

P.S. 29 QUEENS

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 25/Q/029

ADDRESS: 125-10 23RD AVENUE

COLLEGE POINT, NEW YORK 11356

TELEPHONE: 718-886-5111

FAX: 718-461-6812

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 029 **SCHOOL NAME:** P.S. 029 Queens

DISTRICT: 25 **SSO NAME/NETWORK #:** 25Q029

SCHOOL ADDRESS: 125-10 23rd Ave College Point, NY 11356

SCHOOL TELEPHONE: 718-886-5111 **FAX:** 718-461-6812

SCHOOL CONTACT PERSON: Jamie Adams **EMAIL ADDRESS:** Jadams32@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Jamie Adams & Dalila Scott

PRINCIPAL

Jamie Adams

UFT CHAPTER LEADER

Angela Cipriano

**PARENTS' ASSOCIATION
PRESIDENT**

Raquel Castellanos

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Diane Kay

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 29Q **SCHOOL NAME:** Public School 29

DISTRICT: 25 **SSO NAME/NETWORK #:** ICI/ Network 6

SCHOOL ADDRESS: 125-10 23rd Avenue
COLLEGE POINT, NEW YORK 11576

SCHOOL TELEPHONE: 718-886-5111 **FAX:** 718-461-6812

SCHOOL CONTACT PERSON: Jamie Adams **EMAIL ADDRESS:** JAdams32@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Jamie Adams/Dalila Scott

PRINCIPAL

Jamie Adams

UFT CHAPTER LEADER

Angela Cipriano

**PARENTS' ASSOCIATION
PRESIDENT**

Racquel Castellanos

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Jamie Adams	*Principal or Designee	
Angela Cipriano	*UFT Chapter Chairperson or Designee	
Racquel Castellanos	*PA/PTA President or Designated Co-President	
Margot Paschoalim	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At P.S. 29 our vision is to create a challenging and dynamic environment for each student while nurturing his/her social emotional development as a member of the global community. We have a learning environment that involves the collaboration of students, teachers, administrators, parents and the entire community to excite curiosity, inspire insights and motivate learning. Our mission is to challenge each unique individual to become a self sufficient, responsible and contributing member of society and to encourage each student to achieve his/her highest potential through a life long learning process.

P.S. 29 is a unique learning community. We have had a strong collaboration with the Teachers College Reading and Writing Project for over ten years. Within this collaboration, our teachers have attended summer reading and writing institutes, calendar days and work with staff developers at PS 29, having meetings and labsites to continually lift the level of teaching and learning. In addition, we have had partnerships with Brooklyn Conservatory of Music for a strings program, TADA for an after school theater and music program, Arts Connection for a multicultural music and dance residency, Dancing Classrooms for a Ballroom Dancing Program, MOMA for an arts residency and Museum of Natural History with their Moveable Museum Program.

Never satisfied with the level of expertise we have, we challenge ourselves to lift the level of our own learning, through collaborating with each other. "Lunch and Learn" opportunities are offered, common planning periods are scheduled where teachers have an opportunity to review student work and plan appropriate instruction. Monthly articulation and planning meetings are scheduled where classroom and core teachers meet to look at student work, data and share resources. Grade level colleagues participate in learning walks and provide feedback to colleagues.

We are dedicated to providing the best possible learning environment for children. We differentiate instruction, helping all children to meet the highest standards. Students in need of additional support are provided with a variety of interventions. We offer before and after school programs, Saturday programs and summer school to increase the amount of learning time. We support a whole school approach to servicing each child. Our Pupil Personnel Team (PPT) and Academic Support Team (AST) meet monthly to review and evaluate the needs of specific students who require additional academic, social or physical support. An intervention plan is recommended for each student. Academic intervention services are provided for all eligible students. Our ELL students receive instruction through a co-teaching model where the ELL teacher and classroom teacher work collaboratively to meet the needs of the students.

