

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q228

School Name:

P.S. 228 EARLY CHILDHOOD MAGNET SCHOOL OF THE ARTS

Principal:

OLGA GUZMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 228 School Number (DBN): 30Q228
Grades Served: PK - 2
School Address: 32-65 93rd Street East Elmhurst, NY 11369
Phone Number: 718 899-5799 Fax: 718 899-7323
School Contact Person: Olga Iris Guzman Email Address: oguzman@schools.nyc.gov
Principal: Olga Iris Guzman
UFT Chapter Leader: Iris Rios
Parents' Association President: Carmen Cornejo
SLT Chairperson: Olga Iris Guzmán
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip A. Composto
Superintendent's Office Address: 28-11 Queens Plaza North – 5th Floor
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718 391-8323 Fax: 718 391-6147

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North LIC, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718 391-8222 Fax: 718-391-8320

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)
Olga Iris Guzmán	*Principal or Designee	
Iris Rios	*UFT Chapter Leader or Designee	
Carmen Cornejo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Eileen Hughes	Member/Teacher	
Leticia Cruz	Member/Teacher	
Claudia Martinez	Member/Teacher	
Lisa Holtzman	Member/Teacher	
Geri Fils - Aime	Member/Parent	
Carlos Camacho	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rashida Elmir	Member/ Parent	
Vivian Camacho	Member/ Parent	
Adriana Hurtado	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. CONTEXTUAL INFORMATION: PS 228Q

PS 228 Queens is a high-achieving early childhood school in District 30 whose mission is to educate children in a nurturing, developmentally appropriate, specialized Early Childhood learning environment. By immersing pre-k-2 students in engaging Standards-based academic programs, creative arts experiences and values education, PS 228 teachers educate the whole child and help each child develop a curiosity for learning. The school, currently serving 130 General Education students, 143 English Language Learners, and 65 Students with IEP's, has achieved consecutive years of high academic achievement scores and NYCDOE progress report scores of "A" for more than 10 years! The school has earned awards and commendations such as a "School of Excellence" award, a Respect for All commendation and a Cahn Fellowship for high achieving schools with outstanding leadership. Most recently, PS 228 received a commendation because our English Language Learner (ELL) population outperformed ELL groups in other school within District 30. PS 228 Dual Language programs and bilingual integrated co-teaching pre-kindergarten classes currently serve as models for teaching and learning in District 30. High expectations for students and parents are communicated through Principal's Honor Roll, Student of the Month, Science Fair and other curriculum celebrations. Our graduates have demonstrated continued success, winning scholarships to prestigious academic institutions such as NYU, Vassar, and Columbia University.

PS 228 educators offer Standards-based learning experiences in a specialized, early childhood learning environment for approximately 365 students in grades Pre-K-2. Children delight in 228's intimate setting and nurturing learning environment! Monolingual, Dual Language, ESL, Integrated Co-teaching, and self-contained special education class structures meet the diverse learning needs of all of our students. Young children feel comfortable in this family-oriented environment receiving small group and individual instruction to achieve grade-specific Standards. Our school's Data Team tracks student achievement through progress monitoring to ensure academic growth. Academic support is available for students requiring Academic Intervention Services (AIS) and Response to Intervention (RTI). Virtual Y also offers academic support by providing after school homework help and other activities. School Enrichment Model options for all students, including those who meet or exceed grade level standards, include Art, cooking, Glee Club and other enrichment classes.

Children participate in PS 228's Reading and Writing Workshops, word study, non-fiction thematic studies in Science and Social Studies, and project based learning incorporating technology. Math instruction encompasses all Mathematics strands, with an emphasis on problem solving and explaining work products and processes. Writing projects include Narrative units of study, non-fiction "All About" books, and Text-Based writing.

During Literacy instruction, Children read leveled texts, big books, e books and class-created charts. Classroom libraries are equipped with leveled libraries, Smart Boards and learning centers. Children participate in a mini lesson, small group guided instruction and strategy work. Teachers have individual conferences with students to provide feedback about academic strengths and next steps.

Hands-on Science includes a "Four Seasons" inquiry, a "Life Cycle" study, and an introduction to gardening. The PS 228 Green Garden created in 2014-2015 as part of a STEM grant, involves children and their parents in planting, harvesting and healthy eating. Children and parents harvest radishes, arugula, zucchini, and are enthusiastic about these early lessons in sustainability!

Project-based learning is the highlight of the Social Studies curriculum, since students make memorable projects such as family trees, cultural research projects, multicultural feasts and thematic dioramas. Students research facts and information and use tech programs such as word or power point to create presentations.

Reader's Theater, Visual Art, Music, and Poetry are incorporated in all subject areas, since cross-curricular multi-disciplinary learning provides entry points and allows all learners to access the curriculum.

As a school focused on the Arts, our innovative Artist and Composer of the Month programs target skills instruction as well as cultural literacy. Partnerships with the renowned 92nd Street Y Music Teachers in residence and VTS (Visual Thinking Strategies) consultants provide opportunities for trips and other enrichment activities. Weekly theater and multicultural dance class also inspire our budding artists, as do storytelling contests, an annual Cervantes poetry celebration, spelling bees and interactive puppet shows.

The PS 228 parent community is an integral part of PS 228's success. Strong parent involvement includes active participation in the Parent Teacher Association (PTA) and School Leadership Team (SLT). The Learning Leaders program enables parent volunteers to help in the classroom. The Parent Gardening Club, the Arts and Decorations Committee, Feast and Celebration Planners, and Family Room Team are equally active and supportive. The PS 228 Parent Coordinator has over 10 years of experience collaborating with teachers and parents to offer workshops, resources, and ongoing parental support.

Ms. Olga Guzmán, the original founding principal of PS 228, leads a collaborative staff of 27 educators, some who are also original staff members. Licensed Early Childhood educators plan and implement instruction at PS 228. The staff includes an Assistant Principal, teachers, educational assistants, instructional coaches and facilitators, IEP and ESL Coordinators and a school-based support team comprised of Speech therapists, an occupational therapist, a physical therapist and a school psychologist. PS 228 educators embrace its ethnically diverse student population and work collaboratively to meet their academic, social and emotional needs.

2. STUDENT POPULATIONS: NEEDS

The PS 228 school community includes the following student populations:

- Pre-k-2nd grade students enrolled in general education classes.
- Pre-k-2nd grade students with IEP's enrolled in Monolingual and Bilingual Integrated Co-Teaching classes and K-2nd grade students in Self Contained Special Education Class settings.
- K-2nd grade Language Learners participating in Dual Language class settings learning to become literate in 2 languages: English and Spanish.
- Spanish dominant students in grades pre-k-2 enrolled in Bilingual class settings.
- Students receiving ESL support according to mandated ESL Through the Arts instruction.

All student groups need rigorous (CCLS) Standards-based differentiated instruction in Reading, Writing, Word Study, Mathematics, Science, and Social Studies. PS 228 educators meet the needs of all students through assessment-based differentiated instruction. Flexible groups participate in larger group, small group and individualized instruction throughout the day according to each student's needs. According to 2014-2015 school data (2014-2015 PPO, Quality Review, Needs Assessments) our pre-k-2 students need multiple entry points for individual lessons that engage all students in learning across subjects and progress monitoring to move forward in English Language Arts, Mathematics and other subjects.

The comprehensive data review for our school also revealed a need for ongoing assessment and feedback to help identify strengths and next steps in instruction. Mandated services address the needs of students with IEP's by developing skills such as receptive and expressive language development, word identification and Reading comprehension. Our IEP teacher coordinates mandated services for Students With IEP's consist of individualized sessions with licensed service providers including speech therapists, an occupational therapist, a physical therapist, a social worker and a school psychologist. In some cases, academic needs of students with IEP's are met by providing individualized flexible programming.

Mandated services for ELL's may include specific class placements including ESL Through the Arts taught by a licensed ESL teacher. PS 228 teachers meet the needs of ELL's in Bilingual and Dual Language class settings by providing instruction in Spanish and English.

3. CONTINUOUS PROGRESS: THE FRAMEWORK FOR GREAT SCHOOLS

Rigorous Instruction

2014-2015 curricular programs to be continued during 2015-2016 reflect continuous progress in "Rigorous Instruction". Rigorous programs and initiatives for K-2 students include an increase in the number of non-fiction units of study and thematic content area learning, a focus on project-based learning across subjects, and multiple entry points incorporating all modalities and learning styles to meet the needs of all of our learners. During Spring 2015, the ESL Team attained a grant to expand the PS 228 Dual Language program, adding a second Dual Language Kindergarten class to the class roster. The Dual Language Kindergarten class will focus on language learning, enabling the target group of Kindergarten students to attain proficiency in both languages. Pre-k teachers increased project-based experiential learning evidenced by the newly implemented Work Sampling System. The Pre-k Team will continue this work during 2015-2016, increasing the hours and intensity of pre-k instruction by replacing half-day pre-k programs with full day classes.

