32	14	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	10	12	9											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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	137	101	90											0
Chinese	12	7	2											0
Russian														0
Bengali														0
Urdu	1	1												0
Arabic	1													0
Haitian														0
French														0
Korean														0
Punjabi		2												0
Polish														0
Albanian														0
Other	1	1	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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	54	12	8											0
Emerging (Low Intermediate)	32	12	9											0
Transitioning (High Intermediate)	37	23	30											0
Expanding (Advanced)	29	65	46											0
Commanding (Proficient)	0	14	11											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 NYSESAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT <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														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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Teachers use a variety of assessment tools to assess the literacy skills of our ELL's on an ongoing basis. These assessments include:

- NYSITELL, Spanish LAB, NYSESLAT
- Gates-MacGinitie Reading Assessment (Second Grade)
- EASY CBM – Reading screener and progress monitoring assessment. This assessment assesses phonemic segmentation, letter names, letter sounds, word reading fluency, passage reading fluency and reading comprehension.
- Core Knowledge Language Arts Domain Assessments for Listening and Learning, Reading Skills
- Core Knowledge Language Arts Remediation and Assessment Guide
- NYC Performance Assessments
- Conference Notes/Checklists/Rubrics
- Running Records
- Student Work Products
- Teacher created assessments and observation
- Exit Slips

P.S. 28Q uses EASY CBM as an initial screener and progress monitoring tool for our early childhood learners. All students in Grades K-2 are tested a minimum of three times a year. Students who score in the 50th percentile or above are considered to be performing at grade level. EASY CBM Fall data for current kindergarten students revealed that our ELL students scored in the 27th percentile for letter names, 30th percentile for letter sounds and 29th percentile for phoneme segmenting. This data shows that our kindergarten ELL students are below grade level in each of these areas and will receive support to become grade level readers.

EASY CBM Fall data for current first grade students revealed that our ELL students scored in the 32nd percentile for letter sounds, 18th percentile for phoneme segmenting and 29th percentile for word reading fluency. This data shows that our first grade ELL students are below grade level in letter sounds and word reading fluency and far below grade level in

phoneme segmenting. Students need continued support in these areas with a special emphasis on phoneme segmenting in order to become proficient readers.

EASY CBM Fall data for current second grade students revealed that our ELL students scored in the 30th percentile for passage reading fluency, 21st percentile for vocabulary and 38th percentile for multiple choice reading comprehension. The data shows that our second grade ELL students are below grade level in passage reading fluency and reading comprehension and far below in vocabulary. Students need continued support in these areas with a special emphasis on vocabulary in order to become proficient readers.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
An analysis of the NYSESLAT and NYSITELL data revealed that as the students move from Kindergarten to Second Grade, the number of Entering/Emerging level students decrease while the number of Transitioning/Expanding level students increases. In Kindergarten, 57% of ELL students are at the Entering/Emerging levels, while there are 19% in First Grade and a decrease to 17% in Second Grade. For Transitioning/Expanding levels, 43% of Kindergarten ELL students achieved this level, with a marked increase to 70% for First Grade and 76% for Second Grade. 11% of ELL students in both First and Second Grades achieved the Commanding level.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
P.S. 28Q uses information about the Annual Measurable Achievement Objectives to determine which students exhibit known risk factors in not attaining commanding level on the NYSESLAT in order to develop and implement targeted interventions. 10.64% of students who took the 2015 NYSESLAT achieved the commanding level on this assessment. For the 2014-15 school year, our school did not meet AMAO2. The target for the year was 15%, with a difference of -4.36% between the target and the current status. The target for the 2015-16 year is 15.6% with a difference of -4.96% between the target and projected status. It is projected that we will not meet AMAO2 for 2016-17 with our current percentage of students. The target for that year is 16.3% with a difference of -5.66%. This data shows that we need to give our students targeted instruction in order to increase the number of students achieving commanding level on the NYSESLAT.
4. 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?

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

ELL students need to develop their oral vocabulary, and build content knowledge. Home language support is given to ELL students by providing word walls with Spanish cognates and shades of meanings and having a strong focus on content based learning. Students are taught using sentence starters, conversation prompts, and manipulatives. Native language books are made available to be read by students. Home language dictionaries are also available in the classrooms. Teachers and paraprofessionals provide translations for students in their home language to help clarify ideas and help those who struggle with content and concepts in the content-area subjects.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
All students are administered a Universal Screener, EASY CBM, in September to determine if they are on grade level or if not, what is their level of risk. This screener assesses students in letter sounds, letter names, phonemic segmentation, word reading and passage reading fluency, vocabulary and reading comprehension. Students begin by receiving high quality Tier 1 core instruction, which promotes language and literacy development, by the classroom teacher. All teachers are trained to understand the linguistic, cultural, and experiential context of each student in their classroom. This is supported by differentiated groups and a push-in program by the ENL teacher where appropriate instruction and assessments are provided to meet the unique needs of each ELL. The ENL teacher uses the data provided by the NYSESLAT/NYSITELL in conjunction with this screener to provide the individualized support that the ELL needs.

Progress monitoring is ongoing both inside the classroom with the teacher, with the ESL provider and through the formal EASY CBM assessment which is administered three times a year. RtI committee meetings are held with the teacher and ENL provider to discuss

students who are not making adequate progress. An ecological approach to information gathering is taken in which the RtI committee looks at a variety of issues related to struggling ELL. They look at the language, background experiences, values, norms, learning styles, proficiency in both languages, content area strengths and weaknesses, how instruction is provided, and family educational history of these ELLs. The committee measures the multiple components of reading and language to identify LD students among the ELLs.