Our students are supported emotionally and academically in a caring, nurturing, learning environment where each child is encouraged to develop to his/her fullest potential. We believe parents are our partners and we have a strong parent involvement program to encourage parents to be actively involved in their child's education. We offer programs such as Parents As Reading Partners, Parent-Child after-school workshops, Coffee and Conversation with the Principal, Parent and Child Arts and Crafts events, Parent Curriculum and Social Support Workshops, Parent Volunteer programs, etc.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 029				
District:	25	DBN #:	25Q029	School BEDS Code #:	242500010029

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	70		94.4	94.5	94.5		
Kindergarten	89	97	91						
Grade 1	79	88	106	Student Mobility:					
Grade 2	77	72	92	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	82	77	85		88.0	89.1	92.9		
Grade 4	73	87	84						
Grade 5	79	78	91	Eligible for Free Lunch:					
Grade 6	87	90	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		61.8	63.1	62.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		2	1	3		
Grade 12	0	0	0						
Ungraded Elementary	1	0	4	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	567	589	623		6	8	4		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	5	17						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	8	0	0		
Number all others	50	67	44	Superintendent Suspensions	0	1	1		
<i>These students are included in the enrollment information above.</i>									
				Special High School Programs:					

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	1	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	121	162	171	Number of Staff:			
# ELLs with IEPs	3	1	2	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	34	36	36
				Number of Administrators and Other Professionals	4	5	6
Overage Students:				Number of Educational Paraprofessionals	3	TBD	4
(# entering students overage for grade as of October 31)	2006	2007	2008				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	76.5	75.0	72.2
Black or African American	3	2.6	2.9	Percent more than five years teaching anywhere	67.6	72.2	72.2
Hispanic or Latino	43.6	44.6	44.3				
Asian or Native Hawaiian/Other Pacific Isl.	29.8	33.8	33.1	Percent Masters Degree or higher	97.0	97.0	97.0
White	23.6	19.0	19.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	98.6	84.4
Multi-racial	0	0	0				
Male	50.4	50.2	53.1				
Female	49.6	49.8	46.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):	<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input checked="" type="checkbox"/> NCLB Restructured – Year ____	<input checked="" type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		
	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓			
White	✓	✓	✓			
Multiracial						
Other Groups						
Students with Disabilities	✓	✓	✓			
Limited English Proficient	✓	✓	✓			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	7	7	3			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	D	Overall Evaluation:	✓
Overall Score	32.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 30% of the Overall Score)	16	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 55% of the Overall Score)	7.3	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After a comprehensive review of the school's Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. conducted by the SLT and staff the following are the findings:

There are:

55 Pre K students
103 Kindergarten students
107 First grade students
109 Second grade students
98 Third grade students
84 Fourth grade students
92 Fifth grade students

Our student population includes:

293 Hispanic students
219 Asian students
117 White students
16 Black students

Our Attendance rate is 94.70%

There are 170 English Language Learners

12.6 % of the student population is identified as special education students

ELA Results	74.5% of the students are meeting or exceeding standards	3.19 proficiency rate	16.9% of the students made 1 year's progress	3.0 % Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	30.0% Average change in student proficiency for level 3 & 4 students
Math Results	95.3% of the students are meeting or exceeding standards	3.67 proficiency rate	-10% of the students made 1 year's progress	-21.2% Percentage of students in school's lowest 1/3 making at least 1 year of progress	11.3% Average change in student proficiency for level 3 & 4 students

According to last year's standardized assessments in ELA and mathematics, our students need additional support in the following:

Last year's third graders—this year's fourth graders

Mathematics

Measurement

- Selecting tools and customary units appropriate for length measurement

Statistics and Probability

- Read and interpret data in graphs and pictographs
- Display data in graphs and pictographs (extended response)
- Read and interpret data in graphs and pictographs (extended response)

Number Sense and Operations

- Use a variety of strategies to add, subtract 3 digit numbers w/& w/o regrouping (short response)

Algebra

- Describe and explain numeric and geometric patterns (extended response)

Geometry

- Define and use correct terminology when referring to shapes (circle, rectangle, hexagon,...)