PS 228 teachers aim to strengthen the supportive school environment as described in the "Framework For Great Schools" by continuing intensive progress monitoring of all students. We have made tremendous progress in this area by monitoring the Reading progress of struggling readers weekly and biweekly. By implementing AIS and RTI instruction for 50 minutes three times per week, struggling readers received intensive support and all program participants progressed by 3 or more levels measured by June 2015 Reading Assessments/running records. Based on high achievement data, this program will be continued and refined during 2015-2016.

PS 228 educators began to plan and implement lessons with multiple entry points to meet the needs of all learners including ELL's and students with IEP's. Multiple entry points were noted in teacher observations and learning walks. This work will be refined and expanded in the upcoming school year. One school goal for 2015-2016 is to support all learners including ELL's and Students With IEP's, by "increasing multiple entry points" in teaching and learning. This goal will continue to enhance our supportive help our students achieve.

Supportive Environment

PS 228 teachers aim to strengthen the Supportive school environment as described in the "Framework For Great Schools" by developing cooperative class communities that encourage good citizenship and collaborative learning. During 2015 - 2016, K - 2 classes will continue to participate in learning experiences such as morning meetings, class conversations, and partner talk that foster positive attitudes and respect in the classroom. PS 228's K - 2 Values Curriculum will continue to shape the community, focusing on pro-social behaviors such as kindness, honesty, generosity, and forgiveness. Children will learn and practice the attitudes and behaviors valued by the PS 228 community. Other strategies utilized in the PS 228 community to foster a supportive nurturing school environment include Principal's Honor Roll, monthly awards for good citizenship, and opportunities to be class helpers and class ambassadors.

Effective School Leadership

During the 2014-2015 school year, the PS 228 Principal, Assistant Principal and Teacher Leaders worked closely with the Superintendent to analyze data, identify and clarify school goals, and to engage in self-assessment to identify next steps in teaching and learning. This strong partnership will continue during 2015-2016 to continue a strong pattern of student achievement.

Principal Guzmán and a team of lead teachers were nominated and selected to participate in the Cahn Fellows Program. This program supports and challenges distinguished educational leaders who have demonstrated achievement and outstanding leadership by focusing on an ongoing collaborative project or school inquiry for continuous improvement. The team initiated a parent involvement project that increased parent participation in Spring 2015 parent workshops and events. This project will be developed and refined as the action plan for a continuous improvement in Strong Family and Community Ties during the upcoming school year.

30Q228 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02	Total Enrollment	366	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
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.0%	% Attendance Rate	94.5%	
% Free Lunch	84.9%	% Reduced Lunch	5.1%	
% Limited English Proficient	43.2%	% Students with Disabilities	20.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	0.5%	
% Hispanic or Latino	84.3%	% Asian or Native Hawaiian/Pacific Islander	10.0%	
% White	4.1%	% Multi-Racial	0.3%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.33	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	15.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.78	
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.

School achievement data shows that our students performed well on spring 2014 MOSLS, evidenced by 20 of 21 achievement points and score of “highly effective” rating earned on the MOSL feedback report and the principal’s evaluation/PPO report. High achievement in ESL is evidenced by District reports indicating that PS 228 English Language Learners outperformed ELLs in other schools and data reflecting 94% of ELL’s made progress in English Language Acquisition. Current school data reveals that 42% of PS 228 students are English Language Learners who receive Dual Language, Bilingual or ESL instruction and 19% are students with IEPs in Integrated Co-teaching or self-contained special education class settings.

The needs assessment administered to the PS 228 staff during June 2015 also reflects a need for additional focus on designing and implementing lessons with multiple entry points for diverse learners. Multiple entry points provide many opportunities for learners with diverse learning styles to engage in instruction and connect with new learning. PS 228 School data shows a 350-student population in early childhood grades, 46.6% of the total pop of ELL’s and 14% with IEP’s, revealing a large population of learners with diverse learning needs who would benefit from learning experiences with multiple entry points. School data including the Principal’s Performance Observation (PPO) report and the most recent NYCDOE Quality Review findings also indicate a need for lessons with multiple entry points to engage all children in rigorous learning experiences.

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 K-2 students including students with IEP’s and ELL’s, will participate in rigorous Literacy instruction with multiple entry points, progressing by at least 3 levels on the Spring 2016 English Language Arts MOSL

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>Professional Learning Team will research multiple entry points, Gardner’s Multiple Intelligences and Multisensory Learning Strategies & create a menu of strategies for multiple entry points.</p> <p>Professional Learning Team will gather educational resources for implementing multiple entry points to engage students.</p>	<p>K-2 teachers in Collaborative Grade Groups/Teams</p> <p>Dual Language Team</p> <p>IEP Teacher Team</p>	<p>September 2015-</p> <p>November 2015</p>	<p>Coaches, facilitators, IEP and ESL Coordinators</p> <p>Grade Leaders</p> <p>Principal</p> <p>Assistant Principal</p>
<p>Teachers will collaboratively add multiple entry points to lesson plans using Danielson Framework and CCLS to guide planning.</p> <p>Teachers will implement lessons with multiple entry points and reflect on their practice.</p> <p>Pairs of teachers will engage in inter-visitation using the Danielson rubric as an observation tool to reflect on the use of multiple entry points in teaching.</p>	<p>K-2 teachers in Collaborative Grade Groups/Teams</p> <p>Dual Language Team</p> <p>IEP Teacher Team</p>	<p>October 2015-</p> <p>June 2016</p> <p>December 2015-</p> <p>January 2016</p> <p>And ongoing</p>	<p>Coaches, facilitators, IEP and ESL Coordinators</p> <p>Grade Leaders</p> <p>Principal</p> <p>Assistant Principal</p>
<p>Teachers administer MOSL pre and post assessments, data review and analysis.</p> <p>*Progress evaluated</p> <p>Formative assessment through class assessments/progress monitoring-revising as necessary</p>	<p>K-2 students</p>	<p>Fall 2015</p> <p>& Spring 2016</p>	<p>Coaches, facilitators, IEP and ESL Coordinators</p> <p>Grade Leaders</p> <p>Principal</p> <p>Assistant Principal</p>
<p>Teachers group students for instruction in flexible assessment based groups</p> <p>Students participate in Common Core aligned literacy instruction with multiple entry points for differentiated student groups</p>	<p>K-2 students</p>	<p>September 2015-June 2016</p> <p>October 2015-June 2016</p>	<p>Coaches, facilitators, IEP and ESL Coordinators</p> <p>Grade Leaders</p> <p>Principal</p> <p>Assistant Principal</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.											
Substitute teachers will be hired to facilitate pre and post assessments and progress monitoring. We will purchase professional resources including books, chartpaper, multisensory learning materials, etc. Schedule adjustments will be made to facilitate professional learning activities, inter-visitations and common planning periods.											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	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.
Progress monitoring is done continuously during the school year using: TCRWP Reading assessments, Fountas and Pinnell Spanish Assessments, El-Sol Spanish Assessments, Go Math Chapter Tests, Teacher Created Checklists and Assessments. Teachers will administer midpoint progress monitoring during the second week in February 2016 to measure the school’s progress towards meeting the annual goal. 90% of K-2 students participating in rigorous Literacy instruction with multiple entry points will progress 1 ½ -2 levels on a teacher made ELA assessment using the NYCDOE MOSL Performance Task Rubric for scoring.
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.

A needs assessment was administered to the PS 228 staff and Parent teams during June 2015. The staff responses indicated a need for increased understanding and additional practice with assessment strategies. A review of all surveys indicated that teachers find it challenging to provide formative, in-process feedback to students during learning experiences. Further discussion revealed that teachers believe it would be beneficial to continue this year’s initial focus on assessment and feedback by extending the 2015-2016 “school wide inquiry”. The survey results are consistent with Principal Performance Observation data (PPO) naming “assessment and feedback” as an area of refinement for fall 2014 and spring 2015. It is also consistent with the citywide instructional standards area of focus for the 2014/2015 school year and the school’s most recent Quality Review findings.

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.