Students who are not making progress are recommended to receive Tier 2 support in a small pull-out program with a trained RtI provider who uses research based programs such as Leveled Literacy Intervention, Great Leaps, and Foundations. For students who continue to not make adequate progress, Tier 3 intervention is given in addition to the core curriculum. This intervention is one-to-one with the intervention matched to the student's specific needs. Progress monitoring for both Tier 2 and Tier 3 intervention is conducted every 2-4 weeks.

6. How do you make sure that a student's new language development is considered in instructional decisions?
 - Core instruction includes word walls with picture support and Spanish cognates, interactive word walls, shades of meaning displayed in classroom, conversational prompts, Native language books and dictionaries, technology through the use of the Smart Board.
 - Trained ENL providers push in with small groups and conduct parallel teaching by using modified skills lessons from the Core Knowledge Skills Strand. Lessons are created for the smart board with visuals and definitions to help support ELLs. When students are struggling, teachers use the Assessment and Remediation Guide along with ELL strategies to support them. In the Listening and Learning strand lessons, a Supplemental Guide is designed to be used with the ELL student. This Supplemental Guide is also used by the Bilingual Special Education teachers as well as our self-contained ENL classroom teachers. These lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers. ENL teachers enable students to have opportunities for meaningful, collaborative discussions with teachers and peers. These conversations are additionally supported by allowing students to have the opportunity to be paired with a fellow student who speaks the same native language. Teachers support students by providing conversation prompts, and appropriate sentence frames. Teachers use effective ENL strategies and methodologies to assist students in developing English language proficiency. Teachers and paraprofessionals provide translations for students in their native language to help clarify ideas and help those who struggle with content and concepts in the content-area subjects.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

In order to evaluate the success of our programs for ELLs we closely monitor student data collected from classroom assessments, ENL teacher assessments, EASY CBM, NYC Performance Assessments to insure they are making adequate progress. The ENL programs are evaluated on an on-going basis through this student data collection and ENL team meetings. Revisions are made as needed to insure that all students are making progress. P.S. 28Q is dedicated to delivering an academically rigorous program to early childhood students while addressing the specific needs of the English Language Learner. We are committed to providing our ELL students with a student-centered curriculum that will foster language development and help them attain language proficiency that will meet and exceed NYS standards.

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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.

P.S. 28Q has a formalized system for identifying students who may be ELLs. Parents of incoming students, who are registering to attend school for the first time in the NYC Public School system, are given the Home Language Identification Survey to complete. This

survey elicits information about the language spoken in the student's home. An appropriately trained ENL pedagogue who holds a valid NYS teaching certificate interviews the parent and the student in English and the Home Language. The Home Language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

Four appropriately certified ENL teachers are used for this process, two of whom speak other languages besides English – Chinese and Spanish. The language of the parent determines which ENL teacher is used for this process. The appropriately certified ENL teacher is assisted by a translator if neither of these languages is sufficient. The original copy of the Home Language Survey is placed in the student's cumulative file and another copy is placed in the file cabinet in the general office.

The student's home language is also recorded into the designated ATS screens in a timely manner. After the Home Language Survey is complete, the appropriately certified ENL teacher reviews it to determine if the child should be given the NYSITELL. The appropriately certified ENL teacher administers a more in depth interview with the student, reviews his schoolwork, and IEP if applicable, in order to determine NYSITELL eligibility. The ELL status of students who enter school with IEPs are based on the determination of the Language Proficiency Team.

If a child's HLIS is determined to be other than English the school secretary prints NYSITELL answer documents from the RLBA screen in ATS. Qualified pedagogues administer the appropriate NYSITELL. After the NYSITELL is administered, answer documents are scanned into ATS within 10 days of school enrollment. If the student is not English proficient, as determined by this test, they will qualify for ELL services. If a Spanish speaking child does not pass the NYSITELL they will be administered the Spanish Lab by an appropriately certified Spanish speaking ENL teacher within 10 school days of enrollment.

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).

Not applicable

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).

If a student has an IEP and Home language is other than English, The Language Proficiency Team, consisting of the Principal, Bilingual IEP Specialist, Bilingual Speech Teacher, Director of Special Education and student's parent or guardian reviews evidence of the student's English language development to determine if the student's disability is the driving factor in the student's language access status. The LPT might recommend that the student take the NYSITELL or not take the NYSITELL. This recommendation is passed on to the principal to decide whether the student should take the NYSITELL or not. If the principal determines that the student should not take the exam, the recommendation is sent to the superintendent or designee for review. The parent or guardian of the student is notified within three days of the decision. If the decision is that the student should not take the NYSITELL, the ELL identification process stops. Currently, no students with IEPs who have been identified as ELLs at P.S. 28Q have been recommended by the LPT not to take the NYSITELL.

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.

Entitlement letters are sent home to parents in the Home Language indicated by the HLIS, and include a date for the parent orientation, to all students who have been identified as ELLs according to the results of the NYSITELL. Along with the entitlement letter, parents of students who have been identified as ELLs are sent a flyer in Spanish, English, and Chinese, inviting them to an orientation. This is all within 10 days of admittance of the child in school. The Parent Survey and Program Selection Form is distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ENL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting, which will also be held within 10 days of the child's admittance in the school.

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

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).