ELA

- Identify a conclusion that summarizes the main idea
- Read unfamiliar texts to collect data, facts and ideas
- Make predications, draw conclusions and make inferences about events and characters
- Read and understand written directions
- Evaluate the content by identifying important and unimportant details
- Determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources
- Identify elements of character, plot and setting to understand the author's message or intent (short response)

Last year's fourth graders—this year's fifth graders

Math

Number Sense and Operations

- Develop an understanding of the properties of odd/even numbers as a result of multiplication
- Interpret the meaning of remainders

Statistics and Probability

- Formulate conclusions and make predictions from graphs
- Represent data using labels, bar graphs and pictographs (extended response)

Measurement

- Selecting tools and customary units and metric appropriate for length measurement
- Selecting tools and units appropriate to the mass of the object being measured (grams & kilograms)
- Calculate elapsed time in hours and half hours not crossing am and pm
- Know and understand equivalent standard units of length (12 inches=1 foot...)
- Make change using combines coins and dollar amounts (extended response)

Number Sense and Operations

- Compare and order unit fractions and find their approximate locations on a number line
- Explore equivalent fractions
- Select appropriate computational and operational methods to solve problems
- Explore equivalent fractions
- Use multiplication and division as inverse operations to solve problems
- Interpret the meaning of remainders (short response)
- Use a variety of strategies to solve multiplication problems with factors up to 12 x12

Geometry

- Identify congruent and similar figures
- Find the perimeter of a polygons by adding sides/find the area of a rectangle by counting the number of squares needed to cover the rectangle (extended response)

Algebra

- Use of symbols < > + and # to compare whole numbers and unit fractions and decimals to the hundredths
- Describe, extend and make generalizations about numeric and geometric patterns

ELA

- Locate information in a text that is needed to solve a problem
- Use text features such as captions, charts, tables, graphs... to understand and interpret informational texts
- Use graphic organizer to record significant details from informational text
- Determine the meaning of unfamiliar words by using context clues, dictionaries and other class resources
- Evaluate the content by identifying the author's purpose
- Collect and interpret data, facts and ideas from unfamiliar text
- Make predications, draw conclusions and make inferences about events and characters
- Use specific evidence from stories to identify, describe themes characters and their actions and motivations
- Identify a main idea and supporting details in informational texts
- Explain the difference between fact and fiction
- Writing mechanics
- Reading /Writing cluster (extended response)

- Listening/writing cluster (short & extended response)

Last year's fifth graders—this year's sixth graders

Math

Statistics and Probability

- Calculate the mean for a given set of data and use to describe a set of data
- Read and interpret graphs (extended response)
- Calculate the mean for a given set of data and use to describe a set of data (short response)

Algebra

- Evaluate the perimeter formula for given input values
- create and explain patterns and algebraic relationships (extended response)

Geometry

- Identify and draw line of symmetry of basic geometric shapes
- Identify pairs of similar triangles
- Calculate the perimeter of regular and irregular polygons
- Calculate the perimeter of regular and irregular polygons
- Identify and draw a line of symmetry of basic shapes(short response)

Measurement

- Convert measurement within a given system
- Measure to the nearest centimeter
- Measure and draw angles using a protractor (short response)

Number Sense and Operations

- Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis
- Understand that percent means part of 100 and write percents as fractions and decimals (extended response)

ELA

- Evaluate information, ideas opinions and themes in texts by identifying a central idea and supporting details
- Read to collect and interpret data, facts and ideas from multiple sources
- Define the characters of different genres
- Identify literacy elements such as setting, plot and character of different genres
- Determine the meaning of unfamiliar words by using context clues, dictionary and glossary
- Identify essential details for note taking (short response)
- Observe the rules of punctuation, capitalization, spelling, use correct grammatical construction

School Needs Assessment Overview:

Strengths	Accomplishments	Challenges
<ul style="list-style-type: none"> ➤ Student performance is at a high level as compared to both our peer group and NYC schools ➤ Teachers effectively use data to plan instruction and track student progress ➤ Teachers use various assessments; Predictive, Performance series to identify and address student needs ➤ Team teaching ESL (push-in model) program ➤ Enrichment programs both during and after school support academic and social learning ➤ Parents are active partners in the students learning 	<ul style="list-style-type: none"> ➤ Student performance in ELA and mathematics have continued on an upward trend over the last three years ➤ Workshop teaching is fully implemented in all core subjects ➤ Teachers most recently have set up interim benchmarks of progress for students in ELA, Mathematics, Science and Social Studies ➤ An emphasis on <i>Academic language</i> has been implemented through the Inquiry Team process and in our push-in ESL program ➤ Greater use of technology and Smart Board use for interactive learning opportunities 	<ul style="list-style-type: none"> ➤ Students are having difficulty in short and constructed responses in ELA, Math, Science and Social Studies ➤ Proficient students are not making year's progress in ELA, mathematics, science and social studies ➤ Students reaching interim benchmark levels in reading as determined by Fountas & Pinell reading levels ➤ Students maintaining consistent performance in all mathematic strands as per the EDM end of unit assessments ➤ Students at the L 2 stall who are in their 4th or 5th year of ESL support services and are still exhibiting limited growth in the reading and writing strands of the NYSESLAT