By June, 2016, K-2 Teachers will develop strategies for giving in-process feedback and next steps to students, measured by Teacher-created checklists and administrators' feedback indicating more than 60% of teachers providing weekly, in-process feedback that increases students’ academic progress.

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) 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 Team will research formative assessment & feedback strategies and participate in professional learning including a “feedback & assessment” book club.</p>	<p>PS 228 Professional Development Team including Principal, Coaches, facilitator, IEP and ESL Coordinator, Lead Teachers, pre-k-2 teachers</p>	<p>October 2015-June 2016</p>	<p>Principal Assistant Principal Coaches, Facilitators, IEP/ESL Coordinators Lead Teachers</p>
<ul style="list-style-type: none"> • Ongoing Assessment process includes principal/teacher feedback and goal setting, • Creating & Using teacher made checklists/assessments to track & assess feedback 	<p>PS 228 Professional Development Team including Principal, Coaches, facilitator, IEP and ESL Coordinator, Lead Teachers, pre-k-2 teachers.</p>	<p>October 2015-June 2016</p>	<p>Principal Assistant Principal Coaches, Facilitators, IEP/ESL Coordinators Lead Teachers</p>
<p>Professional Development Team uses rubrics to assess & analyze student work, Teacher Teams examine student work for strengths and next steps.</p>	<p>PS 228 Professional Development Team including Principal, Coaches, facilitator, IEP and ESL Coordinator, Lead Teachers, pre-k-2 teachers. Pre-k-2 students</p>	<p>September & June 2015 and ongoing.</p>	<p>Principal Assistant Principal Coaches, Facilitators, IEP/ESL Coordinators Lead Teachers</p>
<p>Teachers give formative feedback & Next steps to students, documenting student progress using notes, records & conference notes. Final assessment /revise plans as necessary</p>	<p>Pre-k-2 Students Pre-k-2 Students and Teachers, Principal</p>	<p>October 2015-June 2015 June 2016</p>	<p>Partner teachers, Professional Development Team Members Principal Assistant Principal</p>

			Pre-k-2 teachers Professional Development Team members
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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.											
Substitute teachers will be hired to facilitate pre and post assessments and progress monitoring. We will purchase professional resources including books, chartpaper, multisensory learning materials, etc. Schedule adjustments will be made to facilitate professional learning activities, inter-visitations and common planning periods.											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	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.											
During February 2016, the PS 228 Data Team will review instructional artifacts (checklists, Administrative Feedback, and work samples) indicating at least 40% of teachers provided weekly in process feedback that improves students’ academic progress.											
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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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.

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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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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		21st 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 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.)
<p>English Language Arts (ELA)</p>	<p>Students are selected based on their current Reading level after being assessed in the beginning of the school year using the Teacher’s College Benchmark Assessment.</p> <p>Students that are far below the benchmark level are chosen to participate in small group instruction, or one-to-one tutoring based on the running record assessment.</p> <p>Students are also assessed using the Teacher’s College Sight Word Assessment to determine words they can read fluently.</p>	<p>Data Driven Differentiated ELA Academic Intervention Services K - 2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers, word sorts and guided reading instruction.</p> <p>AIS Support Services RTI</p> <p>Research-based Fountas & Pinnell strategies are utilized. Research-based guided reading</p> <p>Virtual Y Program</p> <p>The Virtual Y services at risk students by offering a combination of whole group, small group and individual English Language Arts and Math, homework support and enrichment project options.</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Multisensory word study • Interactive reading through technology <p>Teachers provide individual or small group assessment-based ELA instruction for at risk students.</p> <p>Individualized Tutoring Sessions</p> <p>The Virtual Y program provides a combination of whole group, small group and individual instruction and academic support.</p>	<p>Provided daily in one 50-minute period</p> <p>Provided Monday-Wednesday for 50-minute periods</p> <p>From 8:10-9:00 AM</p> <p>Monday-Friday every week from 3:00-5:45 PM</p> <p>Wednesdays and Thursdays from 2:35-4:35PM</p> <p>Mondays-Wednesdays</p> <p>8:10-9:00</p>

		<p>FOR ENGLISH LANGUAGE LEARNERS: English Language Learners participate in all Academic Intervention Services listed:</p> <p>Afterschool ESL Four teachers provide afterschool ESL instruction for at risk students. Teachers utilize the following ESL Strategies. Visual cues, realia, dramatization and gestures, and expressive intonation.</p> <p>Small Group Modifications with ESL Strategies The IEP Coordinator, certified in Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL Strategies to service English Language Learners with IEPs.</p> <p>FOR STUDENTS WITH IEPs: Students with IEPs participate in all Academic Intervention Services listed: Students with IEPs participate in modified ELA instruction utilizing the following instruction programs and methodologies. Balanced Literacy Instruction, Literacy Centers, Reading</p>	<p>Differentiated small group and one-to-one instruction.</p>	
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		<p>Reform, Words Their Way, and progress monitoring. Teachers utilize additional individual teaching and re-teaching to meet the needs of all learners.</p> <p>Individualized AIS and Educational Assistants English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching ELA lessons utilizing ESL strategies.</p>		
<p>Mathematics</p>	<p>Students in need of AIS in Mathematics are determined once the lesson has been taught and students that need to be re-taught will be moved to a small group to receive instruction tailored to their need.</p>	<p>FOR ALL AT RISK STUDENTS INCLUDING ELLs AND STUDENTS WITH IEPs:</p> <p>Daily Data Driven Differentiated Math Instruction</p> <p>K-2 teachers provide one 45-minute period of data-driven differentiated Math instruction for at risk students. Teachers utilize individual and small group instruction and flexible class structures to teach Math Strategies.</p>	<p>Teachers utilize individual and small group instruction and flexible class structures to teach Go Math strategies.</p> <p>Differentiated small group and one-to-one instruction.</p> <p>Differentiated small group and one-to-one instruction.</p>	<p>Teachers utilize individual and small group instruction and flexible class structures to teach Go Math strategies.</p> <p>Differentiated small group and one-to-one instruction.</p> <p>Differentiated small group and one-to-one instruction.</p>

		<p>Teachers provide individual or small group assessment-based Go Math instruction per week for at risk students using a collaborative push-in teaching model.</p> <p>AIS Support Services</p> <p>All teachers provide 25-30 minutes of class based small group Math instruction</p> <p>Instructional programs include Go Math and Math Centers.</p> <p>FOR ENGLISH LANGUAGE LEARNERS:</p> <p>A certified ESL teacher provides mandated ESL instruction for English Language Learners that includes Go Math support utilizing ESL strategies.</p> <p>IEPs:</p> <p>Individualized AIS instruction for Students with IEPs</p> <p>Special Education teachers and educational assistants provide daily class based individual and small group re-teaching of Go Math concepts with modifications.</p>		
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<p>Science</p>	<p>Based on Science Assessments and checklists.</p> <p>Based on Non-Fiction Science Units and Tests.</p>	<p>Data Driven Differentiated ELA/ Science Academic Intervention Services</p> <p>K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at-risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers and guided reading instruction.</p> <p>Virtual Y Program</p> <p>The Virtual Y services at risk students by offering a combination of whole group, small group and individual English Language Arts, homework support and scientific enrichment project options.</p> <p>FOR ENGLISH LANGUAGE LEARNERS:</p> <p>English Language Learners participate in all Academic Intervention Services listed:</p> <p>Afterschool ESL</p> <p>Four teachers provide afterschool ESL instruction for at risk students. Teachers utilize the following ESL strategies: Visual</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Interactive reading through technology <p>Repeated reading of non-fiction text.</p> <p>Shared reading of non-fiction text.</p> <p>Science Technology Project</p> <p>The Virtual Y program provides a combination of whole group, small group and individual instruction and academic support.</p> <p>Differentiated small group and one-to-one instruction</p>	<p>Monday-Friday as needed</p> <p>Provided daily in one 45-minute period</p> <p>Monday-Friday every week from 3:00-5:45PM</p> <p>Tuesdays and Wednesdays from 3:05-5:05PM</p> <p>Mondays – Wednesdays 8:10-9:00</p> <p>Monday – Friday need-based</p>
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		<p>cues, realia, dramatization and gestures, and expressive intonation.</p> <p>Small Group Modifications with ESL Strategies</p> <p>The IEP Coordinator, certified in Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL strategies to service English Language Learners with IEPs.</p> <p>FOR STUDENTS WITH IEPs:</p> <p>Students with IEPs participate in all Academic Intervention Services listed:</p> <p>Students with IEPs participate in modified Science instruction utilizing the following instructional programs and methodologies: Balanced Literacy Instruction and non-fiction reading strategies. Teachers utilize additional individual teaching and re-teaching to meet the needs of all learners.</p> <p>Individualized AIS with Educational Assistants</p>		
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		<p>English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching Science lessons utilizing ESL strategies.</p>		
<p>Social Studies</p>	<p>Based on Social Studies assessments and checklists</p> <p>Based on Performance on Non-Fiction Social Studies Units and Tests.</p>	<p>Data Driven Differentiated ELA/ Social Studies Academic Intervention Services</p> <p>K-2 teachers provide data-driven class based differentiated Reading and Writing instruction for at risk students.</p> <p>All teachers provide small group literacy instruction for at-risk students utilizing literacy centers and guided reading instruction.</p> <p>Virtual Y Program</p> <p>The Virtual Y services at risk students by offering a combination of whole group, small group and individual English Language Arts, homework support and Social Studies enrichment project options.</p>	<p>Teachers utilize individual and small group instruction and flexible class structures.</p> <p>Instructional strategies used;</p> <ul style="list-style-type: none"> • Repeated readings, shared reading • Guided reading • Interactive reading through technology <p>Repeated reading of non-fiction text.</p> <p>Shared reading of non-fiction text.</p> <p>Social Studies Technology Project</p> <p>The Virtual Y program provides a combination of whole group, small group and individual instruction and academic support.</p>	<p>Monday-Friday need based</p> <p>Provided daily in one 50-minute period</p> <p>Monday-Friday every week from 3:00-5:45PM</p> <p>Wednesdays and Thursdays from 2:35-4:35PM</p> <p>Mondays-Wednesdays and 8:10-9:00</p> <p>as needed</p> <p>Monday-Friday as needed</p>