During the Kindergarten Orientation and later during the ELL Parent Orientation, parents are notified by the ENL teachers, in the parent's preferred language, that they may provide a written request to initiate the Re-identification Process for their child within 45 days of enrollment. This letter is addressed to the school principal. Once it is received, all documents related to the initial or reentry identification process are reviewed. The student's work in English and in the home language is reviewed by the ENL teacher. The NYSITELL will be administered to the student if the original determination was that the student should not be administered the NYSITELL. The ENL Teacher will consult with the parent or guardian. A certified ENL teacher will conduct and review the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English. If the student has a disability or

is suspected of having a disability that may impact the ability to speak, read, write or listen in English, the Principal in conjunction with the ENL teacher will consult with the Committee on Special Education. Based on the recommendation of the ENL teacher, the Principal will determine whether to change the ELL status or not. Written notification of the decision, in the parent's preferred language, will be sent to the parent or guardian. If the recommendation is not to change the ELL status, no further action will be taken. If the recommendation is to change the ELL status, a receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation will be sent to the superintendent for review and final decision. Written notification of the decision will be sent from the superintendent to the principal, parent or guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action will be taken. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents will be kept in the student's cumulative folder.

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.

Parents of newly enrolled ELLs are invited to attend an ELL Parent Orientation at the beginning of September to inform them of the three instructional models available in New York City. The first orientation is held in September, within ten days of the student's admit date into our school. Four appropriately certified ENL teachers and the Parent Coordinator conduct this orientation with translations in Spanish and Chinese. The Parent Orientation Video is shown in the parent's native language to ensure that all parents fully understand the language programs available to them. Parents are informed that if there are less than 15 parents requesting a particular program, efforts will be made to find that program in another school in the district. The Parent Survey and Program Selection Form is distributed and parents are asked to complete the form indicating which program they would be interested in for their child. The parent must return the completed and signed form within 5 school calendar days. The parent brochure in parents' native language is distributed to provide additional information.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters are sent home to parents in the Home Language indicated by the HLIS, and include a date for the parent orientation to all students who have been identified as ELLs according to the results of the NYSITELL. Along with the entitlement letter, parents of students who have been identified as ELLs are sent a flyer in Spanish, English, and Chinese, inviting them to an orientation. This is all within 10 days of admittance of the child in school. The Parent Survey and Program Selection Form is distributed in September at the ELL Parent Orientation and parents are asked to complete the form indicating which program they would be interested in for their child. The forms are collected and reviewed to determine which programs are selected. The ENL teachers record the number of parents selecting each program. Parents who did not attend this orientation are sent another notice requesting their attendance at another meeting, which will also be held within 10 days of the child's admittance in the school. The same procedure is followed during this meeting. The remaining parents who do not attend are called individually by the parent coordinator or the ENL teacher and asked to come in to school where the ENL teachers will meet with these parents individually to discuss their options and assist the parent in filling out the form.

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

During the ELL Parent Orientation, parents fill out the Parent Survey and Program Selection Form, in parent's preferred language, with their program choice. This form needs to be completed within 5 school days. If the parent does not come to the first orientation, a second orientation is scheduled. If they do not attend the second orientation, the Parent Coordinator will call each parent to set up a one-on-one meeting with an ENL teacher, where parents can view the parent orientation video, and fill out the Parent Survey and Program Selection form, in the parent's preferred language. As forms are completed, the secretary inputs the parent choice into the ELPC screen in ATS. A permanent copy of the Parent Survey & Program Selection Form is kept in the student's permanent record and a copy in a secure file cabinet in the school office.

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

All placement parent notification letters, in parent's preferred language, are distributed to students within 10 school days by the ENL teacher. A tear-off form, in the parent's preferred language, is added to the bottom of the letter for parents to sign indicating that they are aware of their child's program placement. This tear-off is sent back to school to the attention of ENL teacher and is kept in a secure file cabinet in the school office along with a copy of the form.

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

The original HLIS is placed in the student's cumulative folder and a copy is placed in a secure cabinet in the General Office. Non-entitlement and entitlement letters are sent home within 10 school days. Copies are kept in a secure cabinet in the General Office. ELL documentation for each child is maintained by the ENL teacher. All ENL teachers, classroom teachers and administrators have access to the ELL documents for each child.

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.

All students who are identified as English Language Learners either based on their NYSITELL score, or their continued ELL status based on their not having reached commanding on the NYSESLAT test from the previous Spring, are administered the NYSESLAT. The RLER report is printed from ATS to determine all eligible students. Every ELL student must take the NYSESLAT until he/she has reached the level of commanding. Any student with long-term absences are called by the ENL teacher followed up by the Parent Coordinator to ensure that the student is present during the exam period. Certified ENL teachers are used to administer the test. All four sections of the NYSESLAT are administered from mid-April to mid-May. The Speaking test is administered on an individual basis. The Listening, Reading and Writing tests are administered in group settings. A committee of certified teachers is formed and trained to score the Writing test. The Assistant Principal oversees the administration and scoring of the test and insures that we are in compliance with all the rules and regulations set forth by NYS.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All forms, in the parent's preferred language, are sent home by the ENL teacher within 10 days of school entrance. A list is kept by the ENL teacher indicating that the letter was sent. A copy of the letter is kept in the General Office in a secure cabinet.
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 Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

At the current time, P.S. 28 has two ENL programs: Transitional Bilingual Special Education and Freestanding ENL. The trend has been for the majority of parents to request Freestanding ESL.

For the 2014-15 school year, 117 parents of newly admitted ELLs chose ESL based on their parent survey, 16 chose Transitional Bilingual Spanish, (and 10 were put in a TBE special education class) and 3 chose Dual Language Spanish.

For the 2015-16 school year, 111 parents of newly admitted ELLs chose ENL/ESL, 16 parents chose Spanish Transitional Bilingual in which 7 students were placed in a Spanish Transitional Bilingual class and 21 parents chose Spanish Dual Language.

The program models offered at P.S. 28Q are aligned with the majority of the parent requests. At the current time the majority of the parents requested ESL/ENL. P.S. 28Q offers Freestanding English as a New Language, and Spanish Bilingual for our self-contained special education classes.