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1

By June 2009 , the number of students making a minimum of one year's progress in ELA will increase by 5% as measured by the students' independent reading level scoring the equivalent of at least a level 3 according to the TCRWP Benchmarks and meeting grade level standards according to the Fountas and Pinell Leveling system

Goal 2

By June 2009, 75% of students in grades 3-5 will show mastery on the end of unit assessment in Everyday Math by scoring at least 85% on all assessments.

Goal 3

By June 2009, the number of students meeting or exceeding the learning standards in science will increase by 3% as measured by the NYS Science Assessment, teacher made assessments and student observations.

Goal 4

By June 2009 , the number of students meeting or exceeding the learning standards in social studies will increase by 3% as measured by the NYS social studies assessment, teacher assessment and teacher observation.

Goal 5

By June 2009 school year, 50 % of all L2 stall students in grades 3-5 will advance one proficiency level on the Spring 2009 NYSESLAT in Reading and or Writing

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 , the number of students making a minimum of one year's progress in ELA will increase by 5% as measured by the students' independent reading level scoring the equivalent of at least a level 3 according to the TCRWP Benchmarks and meeting grade level standards according to the Fountas and Pinell Leveling system</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research):</p> <p><u>Target Population:</u> General Education students (below average, average and high achievers), English Language Learners, Students Receiving Special Education Support Services in grades K-5 Staff, Parents</p> <p><u>Responsible Staff:</u> Full-time Classroom teachers (27 teachers) Teachers College – reading and writing workshop Teachers in the Saturday Program Supervisors Literacy Coaches Data Specialist Reading Recovery Teacher SETTS Teacher</p> <p><u>When:</u> During school day, after school, Saturday mornings, evening programs</p> <p><u>Activities to Enable General Education, High Achievers, English Language Learners, Students receiving Special Education Support services to meet High Standards in English Language Arts</u></p> <ul style="list-style-type: none"> ● A 120-minute literacy block in grades K-3 will continue to be implemented utilizing Classroom Libraries, consisting of children’s literature, including fiction, poetry and non-fiction books. These books appeal to a variety of different interests engaging students in reading and writing. ● <i>Month-by-Month Phonics and Words Their Way</i> will be used as a supplement to the classroom libraries as

part of a 90 minute literacy block for grades K-5

- A 90-minute literacy block in grades K-5 will continue to be implemented utilizing Classroom Libraries and *Words Their Way* to provide a Balanced Literacy program including daily writing activities.
- Curriculum calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Partner Reading Program – children learn to interact with others, having conversations about books (K-5)
- Reading Workshop will be continued and expanded where children are exposed to wonderful literature and learn to relate to different aspects of literature – a rich variety of multicultural literature will be used to reflect the diversity of cultures and ethnicities in our school.
- Non-fiction literature activities focusing on analytic thinking, document-based questions, interpreting data, primary sources, etc. will be used.
- A partnership program will be continued and expanded with classes in the upper grades working with lower grade classes, including tutoring and pursuing common interests and themes, helping children to see the continuum of learning across the grades from early childhood to upper elementary grades.
- Read Aloud – using the read aloud to model for children the strategies for reading and interacting with books and use accountable talk for discussions.
- Use of the literacy word wall to improve vocabulary and spelling
- Book of the Month – the whole school participates in reading, discussing and responding to the same book.
- Book of the Month At Home Program-reading and discussing the book with parents and sharing ideas in a response notebook for grades K-2.
- Parents as Reading Partners-parents come to school once a month in grades K-2 to read aloud to small groups of children.
- Standards – continuing to implement the ELA Standards and continuing the use of rubrics and strategies of ELA Standards starting in kindergarten
- Articulation between grades will be expanded to insure we are all moving in the direction of meeting the ELA Standards
- The literacy coach will work with teachers modeling effective teaching strategies and holding grade conferences in areas of concern including how to help at risk students
- The literacy coach/data specialist and teachers will review student data to focus on students' needs and drive instruction
- The literacy coach will plan with teachers to review student work
- Literacy planning time will be scheduled once a month with the classroom teacher, literacy coach and ESL teacher to coordinate the curriculum taught and look at student data to help drive instruction
- Teachers College – our collaboration will include teachers attending summer institutes, Saturday Workshops and calendar days. It will also include Teachers College Staff Developers working with teachers here at PS 29, modeling effective workshop teaching strategies.
- Staff conferences and staff development days will be used to share as a staff new ideas and strategies being implemented focusing on Balanced Literacy.
- A School-based Professional Development Team, including the Principal, Assistant Principals, Literacy