		<p>FOR ENGLISH LANGUAGE LEARNERS:</p> <p>English Language Learners participate in all Academic Intervention Services listed:</p> <p>Afterschool ESL</p> <p>Four teachers provide afterschool ESL instruction for at risk students. Teachers utilize the following ESL strategies: Visual cues, realia, dramatization and gestures, and expressive intonation.</p> <p>Small Group Modifications with ESL Strategies</p> <p>The IEP Coordinator, certified in Bilingual Education, utilizes small group learning, Balanced Literacy modifications and ESL strategies to service English Language Learners with IEPs.</p> <p>FOR STUDENTS WITH IEPs:</p> <p>Students with IEPs participate in all Academic Intervention Services listed:</p> <p>Students with IEPs participate in modified Science</p>	<p>Differentiated small group and one-to-one instruction</p> <p>Differentiated small group and one-to-one instruction</p>	
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		<p>instruction utilizing the following instructional programs and methodologies: Balanced Literacy Instruction and non-fiction reading strategies. Teachers utilize additional individual teaching and re-teaching to meet the needs of all learners.</p> <p>Individualized AIS with Educational Assistants</p> <p>English Language Learners participate in additional individualized and small group AIS class based instruction provided by educational assistants according to student need and availability. Instruction consists of teaching and re-teaching Social Studies lessons utilizing ESL strategies.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Based on:</p> <ul style="list-style-type: none"> • Teacher Checklists • Observations • Behavior Modification Plans • Parental Input 	<p>The School Guidance Counselor provides 30-minute small group and individual counseling according to student need.</p> <p>This academic and Social Emotional Support program provides services for students with IEPs and or at-risk students and/or ELLs to enhance their social and academic skills. The program</p>	<p>Small group and individual.</p>	<p>Wednesdays and as per Staff Schedules as needed</p>

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

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).

The following strategies and activities are currently used for high quality professional development for teachers, principals, paraprofessionals and staff at PS 228:

- School based professional development is offered 3 or more times per week by members of the PS 228 Professional Development Team including the Principal, the Assistant Principal, the UFT Teacher Center Coach, the ESL and Dual Language Facilitators, the IEP Coordinator, the Grade Leaders, Pre-K -2 teachers, the Parent Coordinator and the Educational Assistants.
- Collaborative study frameworks include grade leader structures, common preps, inquiry teams, ESL and Dual Language Teams and ICT teaching teams foster ongoing professional learning.
- Ongoing school based and off site PD provided by the PS 228 PD Team, the CFN, the UFT Teacher Center, STEM, TESOL and other providers.
- Children’s First Network Leaders and the other PD providers offer school based and off site professional learning experiences for teachers such as inquiry, ESL, RTI and VTS.
- Professional Development Focus topics include Research based strategies connected to the Common Core State Standards, Common Core aligned tasks, Ready Gen, Go Math, ADVANCE and the Danielson Rubric for Effective Teaching.
- Teacher Teams participate in afterschool PD on Mondays between 2:30 and 3:50 for curriculum planning, inquiry and lesson study.
- Science cluster attends PD for Sustainability and Professional Development classes aligned with GrowNYC grant and the Battery Urban Farm.
- Arts Team will attend VTS (Visual Thinking Strategies) series and 92 Street Y Music Professional Development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

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.

A MOSL (Measures of Student Learning) Team was created according to NYCDOE guidelines. The team attended ADVANCE PD, Network PD and Measures of Student Learning (MOSL) training sessions. The team reviewed 2014-2015 assessment options for early childhood. Team members met to exchange ideas about assessment selection and to consider staff input. The MOSL team selected the following early childhood measures of student learning for K-2 classes: The Teachers College Reading and Writing Project (TCRWP), The NYCDOE Math Performance Task assessment and the NYCDOE performance task for Writing. The team reviewed protocols and structures for assessment administration and scoring. The PS 228 PD team offered grade specific professional development during Summer and Fall 2014. Teachers learned how to administer, score, disaggregate results of assessments and assess student strengths and next steps. Teachers work in clusters and partnerships to ensure proper administration and scoring. Professional development will continue across the year. Ongoing assessment is addressed at weekly grade meetings, PD and SD sessions and faculty conferences. Ongoing assessments also include progress monitoring, portfolios, conference notes, checklists and other class assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	165,681.00	x	5A and 5C Part 2

Title II, Part A	Federal	89,939.00	x	5A and 5 C Part 2
Title III, Part A	Federal	16,304.00	x	5A and 5C Part 2
Title III, Immigrant	Federal	0	x	5A and 5C Part 2
Tax Levy (FSF)	Local	1,990,101.00	x	5A and 5C Part 2

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 228**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 228** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

P.S. 228, 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 on assessments.

I. School Responsibilities:

P.S. 228 will:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>E.C. Magnet School of the Arts</u>	DBN: <u>30Q228</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>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <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>3</u>
of certified ESL/Bilingual teachers: <u>3</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: P.S. 228's 2014-2015 Title III after school program will service a total of 60 newcomer ELL students at the beginner and intermediate levels of English proficiency in grades K through 2nd. The program will take place from December 3rd, 2014 to May 28th, 2015, for a total of 40 sessions, and will meet for two days per week, for two hours each day. Instruction will be delivered, in both Spanish and English, by three bilingual certified teachers. The composition and number of classes by grade, will be as follows: 2 kindergarten groups and 1 group composed of first and second grade ELLs.

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _____ Parental engagement will consist of two 1.5 hr workshop sessions to be delivered by the ELL Coordinator and Parent Coordinator. The first workshop will focus on an introduction to the CCLS for nonfiction reading and writing and implications for ELLs, specific grade-level expectations, and an overview of science nonfiction units. The second workshop will provide parents with information on available local community resources and landmarks that will engage families while supporting and extending school-based science instruction.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
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 30	Borough Queens	School Number 228
School Name E.C. Magnet School of the Arts		

B. Language Allocation Policy Team Composition

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

Principal Olga. I. Guzman	Assistant Principal Diana Rodriguez
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Leticia Cruz/ENL Teacher	School Counselor type here
Teacher/Subject Area Belkis Parache/Science	Parent Carmen Cornejo
Teacher/Subject Area type here	Parent Coordinator Reyna Verduga
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	16	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	8

D. Student Demographics

Total number of students in school (excluding pre-K)	297	Total number of ELLs	155	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/English
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
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	4	6	4											0
Dual Language	4	2	2											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	155	Newcomers (ELLs receiving service 0-3 years)	155	ELL Students with Disabilities	46
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	104		41							0
DL	42		5							0
ENL	9		0							0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	33	46	25											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	31	16	3	22	8	20													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):

7

Number of students who speak three or more languages: 0

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	68	50	34											0
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic	1													0
Haitian														0
French														0
Korean														0
Punjabi		1												0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	18	5	0											0
Emerging (Low Intermediate)	14	3	1											0
Transitioning (High Intermediate)	35	3	3											0
Expanding (Advanced)	50	27	18											0
Commanding (Proficient)	11	8	7											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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	25	37	22											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:

- 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.
P.S. 228 implements all components of the TCRWP literacy assessment and the Literacy Performance Tasks to assess early literacy skills in grades K through 2nd. Spanish literacy skills of students in transitional bilingual education classrooms in grades K through 2nd are measured through EL SOL and the Estrellita Placement Test and Benchmark Assessment Tool. K through 2nd grade dual language classrooms also utilize "EL Sistema de Evaluacion de Lectura" Spanish literacy assessment by Fountas and Pinnell. Assessment data for the end of the 2015 school year indicates that 44.3% of ELLs assessed are performing at grade level in literacy, 41.2% are below, 10.2% are approaching grade level benchmarks, 4.3% and are exceeding. Data obtained is utilized to inform instruction and grouping within classrooms as well as for AIS programming, RTI models, development of school wide inquiry projects, and assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Disaggregation of fall 2015 NYSITELL scores of newly identified ELLs indicate that most newly identified ELL students scored at the Transitioning level. Spring 2015 NYSESLAT scores indicate that most K through 2nd grade ELL students advanced 3 or more proficiency levels to achieve Expanding and Commanding levels of language proficiency, with K being the grade in which most students tested out of ELL status.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Data obtained through the AMAO Estimator Tool is used to measure and project progress towards language proficiency for ELL subgroups.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. As per NYSESLAT 2015 scores, K through 2nd grade ELLs assessed, mainly advanced across 3 performance levels.
- b. Patterns identified through periodic assessments guide classroom instruction and school leadership decisions such as the development of academic intervention programs, Title III supplementary programs, topics for inquiry studies, RTI instructional models, PD opportunities for staff, and selection of educational resources.
- c. Periodic assessments indicate that ELL instruction requires a focus on academic language, content area vocabulary development, comprehension skills, and writing across genres. P.S. 228Q's Spanish/English TBE programs utilize Spanish to develop conceptual skills in students' native language, as they learn English. Instruction includes a minimum of two content areas (75%) in Spanish and a period of Home Language Arts. Dual language programs also integrate the home language in content area and literacy instruction and to develop an appreciation of students' cultural history. Freestanding ENL classrooms can also utilize students' home language to reinforce concepts, through materials such as native language libraries and glossaries
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](#).] P.S. 228Q's RTI/Data team meets at least four times per year to review and ensure that core instruction meets the needs of ELL students in grades K through 2nd. Curriculum, instruction, and interventions are revised, as needed. RTI academic support occurs within classrooms and in separate settings with instruction focused on specific learning targets. ELL instruction in English language development is provided at the Tier 1 level, with students moving into Tiers 2 and 3 if they demonstrate a need for more targeted instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions? Classroom instruction incorporates tiered lessons and differentiated grouping based on language performance levels: Entering, Emerging, Transitioning, Expanding, and Commanding. Teachers use second language literacy assessments and classroom performance/observations to gather information on a child's educational history and design intervention activities to meet the needs of second language learners.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
 - Assessment of English proficient students in Spanish is administered through EL SOL and the Spanish Literacy Assessment by Fountas and Pinnell.
 - Kindergarten EP students achieve grade level benchmarks in second language skills of alphabet recognition and phonemic awareness and are approaching grade level benchmarks in reading comprehension and writing. First and second grade EPs meet grade level benchmarks in decoding in reading and in writing strands, and approach or meet grade level benchmarks in reading comprehension.
 - Overall, EP students meet or exceed grade level benchmarks in State and City Assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Success of ELL programs is measured by student performance in Periodic Assessments and the meeting of AYP in both native and second languages, in yearly advancement across language proficiency levels as per NYSESLAT scores, and ELL outcomes as indicated in our Annual Progress Report.

Part IV: ELL Identification Process

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

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. Upon initial enrollment, all new incoming students and their families will be administered the Home Language Identification Survey (HLIS), which includes an oral interview of parent and student in English and the home language. Informal oral interviews of students consist of questions to measure levels of social and academic language in English. Home languages are determined based on the responses to the HLIS and informal oral interviews. Initial ELL identification will be conducted by Ms. Leticia Cruz, ELL Coordinator/ENL teacher or Ms. Belkis Parache, science cluster teacher. Both Ms. Cruz and Ms. Parache are pedagogues trained in the ELL intake process, with TESOL and bilingual certifications. Ms. Cruz or Ms. Parache will assist parents of newly registering students in completing the Home Language Questionnaire. HLIS forms will be provided in parents' preferred languages. Support for parents requiring translation/interpretation services in the languages of: Spanish, Bengali, and Italian may be provided through the assistance of P.S. 228 staff members proficient in these languages. For parents requiring assistance in languages for which no

translation support is available within the school building, the ELL Coordinator will contact the DOE's Translation and Interpretation Services Unit to arrange for translation services. Ms. Cruz will review HLIS forms and determine OTELE codes and student eligibility to be administered the NYSITELL. Ms. Cruz will also inform the school's Pupil Accounting Secretary of OTELE codes for each newly enrolled student. Secretary will enter codes into ATS system. Initial ELL identification process, administration of NYSITELL and Spanish LAB, for eligible students, and placement into an ELL program selected by parent, will be completed within 10 days (20 days for students entering with IEPs).

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).

As a K through 2nd grade school, P.S. 228's newly enrolled students generally do not meet the criteria to be identified as SIFE students, but a plan of action for the identification of potential SIFE students would include: the administration of the SIFE Oral Interview Questionnaire to determine any discontinuity in a student's schooling and the LENS assessment to measure home language literacy skills. School would make SIFE determination within 30 school days from initial student enrollment.

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).

NYSITELL eligibility for newly enrolled students with IEPs will be determined by a Language Proficiency Team composed of: Mr. Philip Composto - District Superintendent, Ms. Olga Guzman-School Principal, George Fonteboa-Bilingual School Psychologist, Ms. Diana Gonzalez - Special Education Liaison/Bilingual Speech and Language Service Provider, Ms. Leticia Cruz - TESOL certified ENL teacher, and the student's parent or guardian. LPT meetings will include interpreter or translation services in the language or mode of communication preferred by the parent/guardian. If LPT determines that a student may have English language acquisition needs, the student is administered the NYSITELL. If the team determines that the student should not take the NYSITELL, the recommendation is submitted to the school principal. The principal then accepts or rejects the recommendation. A rejection of a recommendation will result in the student being administered the NYSITELL. The timeline for acceptance or rejection of LPT recommendations will total 20 school days. An acceptance will require that the recommendation be submitted to superintendent or designee for final decision. Superintendent or designee is required to make a decision within ten school days. If superintendent decides that the student must take the NYSITELL, the school has five additional school days to administer the assessment and notify the parent/guardian. Parent/ guardian must receive notification of the decision within 3 school days in their preferred language.

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

After NYSITELL answer documents are scanned and scores are determined, Ms. Cruz/ELL Coordinator, generates the RLCB (NYSITELL Scan Report) to verify students' final scores and proficiency levels. ELL Coordinator records information on a NYSITELL Class Log and identifies which students/parents require entitlement or non-entitlement letters. Parents/guardians receive notifications of ELL determination within five school days in parents' preferred languages. ELL Coordinator retains copies of all entitlement/non-entitlement and additional ELL notifications distributed to parents.

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).

Ms. Cruz/ELL Coordinator will inform parents of their right to appeal their child's ELL status within forty five school days of a student's enrollment and the process for ELL Re-Identification, during ELL parent orientations and through written notifications generated in parents' preferred languages. The Re-Identification process is to be completed within ten school calendar days, and twenty days in cases requiring input from the CSE. Review of a student's ELL status will initiate after parent/guardian, teacher, or student (18 years of age or older,) submits a written request to initiate the process. School will review documents generated at initial or reentry identification process and any pertaining student work in English and student's home language. If original decision was that student should not have been administered the NYSITELL, school may administer the assessment. School will then meet with parent/guardian and review results of school-based assessment administered by qualified personnel, to determine student's English proficiency across the four language modalities. If student is a SWD, qualifying staff will consult the CSE. The school principal, based on the recommendations of qualified school personnel, will determine whether ELL status should be changed. Parent/guardian or student will receive written notification of the principal's decision, in their preferred language. If decision was not to change ELL status, the process will be finalized at this point. If a change in ELL status is recommended, parent will be required to sign and return the principal's recommendation. Pertinent documentation and the signed recommendation will then be forwarded to the superintendent, who will review and arrive at a final decision. Parent/guardian, or student will receive written notification of superintendent's final decision in their preferred language within ten school days after principal submits request to superintendent. If ELL status is to remain the same, no further action will be needed. If the ELL status is to be changed, the student's program will be modified. All original documents related to a student's Re-Identification process will be filed in student's cumulative folder and copies will be kept on file by ELL Coordinator.