This year we are participating in a Dual Language Program series of workshops to prepare for the potential opening of one Kindergarten and one First Grade Dual Language (English-Spanish) class next year.

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.

Freestanding ENL program consists of both stand-alone and integrated ENL instruction in the push-in and self-contained models. Students are heterogeneously grouped with mixed proficiency levels in each model. For the stand-alone ENL instruction and integrated instruction, the push-in model is used were an ENL teacher works with ELLs in collaboration with the classroom teacher to provide language acquisition and vocabulary support. The ENL teacher and classroom teacher work collaboratively in planning their lessons. The goal of the ENL instruction is to develop English language skills so that the students can succeed in core content courses. Integrated and stand-alone ENL instruction is used through a self-contained model where the teacher has dual certification in ENL and common branches. The teacher uses ENL strategies to build English language skills through content area instruction.

The Freestanding ENL program consists of 142 ELL students in Kindergarten, 100 ELL students in First Grade and 84 ELL students in Second Grade in a combination stand-alone and integrated instruction. Four appropriately certified ENL teachers service students in grades K-2 for 5 periods daily in a stand-alone, push-in model. These certified pedagogues provide the appropriate number of minutes of ENL instruction during the week, per CR Part 154, based on the student proficiency levels according to NYSITELL or NYSESLAT. There are three ENL classes (1 Kindergarten, 1 First Grade, 1 Second Grade) with each

class being taught by a teacher having dual certification in ENL and common branches. The ENL program model consists of heterogeneous mixture of proficiency levels in General Education, ICT and Special Education classes.

b. TBE program. *If applicable.*

The Transitional Bilingual Education program consists of three Special Education Transitional Bilingual Spanish classes, one class on each grade level - kindergarten, first and second grade. Each class is taught by an appropriately certified Special Education teacher with a bilingual extension. These classes consist of 10 ELLs in Kindergarten, 12 ELLs in First Grade and 9 ELLs in Second Grade. The program consists of a heterogeneous mixture of proficiency levels. Students receive an ENL component designed to develop their skills in listening, speaking, reading and writing in English. Mathematics, Science and Social Studies are taught in Spanish and English at the entering and emerging levels. Students transfer their home language skills to English by receiving 75% instruction in Spanish and 25% in English at the beginning/entering level. As the students' proficiency increases, more of the instructional day is spent learning in English.

c. DL program. *If applicable.*

Not applicable

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. 28Q ensures the mandated number of instructional minutes is provided according to proficiency levels in our Transitional Bilingual Special Education classes as well as in our Freestanding English Program.

The ENL/ESL program follows a push-in model where the ENL teacher works with ELLs in collaboration with the classroom teachers to build English language skills through ELA instruction. Entering level students in the ENL/ESL program receive 180 minutes of standalone ENL and 180 integrated ENL/ELA minutes. The Emerging level students receive 90 minutes of standalone ENL and 180 integrated ENL/ELA minutes. Transitioning and Expanding students receive 180 ENL/ELA minutes. Commanding students receive 90 integrated ENL/ELA minutes.

Students in the Transitional Bilingual Special Education classes receive a home language component designed to develop their skills in listening, speaking, reading and writing in the Spanish language while gaining an appreciation of their history and culture. Students who are at the Entering level receive 75% instruction in Spanish and 25% in English. They receive 180 minutes of standalone ENL, 180 minutes of integrated ENL/ELA. Emerging level students receive 60% instruction in Spanish and 40% instruction in English. They receive 90 minutes of standalone ENL, 180 minutes in integrated ENL/ELA and 90 minutes integrated ENL/Mathematics. Transitioning students receive 50% instruction in Spanish and 50% in English. They receive 90 minutes of integrated ENL/ELA and 90 minutes of integrated ENL/Mathematics instruction. Expanding students receive 25% instruction in Spanish and 75% in English. They receive 180 minutes of integrated ENL/ELA instruction. All students in TBE receive one class in Spanish Language Arts. They also receive instruction in Spanish and English for Science and Social Studies.

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.

Spanish Transitional Bilingual Special Education

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

Content area programs used are: Go Math Spanish edition, Harcourt Science Spanish edition, Houghton Mifflin Social Studies Spanish edition, and Estrellita Spanish Language Arts program. Differentiated instruction for students who have special needs consists of both small grouping and individual support given by the native language teacher and paraprofessional. Differentiated grouping is also done by modality to support these students' individual ENL needs.

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

Self-Contained ENL Classrooms

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

The teacher dual licensed ENL teacher utilizes the computer program, Imagine Learning, small group instruction, the use of the Core Knowledge Supplemental Guide, and effective ESL strategies and methodologies to assist students in developing English language proficiency.

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

Technology is used in the classroom through lessons generated with the use of a Smart Board. Students are given the opportunity to work on laptops to practice their reading and math skills. Teachers assess students on an ongoing basis using conference notes, Easy CBM, Core Knowledge Domain Assessments, Skills assessments- such as a weekly spelling tests, student work, teacher-made tests, Diagnostic Writing Assessments, and teacher observation, in order to drive instruction that supports individual student needs.

ENL Stand-Alone/Integrated Model

ELL students receive instruction from 4 appropriately certified ENL teachers. The ENL program follows a push-in stand-alone and integrated model. ENL teachers push in to classrooms to work with small, differentiated groups using ENL strategies to develop English language skills so that students can succeed in ELA. As per CR Part 154, all beginner/entering and low intermediate/emerging students receive the mandated minimum of 180/90 minutes of ENL instruction each week.

ENL teachers also follow the integrated model by pushing in and co-teaching with the classroom teacher. The model is for building English language skills through ELA content area instruction using ENL strategies. As per CR Part 154, all ELL students including former ELLs, receive the mandated minimum of 180/90 integrated ENL/ELA instruction.