Coach, and other essential participants will demonstrate outstanding classroom practices to other teachers in the school.

- **Learning walks will be conducted to share good practices among teachers and experience ways to learn and grow as professionals**
- **Ongoing Professional Development will be offered for all teachers, coaches, and school administrators.**
- **Study groups will be arranged to give teachers additional opportunities to meet and discuss literacy.**
- **Lunch and learn opportunities will be provided for teachers to learn and grow as educators**
- **Before school Breakfast and Books program for parents and students will be offered to discuss story elements in favorite read alouds**
- **School librarian will host Book Clubs for upper grade students**
- **We will differentiate instruction for our high achieving students as well as our students receiving Special Education teacher support and English Language Learners through book clubs, accountable talk and questioning techniques.**
- **Common preparation periods, grade conferences and articulation meetings will enable teachers to share and network together.**
- **Ongoing Assessment; Predictive/ITA, Scantron/Performance Series Assessments to help drive instruction**
- **Benchmark letters will be sent home to parents focusing on independent reading levels**
- **Monthly newsletters will be sent home sharing units of study in literacy**
- **Wilson Grades 3-5, Foundations K-2 will be provided for at-risk students**
- **Reading Recovery Grade 1 will be provided for qualifying students**
- **Readers' Theater will be provided to increase fluency**
- **Great Leaps Program for students in grades 1-3 will be offered to increase word recognition and fluency**
- **Extended Day 2:20- 2:57 will be provided for at-risk students to focus on comprehension and word attack skills as needed**
- **A Saturday Literacy Program – to work with children at-risk in reading in grades 3-5 will be offered**
- **A Summer Literacy Program will be provided for our at risk students to assist them in reaching the standards.**
- **Professional inter-visitation between teachers at PS 29 will be arranged to share strategies and techniques.**
- **We will continue to offer a family literacy program to provide our multicultural population with opportunities to strengthen their English skills and enhance their ability to work with their children.**
- **Parent/child workshops focusing on literacy activities.**
- **Participation in Pajama Story time-an evening of sharing books with parents, teachers and students in their pajamas.**
- **A home reading program will be emphasized which involves parents in a daily reading activity with their children.**
- **PTA meetings and workshops devoted to teaching parents how to help their children become better readers and become more involved in their education will be offered.**
- **Teachers will use reading strategies that are based on scientifically based research in phonemic awareness, decoding, reading fluently, building background knowledge and vocabulary for comprehension, developing strategies to construct meaning**