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 identified ELLs will receive an invitation to attend an ELL Parent Orientation. Parents attending the orientation session will view the NYCDOE's ELL Parent Information Video designed to inform parents of the three program choices available for the education of their children. Parent orientations will be conducted within 10 school days of a student's initial enrollment in parents' preferred language. After parents are informed of the three program models, parents will be provided with a Parent Survey and Program Selection Form, in parents' preferred language. Parents will have the opportunity to select the program of their choice and return the completed and signed form within five school days.

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.

Parents receive notification of their need to return Parent Survey and Program Selection forms during parent orientations, through entitlement letters, and via telephone calls. ELL Coordinator maintains class logs listing all ELL students, per class and grade. Logs will track all completed HLIS, entitlement letters, Parent Program Selection forms, and surveys that are distributed, completed, and returned as well as the type of instructional program chosen by the parent of each identified ELL and final program placement. Logs also indicate any documentation that is pending completion or not returned. Parents not attending initial orientation will be contacted by ELL Coordinator, via telephone and through written notifications, to schedule an individual parent meeting. Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone will receive a written notification of their child's placement in the school's default program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ELL Coordinator monitors the return of Surveys and Program Selection forms by reviewing ELL documentation class logs to track pending Parent Surveys and Program Selection forms. Parents who do not return surveys and Program Selection forms will receive an additional invitation to attend another parent orientation or to schedule an individual meeting.

9. Describe how your school ensures that placement parent notification letters are distributed. ELL Coordinator will maintain and update ELL documentation log, indicating all surveys and Program Selection forms that are returned as well as final program placement for all ELLs. ELL Coordinator will generate final placement parent notification letters for all parents/guardians returning surveys and Program Selection forms. Copies of all placement notification letters sent to parents will be kept on file by ELL Coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL Coordinator retains copies of all ELL documentation for each child in the form of ELL Document packets created for each ELL student. Packets are composed of copies of HLIS forms, Parent Surveys and Selection forms, Placement letters, Entitlement letters, Continued Entitlement letters, and Transition letters. Original copies of HLIS forms and Parent Survey and Selection forms are kept in student cumulative folders.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The administration of all sections of the NYSESLAT to all ELL students is the result of a combined effort of the P.S. 228 Assessment team composed of the: ELL Coordinator, SBST, and classroom teachers. State testing guidelines are adhered to, ensuring test security and proper administration of all parts of the assessment. SWDs are provided accommodations as per IEP mandates. Parents will receive written notification of the NYSESLAT testing period. All staff members involved in the administration of the NYSESLAT take part in PD based on the NYSED testing handbook and NYSESLAT testing guidelines. ELL Coordinator generates RLER report and creates class rosters listing all students eligible to take the NYSESLAT exam. Rosters will include a checklist where test administrators will record each NYSESLAT language modality assessed, ensuring that all eligible students have been assessed in each of the four modalities. During the NYSESLAT exam period, test administrators will review NYSESLAT logs identifying any students who have not completed all four parts of the NYSESLAT. Any pending students will be administered missing sections, within the required testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of each academic school year, ELL Coordinator generates REXH and RNMR reports to determine current student ELL status. ELL Coordinator creates logs/class rosters indicating students' proficiency levels. ELL Coordinator sends continued entitlement or transition letters based on most current NYSESLAT results. Copies of all entitlement and transition letters sent to parents/guardians are kept on file by ELL Coordinator.

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).

Review of Parent Program Selection forms for the past years reveals an increase in parents requesting Dual Language programs and other programs providing native language support, such as the Transitional Bilingual Program. 31 parents of incoming ELL kindergarten students for the current 2015-2016 school year have requested Dual Language programs, 24 parents requested Transitional Bilingual classrooms, and 5 have requested a Freestanding ENL program. The need to align our school's language

program model with parental requests and state mandates has resulted in the creation of an additional Dual Language ICT classroom in grade K.

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.

P.S. 228's Freestanding ENL program consists of a total of 3 monolingual classes, with each grade housing one Freestanding ENL classroom. ELL students in Freestanding ENL classrooms are serviced by Ms. Leticia Cruz, dually certified teacher, through standalone and integrated ENL instruction. Standalone ENL instruction is designed to develop English language skills to support students in their learning in core content subjects. Integrated ENL instruction develops students' English language skills through content area instruction. K ELL students in the Freestanding ENL program are heterogeneously grouped while 1st and 2nd graders are grouped by proficiency level.
 - b. TBE program. *If applicable.*

P.S. 228's Spanish/English Transitional Bilingual program is composed of a total of 6 TBE classrooms in grades K through 2nd. There are 2 TBE/ ICT classrooms in grade K, with one being a self-contained 12:1 TBE class, 2 classes in grade one, with one being a bilingual ICT classroom, 1 TBE/ICT class in grade two, and 1 bridge 12:1 TBE class combining students from grades 1 and 2. Instruction in TBE classrooms is delivered by bilingual certified teachers. ELL students within TBE classrooms are heterogeneously grouped. Classroom instruction incorporates differentiation and students are grouped by English and native language proficiency during various instructional activities.
 - c. DL program. *If applicable.*

P.S. 228's Spanish/English Dual Language program is composed of four Dual Language classes: 2 DL classes in K, with one being a DL/ICT classroom, 1 in first grade, and 1 in second grade. All DL classrooms follow a self-contained model with instruction delivered by teachers with bilingual and bilingual special education certifications (DL ICT class). P.S. 228Q's DL program follows an alternating language of the day schedule in which instruction is delivered entirely in one language for one full day, followed by full immersion in the other language on the following day. All content areas are taught in both English and the target language (Spanish). Entering and Emerging level ELLs continue to receive 2 units of ENL instruction, Transitioning and Expanding level students will receive 1 unit, and Commanding level students receive .5 unit of ENL instruction for an additional two years.
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)?

Freestanding ENL: Standalone and Integrated ENL instruction in our Freestanding ENL program is delivered through a pull-out model by Ms. Cruz, who is a dually certified ENL teacher (ESOL and Common Branches). Ms. Cruz and general education teachers schedule planning sessions to ensure curricular alignment and continuity of instruction. Freestanding ENL instruction can also include home language support. Students at the Entering level receive a minimum of 2 daily units of study four days per week/360 per week of ENL instruction delivered by Ms. Cruz, with one unit being delivered as standalone ENL and the other as integrated ENL through the content area of social studies. Students at the Emerging level also receive 2 units/360 minutes of ENL in the form of 180 minutes of standalone ENL and 180 minutes of integrated ENL. Transitioning students receive 180 minutes of Integrated ENL, Expanding Level students also receive 180 minutes of integrated ENL, and Commanding level/former ELLs receive a minimum of 90 minutes of ENL instruction per week.

Transitional Bilingual: ELL students in TBE programs receive ENL instruction in alignment with proficiency levels and state mandates. Entering level ELLs receive: 1 unit of stand-alone and 1 unit of integrated ENL per week for a total of 360 mins. of ENL per week, Emerging level students receive: .5 units of standalone ENL, 1 unit of integrated ENL, and an additional .5 unit of stand-alone ENL for a total of 360 mins. of ENL instruction per week. Transitioning level students receive .5 unit of integrated ENL and .5 unit of standalone ENL for a total of 180 mins. per week, Expanding level ELLs receive 1 unit of integrated ENL for a total of 180 mins. of ENL

instruction per week, and Commanding level students receive .5 unit/90 mins. of integrated ENL instruction per week. Content area instruction in TBE classrooms is conducted in both English and Spanish. In K TBE classrooms content areas, such as Math and Social Studies are taught in Spanish. First and second grade classes deliver a minimum of one content area in students' home language. Entering and Emerging level ELL students receive a minimum of 75% of their instruction in their native language and 25% in English. Transitioning students receive at least 50% of instruction in Spanish and English and Expanding level ELLs receive a minimum of 60% of instruction in English and 40% in Spanish. All ELLs in TBE classrooms receive mandated units of ENL instruction in accordance to their English proficiency levels.