The ENL teacher uses the data generated from the NYSITELL and NYSESLAT to inform their instruction. Students are looked at closely through the four modalities to insure that they will reach maximum proficiency in the English language. Scaffolding and differentiating instruction are an integral part of our Core Knowledge Language Arts program as well as in our content area instruction.

Differentiation is based upon the analysis of the scale scores as provided by NYSESLAT and NYSITELL assessments. Visuals, hands on experiences, charts, songs, chants, graphic organizers, meaningful accountable talk, sentence frames, and discussion prompts are part of the instruction. Instruction is delivered in English with ENL teachers providing 25% Native Language Support through native language books and dictionaries in the classroom, literacy manipulatives such as dry wipe boards, magnetic letters, sentence strips of poems and stories, labeling the room, picture support and pairing students with the same native language. ENL teachers who are native language speakers also provide support to clarify meanings, ideas and content. The ENL and classroom teachers meet weekly during common preps to discuss student data and lesson planning with the purpose of aligning instruction to address student needs.

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

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

Students are screened in reading three times a year using EASY CBM.

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

- NYC Performance Assessment - assesses reading and writing
- Easy CBM- Reading screener and progress monitoring assessments in the five pillars of reading - three times a year
- Core Knowledge Language Arts Domain assessments- ELA assessments in the Listening and Learning strand, as well as weekly Reading Skills strand assessments
- Teacher observations/ student work/ conference notes - for speaking, listening, reading and writing
- Student oral language assessments by ENL provider and classroom teacher

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
 - Not applicable
- b. Differentiation for Newcomers is based upon the analysis of the scale scores as provided by NYSESLAT and NYSITELL assessments. Differentiated instruction for Newcomer ELLs, who are special needs students, consists of both small grouping and individual support given by the native language teacher and paraprofessional. Differentiated grouping is also done by modality to support these students' individual ENL needs. Teachers use the Core Knowledge Supplemental Guide to teach the Listening and Learning strand. This guide was designed for the ELL student to scaffold their content and vocabulary knowledge. Teachers also use the computer program, Imagine Learning, small group instruction, and effective ENL strategies and methodologies to assist students in developing English language proficiency. ENL, classroom teachers and paraprofessionals who are native language speakers also provide support to clarify meanings, ideas and content.
- c. Since P.S. 28Q is an early childhood center, Pre-K through Grade 2, the majority of our ELL students are classified as "newcomers". Students who are required to repeat the grade would be the only students receiving 4 years of service. These students receive differentiated support through small group instruction in their classroom with the ENL and classroom teacher as well as additional support through the Title III program. Students who are not making adequate academic progress also receive Tier II and Tier III support through the Response to Intervention program (RtI).
- Not applicable
 - Students who have reached proficient/commanding level on the NYSESLAT continue to receive ENL support for two years to maintain their English proficiency. They receive integrated ENL instruction to build English language skills through content area instruction.
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.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, a protocol will be established to ensure that between 6 and 12 months after this re-identification occurs the student's academic progress will be reviewed to ensure that it has not been adversely affected. A review committee consisting of the Principal, AP, ENL provider, RtI provider will be established to review student's academic progress and confer with classroom teacher. Classroom data along with EASY CBM (a norm referenced reading screener and progress monitor) will be reviewed to determine if the student is making adequate academic progress. If it is determined that the student is not making adequate progress, the student will receive additional Tier II support from the Response to Intervention program. In extenuating circumstances, it may be found that there is a need to reverse the determination during this same 6-12 month period and procedures will be followed to do so.
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?
- Teachers use the Core Knowledge Language Arts Supplemental Guide to teach the Listening and Learning strand. This guide was designed for the ELL-SWD students to scaffold their content and vocabulary knowledge - Grade K-2 editions
 - Go Math ELL Activity Guide, Grade K-2 editions
 - Response to Intervention Tier II and Tier III support for students who are not meeting adequate academic progress as set forth in the IEP
 - Extra picture support, vocabulary shades of meaning, interactive word wall with Spanish cognates, sentence frames
 - Technology programs such as Imagine Learning, a research based computer program that builds oral vocabulary specifically developed for ELLs-Grades K-2
9. How 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?
- P.S. 28Q does not differentiate curriculum for our ELL-SWDs. All students receive the same curriculum throughout Grades K-2. The curriculum used for all content areas is research-based and has ELL and SWD differentiated components which address the needs of all our students. ELL-SWD classes participate with General Education classes for Music and Physical Education. Students share the same lunch periods, participate as a grade on all class trips and activities, use the same texts and assessments in all content areas. Instructional differentiation and accommodations are made based on student need. Before an ELL student is recommended for a more restrictive environment, the student receives Response to Intervention - Tier I, II and III

Chart

support. Once it is determined that the student's lack of progress is not due to a language deficit, the student is then recommended for further testing to determine why the student is not making adequate progress.

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.