	<ul style="list-style-type: none"> • We will enhance listening, speaking, reading and writing skills for our ELL students • Use of “Let’s Talk About” Program to enhance oral language development • ELL instruction will be a co-teaching model where ELL teacher and classroom teacher work collaboratively to meet the need of the students focusing on content area learning and academic language. • Pull-out program in a small group setting will be provided for differentiating instruction for our students. Articulation between ELL teacher and classroom teacher is ongoing • Activating ELL students’ prior knowledge and building their schema • ELL instruction will be focusing on new vocabulary and academic language • Focused reading in the content area of social studies and science for our ELL students will be encouraged
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers (27) \$74, 127x27 Literacy Coaches (1.6) \$132,007 Reading Recovery Teacher \$102,733 SETTS Teacher \$74, 127 Data Specialist \$97,961 Supervisors \$255,980 Per session for workshops and Saturday program \$8396</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>5% as measured by the students' independent reading level scoring the equivalent of at least a level 3 according to the TCRWP Benchmarks and meeting grade level standards according to the Fountas and Pinell Leveling system</p> <ul style="list-style-type: none"> -Authentic Assessment using writer’s notebooks, response notebooks and finished pieces of writing to observe growth across the year -Observation of how children interact in partnerships and clubs focusing on the level of interaction and discussion -Report cards in November, January, March and June -Teacher made tests ongoing throughout the year -Running reading records (completed monthly for each student) -Standardized tests -Surveying parents as to level of satisfaction with literacy workshops -Attendance at Summer Institutes -Attendance at parent/child workshops -Attendance at Saturday program -Attendance of parents at Parent Teacher Conferences, PTA meetings, Leadership Team Meetings -Observation of number of staff implementing new strategies into their classroom teaching -Acuity Periodic Assessments -5X/year

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 75% of students in grades 3-5 will show mastery on the end of unit assessment in Everyday Math by scoring at least 85% on all assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: General Education students (below average, average and high achievers), English Language Learners, Students Receiving Special Education Support Services in grades K-5 Staff, Parents</p> <p>Responsible Staff: Full-time Classroom teachers Math Coach and Part time math teacher Teachers for the Saturday Program Supervisors SETTS teacher Data Specialist</p> <p>When: During school day, Saturday mornings, evening programs</p> <p>Activities to Enable General Education, High Achievers, English Language Learners, Students receiving Special Education Support services to meet High Standards in Mathematics</p> <ul style="list-style-type: none"> -Everyday Mathematics – grades K-5 -Ongoing assessment -Math Block 50 minutes grades K-2 75 minutes Grades 3-5 -maintaining and improving problem solving skills using Every Day Counts, Problem-A-Day strategies -using manipulatives and applying math in the content areas -measuring, counting and graphing as part of inquiry studies -using Everyday Math Games to enrich the math program

- using Exemplars for problem solving
- piloting “First in Math” technology based program for grades 4 and 5
- incorporating writing into the math program emphasizing the process approach
- cooperative learning strategies
- use of the math word wall to improve understanding of math vocabulary
- continuing the implementation of math standards beginning in kindergarten
- using rubrics to drive instruction
- Monthly newsletters sent home sharing units of study in mathematics
- Math coach working in a co-teaching model
- Math coach working in a labsite model to demonstrate current strategies for teachers to replicate
- Data specialist will work with the classroom teachers and support staff to review and analyze student data to help drive instruction
- Inquiry based work on using various strategies in mathematics
- Weekly newsletter updates provided by the math coach
- Math coach and teachers working with small groups to differentiate instruction for the students
- Differentiating instruction by varying math homework assignments, math projects and cooperative learning activities
- Math part-time teacher providing enrichment activities for high achievers
- The Special Education Support Services Teacher will provide math instruction for mandated students
- Staff development half days sharing strategies about NYS standards in math
- Learning walks will be conducted to share good practices in math among teachers and experience ways to learn and grow as professionals
- Common preparation periods, grade conferences and lunch hours will enable teachers to share current math methodologies
- The math coach will plan with teachers to review student work and assessment
- Math planning time will be scheduled once a month with the classroom teacher, math teacher and ESL teacher to coordinate the curriculum taught
- Extended Day 2:20- 2:57 will be provided for at-risk students
- Assessment: Ongoing Assessment; Predictive/ITA Assessment
- Monthly grade conferences will be held to focus on curriculum areas and new strategies
- Faculty conferences will be held monthly to provide additional staff development
- PTA meetings and workshops will be held devoted to teaching parents about being more active participants in the child’s education focusing on math problem solving, process approach and writing
- Parent/Child after school workshops focusing on math games, math activities to use at home, etc.
- Evening programs (Family Math Night, etc.)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom teachers (27) Math Coach (C4E allocation) \$95,421 Math Part time teacher \$23,001 Data Specialist \$97,961 SETTS teacher \$74,127 Per session for Saturday Program and workshops \$8396 Supervisors \$255,980 Exemplars program \$1000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - 75% of students in grades 3-5 will show mastery on the end of unit assessment in Everyday Math by scoring at least 85% on all assessments. -Teacher assessments – including pre and post tests and observations -Report cards in November, January, March and June -Rubrics aligned to city and state standards -Standardized tests -Acuity Periodic Assessments – 5X/year -Applying math to everyday life -Children will be using manipulatives, including calculators -Graphs and surveys will be displayed -Exemplar problems will be displayed -Observation of children working in cooperative groups -Increased parent involvement at PTA meetings, workshops and in classrooms -Observation of teachers implementing new math strategies in their teaching