Dual Language: ENL instruction for ELL students in DL classrooms is delivered according to proficiency levels and CR Part 154 mandates. Entering and Emerging level ELLs receive 2 units/360 minutes of ENL through 180 mins. of standalone ENL and 180 mins. of integrated ENL. Emerging level ELLs also receive 360 minutes of ENL instruction through 90 mins. of standalone ENL and 180 mins. of integrated ENL. Transitioning level students receive 180 minutes of ENL instruction through 90 mins. of integrated ENL and 90 mins. of standalone ENL. Advanced level students receive a total of 180 mins. of integrated ENL. Commanding level students receive 90 mins. of integrated ENL.

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.

Content area instruction in all three program models incorporates strategies to assist in the development across all four language modalities in alignment with Common Core Learning Standards.

Freestanding ENL: Content area instruction is delivered in English. Native language support may be provided to clarify concepts. Strategies of sheltered English instruction are integrated such as: modification in the delivery of the language, use of context clues, extensive modeling, activation of prior knowledge, use of graphic organizers, cooperative group work sessions, and shared reading, and writing experiences. Instructional programs and materials include: ReadyGen curriculum, TCRWP/Writing Workshop, GoMath Mathematics curriculum in Spanish and English, NYCDOE Scope and Sequences for Social Studies and Science, Reading Reform, Jolly Phonics, and the Visual Thinking Strategies program.

Transitional Bilingual Education: Content area instruction in TBE classroom is delivered in Spanish and English and incorporates components of Developmental Bilingual or Maintenance Model programs which promote the development native language skills while students works towards acquiring English. Entering and Emerging level students receive instruction in Spanish for a minimum of two content area subjects. Transitioning, Expanding, and Commanding level students receive instruction in Spanish for one content area. Grade K TBE classrooms deliver Social Studies and Math subjects in Spanish. Instructional strategies include: clear language objectives, cooperative learning activities, explicit vocabulary instruction, use of realia, modeling, and use of graphic organizers and manipulatives. Instructional programs and materials include: ReadyGen curriculum, TCRWP/Writing Workshop, GoMath Mathematics curriculum in Spanish and English, NYCDOE Scope and Sequences for Social Studies and Science, Reading Reform, Estrellita, Cancionero, and the Visual Thinking Strategies program.

Dual Language: All content area instruction in DL classes is delivered in Spanish and English. Instructional strategies include: cooperative learning activities, activation of prior knowledge, incorporation of students' cultural backgrounds in lesson/thematic planning, shared reading, writing, and speaking activities, accountable talk sessions, use of realia and manipulatives, authentic assessments and rubrics. Curriculum and instructional materials include: ReadyGen curriculum, TCRWP/Writing Workshop, GoMath program in Spanish and English, NYCDOE Social Studies and Science Scope and Sequences, Reading Reform, Estrellita, Trofeos Spanish literacy program, VTS program.

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

ELL students are assessed in their native language through periodic assessments such as: EL SOL, the Fountas and Pinnell Sistema de Evaluacion de Lectura, and the Estrellita benchmark and end-of-year assessments. Native language development is supported by the integration of multilingual classroom libraries.

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

In addition to the use of periodic assessments, ELL progression across language modalities is measured through the integration of classroom tasks that include student presentations, research projects, collaborative group work projects, portfolios, art projects, and literacy and math tasks. The assessment of progress across language modalities is also supported by the integration and use of rubrics by both teachers and students.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term

- e. Former ELLs up to two years after exiting ELL status
 - a. SIFE Students: Although P.S. 228's current ELL composition does not include SIFE students, to date, Instructional differentiation for SIFE students would include: participation in AIS/RTI Tiered intervention program and Title III after school programs, differentiated grouping, assignments, and assessments, leveled libraries at SIFE student's identified reading level, and guidance counselor support. Additional support would also include the sponsoring of workshops for families of SIFE students, with the goal of introducing them to standards-based instruction, strategies to support SIFE students in the home, and available community-based resources.
 - b. Newcomer: Participation in one period of AIS/RTI Tiered Intervention program three times per week and in Title III after school program, leveled libraries in native language and English, access to web-based programs to support language development, differentiated grouping, parent workshops on CCLS and on methods to support ELL students in the home.
 - c. Developing: ELLs serviced for 4 to 6 years: Participation in P.S. 228's AIS/RTI Tiered intervention program and Title III after school programs, creation of alternate assessments and portfolios to track Developing ELLs progress.
 - d. Long Term: As a Pre K to 2nd grade school, P.S. 228's ELL population does not include long-term ELL's. Instructional differentiation for students in this subgroup would include: participation in AIS/RTI and Title III programs, professional development opportunities for educators of long-term ELLs, native language support to facilitate acquisition of academic language in L1 and L2, and ENL through content-area instruction, and referral to additional intervention programs.
 - e. Former ELLs continue to take part in P.S. 228's Title III after school AIS/RTI programs. Former ELLs are also eligible for ELL testing accommodations for up to two years after having achieved language proficiency. Accommodations include: time extension, separate location, and the availability of bilingual dictionaries and/or glossaries.

- 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 ELLs or non-ELLs, the principal will review the Re-Identification process decision within 6 to 12 months after the original decision was made. School principal will conduct a meeting with student, parent, and a designated staff member to evaluate student progress and determine if student is meeting grade level standards. In cases where there is evidence that a student's original Re-Identification decision may have adversely affected the student's progress, the principal will provide additional support services and may request a reversal of the original decision, only after consulting with the superintendent or designee. Reversal of original decision must also take place within the 6 to 12 month period. Final decision notification must be submitted in writing to parent/guardian, in their preferred language, within 10 school calendar days.

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

- 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?

ELLs-SWDs are provided with related and differentiated instruction according to IEP mandates. Related service providers and classroom teachers collaborate to develop individual student schedules for related services such as: speech, physical, and occupational therapy. Delivery of services takes place within the school day and through a combination of both Push-In and Pull-Out sessions. Lessons are scaffolded to meet both the language needs and related service mandates of students. The criteria used to place ELL-SWDs in ICT classes is as follows: bilingual cognitive and academic assessments, clinical student interviews, classroom observations, review of social history, classroom teacher reports, and the inclusion of general and special education teachers as members of the IEP team during meetings. In order to ensure flexible programming and maximize time spent with non-disabled peers, parental consent is obtained prior to conducting trial placement of students in least restrictive environments to determine student academic functioning in these settings. We also adhere to the Standard Continuum of Services.