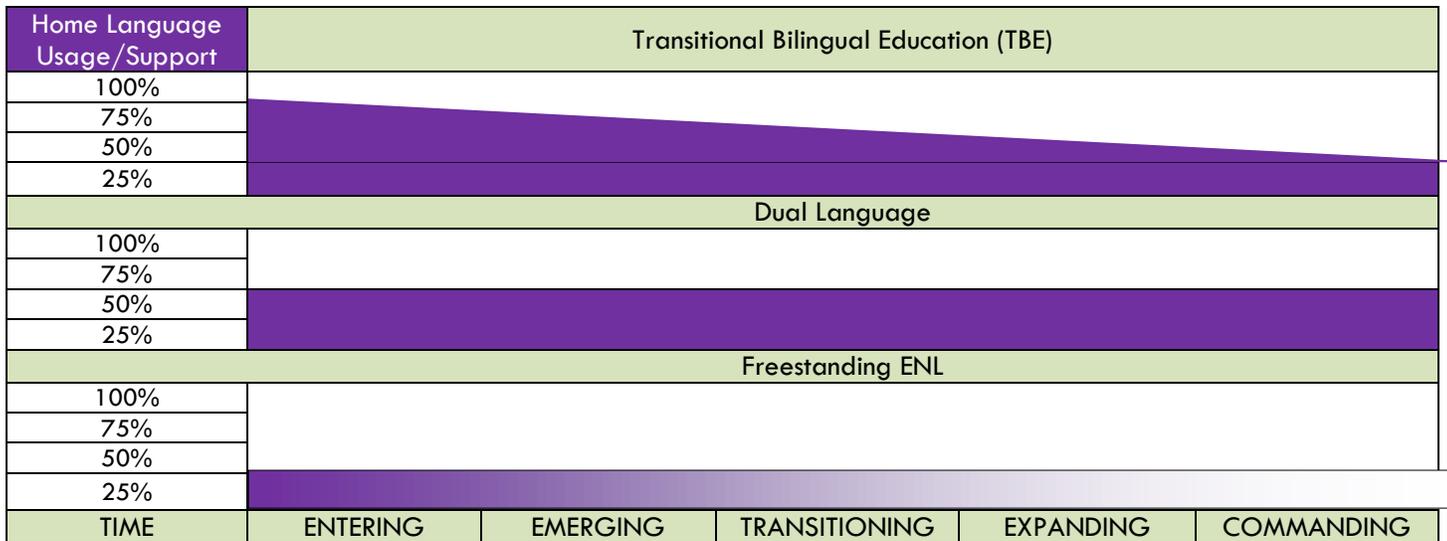


*Note: “other approved services” does not apply to New York City at this time.

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. ELL students in grades K-2, including students with special needs and students who have reached proficiency on the NYSESLAT, receive academic support through the Response to Intervention (RtI) program within the school day. All students are screened using EASY CBM, a norm referenced reading assessment. Students who score in the 50th percentile or above are considered to be performing at grade level. Students who fall below the 30th percentile are considered to be at high risk and receive intervention support. Instruction focuses on literacy in both a small group push-in and pull-out model. These supports and resources correspond with the students grade and age. The programs used are: Go Math Reteach in Small Groups; Core Knowledge Supplemental Guide; CKLA Remediation and Assessment Guide; Leveled Literacy Instruction; and Great Leaps. Tier 2 ELL students receive intervention three to five days a week for a 30 minute period. Tier 3 students receive targeted one-on-one support daily by an RtI Specialist. All ELL students are supported by a trained ENL pedagogogue in small group ELA instruction. All ENL teachers use the Supplemental Guide which provides more focus on Tier 2 vocabulary, as well as modified assessments. All newly arrived and beginner ELLs are receiving extra support using the research-based ESL computer program, Imagine Learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is the second year P.S. 28Q has implemented the ELA program, Core Knowledge Language Arts, to meet the needs of all our ELL students. This program, aligned to the Common Core Learning Standards, addresses the five pillars of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Students are exposed to a wide variety of content including Ancient Civilizations and the Human Body through listening and learning. The skills strand focuses on decoding and reading and writing in tandem. Students are given the background knowledge and vocabulary support that our data shows they need, to succeed in school and to successfully pass the NYSESLAT. In the ELL push in program, ELLs are taught using a co-teaching model, using a supplemental guide, that modifies vocabulary, assessments, and pacing of the lesson. Based upon our most recent data, we found 47% of students in Grades K-2 are reading on or above grade level. This is a 5% increase over the prior year. The 2015 NYSESLAT results indicated that 11% of both Kindergarten and First grade students achieved the level of Commanding while 25% of students in second grade achieved this level. Students in Grades K-2 use the research based program Go Math for Mathematics. The K-2 grade average for 2015 was 83%. We use these results to help us determine how effective these programs are in meeting the needs of our ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- Language Power (a program written specifically for ELLs)
 - An increase in experiential learning through partnerships with the Hall of Science, Puppetry in Practice, Queens Museum of Art, Queens Zoo, Puppetry in Practice, CookShop, Swim for Life.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs/services for ELLs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are offered equal access to all school programs. All students participate in the many school celebrations such as Fall Festival, Lunar New Year Festival, Silly Hat Day Celebrating Dr. Seuss, Cinco de Mayo Festival. All students participate in the Music program which consists of vocal and learning the recorder. Students perform at a Winter and Spring Concert. All students participate in an Arts program with their work celebrated not only in the school but at local museums. A partnership with Puppetry in Practice, an early childhood program geared toward ELLs, uses puppetry and the arts to further language development for all students, especially the ELL population. All students also participate in partnerships with the Queens Musuem of Art, Hall of Science, Queens Zoo, CookShop, Swim for Life. ELL students are offered a two day a week after school and Saturday Title III program. As part of this program, students take part in Reader's Theater as well as learn and acquire the necessary Math vocabulary to succeed as mathematic problem solvers. In addition, targeted ELLs are given I-Pads with apps such as: Sentence Magic, Vocab PCS, Phonics Consonants, iwrite words, Sight Words, and Sentence Magic, as an additional resource for building sight word knowledge, vocabulary, and phonemic awareness. ELL students also receive RtI (Response to Intervention) support for those students who are not making adequate academic progress.
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.
- A variety of instructional materials and visuals are used in the classroom to support ELL instruction in literacy and in the content areas. In the Spanish Transitional Bilingual Education classrooms, teachers use the program Estrellita as their Spanish Language Arts Program. Go Math Spanish edition, Harcourt Science Spanish edition and Houghton Mifflin Social Studies Spanish edition are also used in the classroom.
- Teachers follow the Core Knowledge Language Arts Curriculum utilizing effective ENL methodologies and strategies. Our literacy classrooms are equipped with leveled libraries, which include books across many genres and content areas as well as books and dictionaries in native languages. Students also use literacy manipulatives such as dry wipe boards, magnetic letters, books on tape