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the number of students meeting or exceeding the learning standards in science will increase by 3% as measured by the NYS Science Assessment, teacher made assessments and student observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> General Education students (below average, average and high achievers), English Language Learners, Students Receiving Special Education Support Services in grades K-5 Staff, Parents</p> <p><u>Responsible Staff:</u> Full-time Classroom teachers (27 teachers) Science Teachers Supervisors SETTS teacher Data Specialist</p> <p><u>When:</u> During school day, after school, evening programs</p> <p><u>Activities to Enable General Education, High Achievers, English Language Learners, Students receiving Special Education Support services to meet High Standards in Science</u></p> <ul style="list-style-type: none"> • Increase use of investigative materials to enable every child to build strong science skills • Utilize scientific method to solve problems • Continue implementation of science standards in grades K-5 • Implement physical science concepts, ie: understanding of properties of objects and materials; understand position and motion of objects; understanding light, heat, electricity and magnetism • Implement life cycle concepts: understanding characteristics, life cycles, habits of organisms and changes they incur over time • Use technology to gather and analyze data

	<ul style="list-style-type: none"> • Use of the science word wall to improve understanding of science vocabulary • Use evidence to support conclusions and communicate results and how they relate to the world • Non-fiction literature and materials used in Reading Workshop to help prepare for state tests • Ordering butterflies and lady bugs for classes—observe different stages, chart growth, read articles and books • Work on science projects on the computer • Differentiating instruction for our students in science working in small groups and giving individual assistance when needed • Data specialist will share science data with classroom and science teachers to help drive instruction • Collaborate with the math staff developer to facilitate use of graphs and measurement • Common preparation periods, grade conferences and lunch hours will enable teachers to share and network together • Parent/child workshops in science • Science club meets to build real life science experiences • Staff conferences and staff development days will be used to share new ideas and strategies used in science • Based on scientific research, we will continue to focus on physical sciences, life sciences, scientific applications, scientific thinking, communication and investigation. • Utilizing the FOSS kits, with books, manipulatives, and assessments for hand-on experiments. • Science professional development workshops will be provided for science teachers • After school Professional Development will be held to focus on content area reading in science • Professional development workshops will be provided for classroom teachers by LSO • Grade conferences will be held to focus on curriculum areas and new strategies in science • Monthly newsletters by science cluster teachers will be sent home • Monthly science curriculum goals will be sent home to the parents • Science planning time will be scheduled once a month with the classroom teacher, science teacher and ESL teacher to coordinate the curriculum taught • AIS science periods are built into the master schedule for students at risk in science
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers (27) \$74,127 x27 Science Teachers \$97, 740 Per session for science workshops \$3251 SETTS teacher \$74127 Supervisors \$255,980 Data specialist \$97,961</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

A 3% gain in the number of children who have met or exceeded the learning standards in science on the State Science Test

- Observation of student performance in science focusing on experimentation, collecting data using the scientific method**
- Report card grades in November, January, March and June**
- Teacher made tests ongoing throughout the year**
- Standardized tests**
- Surveying parents as to level of satisfaction with science workshops**
- Attendance at parent/child workshops**
- Attendance of parents at Parent Teacher Conferences, PTA meetings, Leadership Meetings**
- Observation of number of staff implementing new science strategies into their classroom teaching**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 , the number of students meeting or exceeding the learning standards in social studies will increase by 3% as measured by the NYS social studies assessment, teacher assessment and teacher observation.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> General Education students (below average, average and high achievers), English Language Learners, Students Receiving Special Education Support Services in grades K-5 Staff, Parents</p> <p><u>Responsible Staff:</u> Full-time Classroom teachers (27 teachers) Social Studies Teacher Supervisors SETTS teacher</p> <p><u>When:</u> During school day, before school, evening programs</p> <p><u>Activities to Enable General Education, High Achievers, English Language Learners, Students receiving Special Education Support services to meet High Standards in Social Studies</u></p> <ul style="list-style-type: none"> • Document Based Questions – children will be able to examine, analyze and evaluate textual and visual primary and secondary source documents such as advertisements, newspapers, journals and announcements • Non-fiction literature and materials used in classroom Reading Workshop to enhance Social Studies knowledge