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

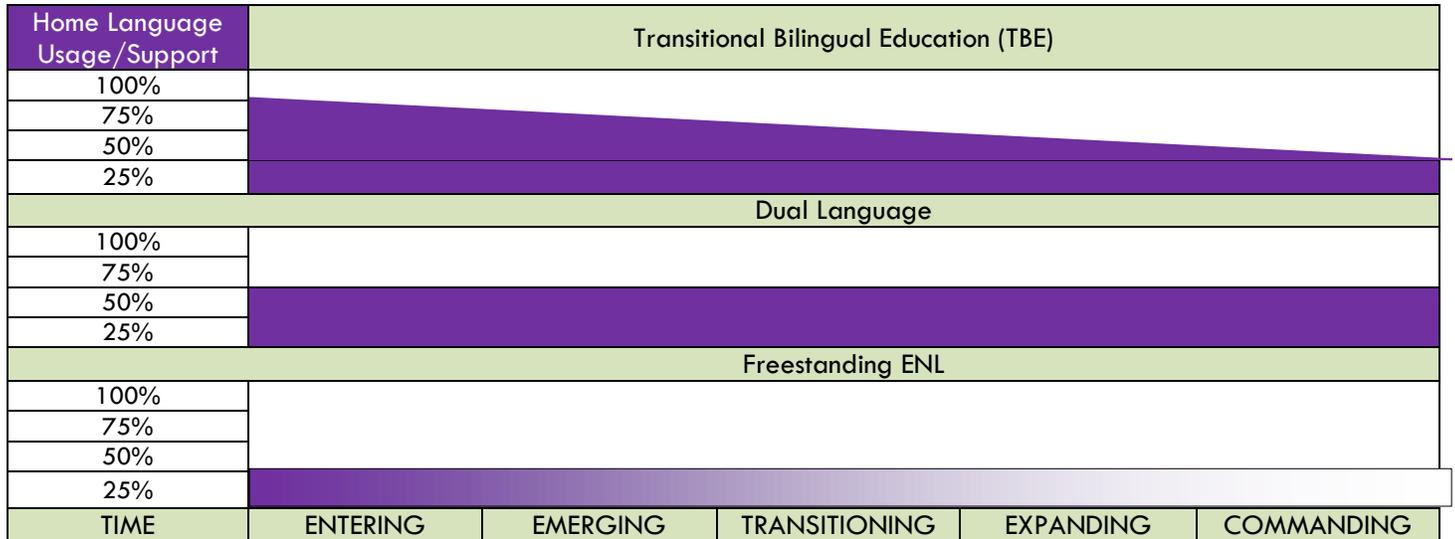


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs not meeting grade level benchmarks in ELA consist of small group instruction integrating workshop model components, guided reading, multisensory instruction, and specific RTI strategies to supplement whole class literacy instruction and progress across the four language modalities, as included in literacy curriculums such as ReadyGen. Targeted intervention for ELLs below grade level benchmarks in math consists of small group/differentiated instruction delivered by certified teachers and educational assistants that incorporate Tier 1 and Tier 2 strategies, as per Go Math curriculum. Interventions are delivered in both Spanish and English. RTI Data Team will meet 4x per year to monitor student progress and conduct necessary modifications to existing intervention programs, classroom instruction, and staff professional development.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P.S. 228's programming has proven effective in developing content area knowledge and second language development as indicated by NYSESLAT scores for the past 3 years, in which most ELL students advanced 1 to 2 levels of language proficiency. Continued parental requests for programs that support native language development are also an indication of their effectiveness. In addition, the integration of Tier 1, 2, and 3 Interventions and consistent progress monitoring by RTI Data Team has further contributed to the success of our current programs and interventions. At the beginning of each academic school year, the ELL Coordinator generates ATS reports and disaggregates most recent NYSESLAT data. Teachers are then provided with ELL class rosters listing ELLs and former ELLs within their current class as well as their most recent proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?

Improvements for the upcoming school year will include acquiring and integrating more technology in the instruction of ELLs and expanding our arts curriculum through additional art enrichment periods. Future planning may also include incorporating a resident artist through programs such as Studio in a School or the development of an after school program with a focus on drama, music, and dance.
13. What programs/services for ELLs will be discontinued and why?

It is expected that all of our current programs for ELLs continue to be implemented during the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are provided with the opportunity to fully participate and are represented in all school-based enrichment programs such as: morning AIS/RTI sessions, Title III after school program, Glee Club and music enrichment clubs, 92nd Street Y program, VTS program, Ballet Tech auditions, and Boy Scouts Club.
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.

Instructional materials used to support ELLs include: native language literacy programs such as Estrellita, Cancionero, Elefonetica, and Trofeos. Materials supporting English language literacy include: ReadyGen, TCRW Workshop, Razkids, Reading A to Z, Foundations, Bumpy Books, and the Spalding Method/Reading Reform. Math resources and materials are available through the Go Math program, in both Spanish and English. Integration of technology is delivered through the use of Smartboards and web-based programs such as: RazKids, Reading A to Z, and Brainpop.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support in TBE, Dual Language, and Freestanding ENL classrooms is provided through the incorporation of native language libraries and glossaries. Technology programs and educational websites in students' native languages are also utilized. Students may also be grouped and partnered with peers and educational staff with common native languages during targeted activities, to facilitate clarification and comprehension of content material.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Mandated services are aligned with student IEP and individual annual progress goals, CCSS, and grade level benchmarks for content area subjects. Literacy and math resources, in both Spanish and English, are differentiated by grade. Native language support programs such as Estrellita are integrated in K and 1st grade and Trofeos is implemented in 2nd grade TBE and Dual Language classrooms. Required services and support correspond to age and grade levels.
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).

All newly enrolled students and their parents are invited to take part in a welcoming orientation, which takes place at the end of the prior school year, for those students entering in the fall. The meeting is conducted by: school administrators, Parent Coordinator, ELL Coordinator, classroom teachers, and related service providers. Its focus is to introduce newly enrolled families to school staff members, school-wide initiatives, and policies. Parents also receive a welcome packet with school information and grade-specific educational resources. During the meeting, parents and students are provided with a tour of the school. In addition, the first week of the academic school year, parents and newly identified ELLs also participate in our Curriculum Day or Night

orientation, which is designed to have parents and students visit classrooms and meet with their classroom teachers to discuss class expectations, curriculum, and initiatives for the school year. New ELLs enrolling throughout the school year and their families are invited to participate in Parent Coordinator sponsored activities, such as family luncheons, outings, and workshops.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

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

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development for all ELL personnel, including classroom teachers will consist of weekly professional development sessions to take place Mondays for a minimum of 90 minutes each session. Topics to be presented will include overview of school Language Allocation Policy, ESL methodologies and alignment with CCSS, curriculum differentiation for ELLs based on levels of language proficiency, ELL assessment, and data analysis. All educators of ELLs will also attend PD during Chancellor Conference Days and throughout school year and take part in a minimum of five, 1 ½ hour of after school PD with a focus on curriculum mapping for ELLs aligned with CCSS. Additional monthly PD will consist of grade specific staff development to be delivered by administrators, Literacy Coach, and ELL Coordinator. Teachers will also take part in class intervisitations within grades, across grades, and with partnering schools.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development for all teachers of ELLs will include attending district sponsored workshosp, ReadyGen and Go Math workshop series, Estrellita program workshop series, as well as DOE sponsored PD with a focus on ENL methodologies and CCSS alignment, assessments, and guidelines.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

School staff members will participate in a minimum of 15% of hours of professional development on language acquisition and best co-teaching practices for integrating language and content instruction for ELLs. Bilingual and the ENL teacher will participate in a minimum of 50% of PD hours with a focus on language acquisition in alignment with core content area instruction and on best practices for strategies in co-teaching and the integration of language and content area instruction.

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?

Parental involvement at P.S. 228 includes parent membership in school-based organizations, such as our Parent Teacher Association and Learning Leaders Organization. Parent Coordinator provides a minimum of two parent workshops, per month, on topics ranging from curriculum initiatives to community resources and health awareness. Translation services will be provided, as needed, via school staff members or through the DOE's Translation and Interpretation Unit.

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.

Records of parent meetings are kept in the form of copies of agendas, signed attendance rosters, copies of action plans developed during individual parent meetings, parent newsletters and phone call logs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Families take part in outings, food drives, penny harvest, multicultural appreciation celebrations and annual dance festival, as well as welcoming, end-of-year, and parent appreciation luncheons.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Established partnerships between our school and outside agencies include partnering with: The Learning Leaders Association, Violence Intervention Program, Inc., The Queens Public Library, Cornell University, the YMCA, and New York University's LINC-S-NYU-School Partnership program.

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

Parental needs are assessed via direct feedback during parent workshops, gatherings, and individual meetings with teachers, Parent Coordinator, and administrators. Parents also have the opportunity to provide feedback via the completion of questionnaires and surveys made available during designated meetings and geared towards obtaining information on specific topics.

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

P.S. 228's Parent Coordinator conducts outreach activities to empower parents and actively engage them in the education and development of their children.

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)
Olga I. Guzman	Principal		10/23/15
Diana Rodriguez	Assistant Principal		10/23/15
Reyna Verduga	Parent Coordinator		10/23/15
Leticia Cruz	ENL/Bilingual Teacher		10/23/15
Carmen Cornejo	Parent		10/23/15
Belkis Parache	Teacher/Subject Area		10/23/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q228** School Name: **P.S. 228Q**
Superintendent: **Dr. Composto**

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.

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

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.

Spanish, Urdu, Bengali, and Chinese, Mandarin, Nepali, and Punjabi.

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 calendars of events, monthly curriculum newsletter, monthly principal's newsletter, PTA newsletter, PT conference announcements, after school activities, assessment dates.

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.

PT conferences held four times per year, curriculum night to take place in September, Tuesday parent conferences and workshops, student celebrations, at-risk and potential holdover student meetings, stepping up ceremonies, student behavior management meetings, gifted and talented meetings, awards meetings.

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.

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

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

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.)

Staff will be notified through PD development sessions and will have access to T&I brochure, Language ID Guide, Language Palm Card, and DOE Language and Translation web page

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

P.S. 228 will fulfill section VII of Chancellor's Regulations regarding parental notifications by providing written notifications regarding parental rights to translations and interpretation services and resources for obtaining such services. Postings will be printed and displayed in English, Spanish, Chinese, Urdu, and Bengali, indicating parent rights and resources for language and translation. Rights and Resources for Language Interpretation/Translation" posters will be displayed at lobby entrance, by security desk, and in main office.

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)

Parent survey, needs assessment survey, PTA executive board meetings, PTA meetings, and SLT meetings.