and sentence strips of poems and stories. Classrooms contain a print rich environment with word walls, interactive word walls with Spanish cognates, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Students are provided with materials that are familiar to them to give them an experiential base to build upon. Teachers provide intensive and explicit vocabulary instruction to increase language acquisition by the ELL student. The Listening and Learning Strand of Core Knowledge emphasizes vocabulary acquisition, and the supplemental guide enhances students' Tier 2 vocabulary learning. A remediation and assessment guide is used in small groups to reinforce the lessons and vocabulary from the program. Go Math provides differentiated instruction for all ELL students and utilizes math manipulatives for hands on experience. The Science cluster teacher provides students with an investigative approach to learning this content area. An extensive Arts program which includes music, visual arts, animation and theater serves as a learning tool to support all our ELL students. Technology is an integral part of instruction for the ELL students. Teachers all use Smart Boards, and ELMOS in their classrooms as an instructional tool. All classrooms have access and utilize the internet for research. Classrooms are equipped with I-Pads and use I-pad apps such as: Sentence Magic, Vocab PCS, Phonics Consonants, iwrite words, Sight Words, and Sentence Magic, as an additional resource for building sight word knowledge, vocabulary, and phonemic awareness. Beginner ELLs utilize the ENL research- based computer program, Imagine Learning. All first and second grade students are learning how to type using the program "Type to Learn Jr." Other computer programs, such as One More Story, Starfall and Learning A to Z, are being used in the classroom to support the ELL students in having books read to them and providing students opportunities to practice phonics and letter and word recognition.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in the Transitional Bilingual Special Education Program through instruction conducted by certified bilingual special education teachers. Additional support is given through Estrellita Spanish Language Arts program, Go Math Spanish edition, Harcourt Science Spanish edition, Houghton Mifflin Social Studies Spanish edition. Teachers also use native language books, word walls, picture dictionaries, books on tape, charts containing picture representations and manipulatives. Native language support is delivered in the self-contained and push-in ENL program through native language texts, word walls, picture dictionaries, books on tape, charts containing picture representations, artifacts that support rituals and routines, nursery rhymes, and labeling of room. Teachers and paraprofessionals as well as other school staff and parent coordinator are available to translate to students and families when needed.

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

All required service support and resources correspond to ELLs' age and grade levels. Appropriate Early Childhood grades K-2 materials are used with our students. Services and resource supports are chosen based on the student's age and grade level.

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).

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

19. What language electives are offered to ELLs?

Not applicable

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)?

Not applicable

follows a combination of Inquiry approach to learning as well as having teachers attend other professional development opportunities offered by the Department of Education and outside vendors. These teams establish a problem of practice and have a goal for each time they meet. P.S. 28 has a large ELL population with a considerable number of ELLs.

ers of ELLs.

ing ELLs as they engage in the Common Core Learning Standards?

the Common Core Learning Standards. These workshops are offered in-school as well as by the Department of Education and outside vendors.

high school?

hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept.

hours ELL specific PD for Bilingual Education and ENL teachers is met through ELL specific professional development given to all teachers during Monday Professional Development. Additionally, a series of workshops are offered that focus on best practices for co-teaching strategies and integrating

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

ENL Teachers meet individually with parents on Tuesdays in September and October to explain and review their child's NYSELSAT assessment results, and language development needs. Ongoing parent meetings are held throughout the remainder of the year to discuss their child's language development progress and offer suggestions on how the parent can help their child at home. ENL Teachers also meet with parents during Parent Engagement on Tuesdays to on how to help their child develop the English language to succeed in core content areas.

The Parent Coordinator is bilingual in English and Spanish and works throughout the year to facilitate a strong home-school connection. She offers workshops on homework help, community resources, special guest speakers and topics of special interest to parents. Workshops are offered by the Assistant Principal, Parent Coordinator, Guidance Counselor, and teachers on how to help students achieve both in the classroom and at home.

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. Question: # 2 (from above):

ENL Teachers meet with parents on Tuesday afternoons. Parent appointments with the ENL teacher is made through a letter home, translated into the parent's preferred language, with a follow-up phone call. Translation is made available during this phone call in the parent's preferred language. Along with dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter and Continued Entitlement Letter, teachers keep notes on what was discussed and outcome of these individual parent meetings. If a parent is unable to attend on a Tuesday, other arrangements are made to meet at a different time. Parents who are unable to come to school are contacted by telephone and a phone conversation (with translation available) meeting is held with the parent.

Question #3:

The needs of the parents are evaluated through parent surveys conducted by the Parent Coordinator as well as the results from the Learning Environment Surveys. Requests are also made through PA meetings, one-on-one conferences with teachers, administrators and parent coordinator. Workshops on how to help your child at home came about through requests made by parents at PA meetings. Parents attend workshops in Science, Cook Shop (good nutrition at home), English Language Classes, among others.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 28 has partnered with, among others, Health Plus, Food Bank - Cook Shop, Cool Culture, Puppetry in Practice, The Queens Art Museum, NY Hall of Science and Queens Zoo. ELL parents receive information and support on student health issues such as asthma, diabetes, and oral hygiene. Parents attend Cook Shop workshops where they learn about good nutrition and try out recipes that they can use with their families. Pre-K and Kindergarten parents attend Cool Culture workshops where they learn about and are encouraged to attend the various museums and cultural institutions throughout NYC. Parents receive a yearly pass which gives free admission for them and their families. Puppetry in Practice provides hands-on art workshops for the parents using different art mediums.

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

The needs of the parents are evaluated through the Learning Environment Survey, in-house parent surveys, workshop evaluation forms, SLT meetings and Parent Association meetings. All communication, written and in-person, is translated into the parent's preferred language. The Parent Coordinator acts as a liaison between the school and the parents, collecting and analyzing parent surveys, providing one-on-one parent support, attending all SLT meetings and Parent Association meetings. Translation services are available in-house and provided by the Parent Coordinator as well as staff members who speak the parent's preferred language.

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

Parental involvement activities are directly related to the needs of the parents that come from parent surveys, workshop evaluation forms, SLT meeting, Parent Association meetings and meetings with school members and Teachers. Parents reach out to the school community when they feel there is a need for a workshop to support them as they support their students. The school responds to

these needs by providing the necessary services and workshops to support these parents with translation made available. Our parent coordinator provides ENL classes with translation weekly to the parent community.

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.

Paste response here:

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)
Laura Pessutti	Principal		10/29/15
Elizabeth Brizo	Assistant Principal		10/29/15
Miriam Roman	Parent Coordinator		10/29/15
Christina Kollbeck	ENL/Bilingual Teacher		10/29/15
Veronica Barros Davila	Parent		10/29/15
Jeanette Urena - ENL	Teacher/Subject Area		10/29/15
Dahlia Schoenberg-Lam ENL	Teacher/Subject Area		10/29/15
	Coach		
	Coach		
Elizabeth Rivas	School Counselor		10/29/15
Madelene Chan	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		
Consuelo Torres	Other <u>IEP/SETTS</u>		10/29/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q028** School Name: **Thomas Emanuel Early Childhood Cent**
Superintendent: **Madelene Chan**

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.

In order to assess the needs for written and oral translation for our parents, the school utilizes the ATS RAPL Report (Adult Preferred Language Report). An analysis of this P.S. 28 report indicates that our enrollment of 531 students consists of 3 preferred languages: English, Spanish and Chinese. 78% of our parents speak and write in the Spanish language, 18% of our parents speak and write in English and 4% of our parents speak and write in Chinese

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 major findings of our school needs is that in order to communicate effectively with the parents of our student population, we must do so in the languages of Spanish, English and Chinese. The ATS RAPL Report indicated that 476 parents requested written and oral communication in Spanish, 109 parents require written and oral communication in English while 22 parents require written and oral communication in Chinese. One parent indicated their preferred language is Tibetan, one parent Pashto, one parent Urdu and one parent Nepali. Parents are made aware that written translation and oral interpretations are available at school through PA Meetings and Parent Orientation Meetings. Teachers are made aware of the fact, through faculty meetings, that forms and notices issued by the school are available in Spanish, Chinese and English. Teachers are also made aware that translators are available for all parent-teacher conferences as well as meetings with parents on an individual basis.

Part B: 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.)

- Monthly Calendar - monthly September - June
- Letters from School Leadership Team to parents monthly September -June
- All class/school trip permission slips - on-going basis September - June
- All parent workshop flyers or letters -on-going basis September - June
- All letters for community events - on-going basis September - June
- School notices (conferences, half-day, announcements)-on-going basis September- June
- DOE letters -on-going basis September - June
- Teacher letters to parents -on-going basis September - June
- Classroom Newsletters - on-going basis September - June

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.

- Daily attendance phone calls home made by Guidance Counselor
- Ongoing parent meetings with Guidance Counselor
- Tuesday afternoon parent-teacher meetings and workshops
- Pre-K monthly meetings
- Cool Culture Orientation
- Attendance meetings and workshops
- Swim for Life Orientation
- English Classes for parents (twice weekly)
- Cook Shop monthly workshops
- ENL Orientation
- Science Project Orientation
- Art Fair
- Science Fair
- Winter and Spring Concerts
- Fire Safety Meeting
- Common Core Workshops
- Homework Help Workshops
- P.S. 16 Transition Meeting
- Dial-a-Teacher Workshop
- Vision Zero Workshop
- Health Solutions Workshop

-Dental Care Workshop
-Kindergarten Orientation
-NYC Environmental Protection Award Ceremony
-Pre-K Registration

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.

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

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.

Oral interpretation services in both Spanish and Chinese are available at all PA Meetings, Parent-Teacher Conferences, Parent Workshops, Parent Orientation meetings, student registration, parent phone calls and individual parent/teacher conferences requested by either the parent or teacher to ensure that parents receive critical information about their child's academic performance. This oral interpretation will be provided by in-house staff.

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.)

All staff members will be informed about how to use translations services and the over-the-phone interpretation service at the initial Staff Meeting in September and will receive important updates throughout the year via e-mail and memos to staff. All teachers and staff will be issued a copy of the "I Speak..." card which includes the phone number for the over-the phone interpretation unit.

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

The Chancellor's Regulation A-663 is fulfilled by P.S. 28Q regarding parent notification requirements for translation and interpretation services by posting signs at the Main Entrance of the school in English, Spanish and Chinese explaining parents' rights regarding translation and interpretation. A Welcome Poster in English, Spanish and Chinese is also posted at the Main Entrance. Parents' Bill of Rights and Guide to Language Access is made available in the Main Office and in the Parent Coordinator's office as well distributed to the parent community.

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)

P.S. 28Q gathers feedback from parents on the quality and availability of services through parent surveys, verbal feedback given to Parent Coordinator or staff member, workshop evaluations, SLT meetings, PA meetings.