- Reading newspapers and magazines such as Cobblestone, World, Time for Kids, etc.
- Read alouds – using historical non-fiction and fictional novels to help students better understand the world around them
- Ongoing student writing activities incorporating Social Studies standards, such as journals and diaries, books and feature articles
- Writing and reading celebrations to demonstrate understanding and enjoyment of Social Studies topics
- Integrating map skills into curriculum areas using Social Studies research materials, such as atlases, wall maps and internet resources
- Use of the social studies word wall to improve understanding of content area vocabulary in social studies
- Exploring Social Studies curriculum through software available in individual classrooms
- Using programs such as Stock Market Game to integrate technology and Social Studies
- Using videos, slides and internet about topics such as Frontier Times, Medieval Times
- Using Book of the Month for content area learning
- Participating in the Newspaper in Education Program with Newsday
- Field trips to historical landmarks, museums and theatrical presentations to foster students' understanding of multiple perspectives
- Parent Involvement Workshops to encourage families to establish an out of classroom learning environment in the area of Social Studies
- Professional Development opportunities for classroom teachers relating to the Social Studies curriculum
- Staff conferences and staff development days will be used to share as a staff new ideas and strategies being implemented in Social Studies
- TAH Grant participation by the Social Studies teacher
- Use of TAH Resource Center by Social Studies teacher and classroom teachers
- We will differentiate instruction for our high achieving students as well as our students receiving special education teacher support and English Language Learners through push-in programs, accountable talk and questioning techniques
- Common preparation periods, grade conferences and lunch hours will enable teachers to share and network together
- Classroom teachers will work with small groups to assist students at-risk using appropriate materials
- Social studies teacher will work individually and in small groups providing opportunities to read, write and edit social studies work.
- Participating in community related activities sponsored by historical cultural centers, civic associations and local community merchants
- Community service fund raising projects such as Penny Harvest, Jump Rope for Heart, Daffodil Days, etc
- Assembly programs with historical and community related topics, including Veterans of Foreign Wars, local police, fire department and Career Day

	<ul style="list-style-type: none"> • Student theater arts-related productions which allow the children to share their knowledge of Social Studies with their peers, family and the school community • Hands-on projects in the area of Social Studies to motivate student learning • Subscription to Rand McNally website to support map skills • Monthly newsletters sent home sharing units of study in social studies • Social studies professional development workshops will be provided for classroom teachers • Professional development opportunities are available for administrators at the region • Social studies planning time will be scheduled once a month with the classroom teacher, social studies teacher and ESL teacher to coordinate the curriculum taught • Monthly grade conferences will be held to focus on curriculum areas and new strategies • Faculty conferences will be held monthly to provide additional staff development • Common preparation periods, grade conferences and lunch hours will enable teachers to share and network together social studies curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers (27) \$74, 127x27 Social Studies Teacher \$74, 127 Per session for social studies workshops \$3251 SETTS teacher \$74,127 Supervisors \$255,980 Data specialist \$97,961</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -A 2% gain in the number of children who have met or exceeded the learning standards in Social Studies on the State Test -Research projects -Report card grades in November, January, March and June -Teacher made tests ongoing throughout the year -Standardized tests -Surveying parents as to level of satisfaction with S.S. workshops -Attendance at parent/child workshops -Attendance of parents at Parent Teacher Conferences, PTA meetings, Leadership Meetings -Observation of number of staff implementing new S.S. strategies into their classroom teaching

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 school year, 50 % of all L2 stall students in grades 3-5 will advance one proficiency level on the Spring 2009 NYSESLAT in Reading and or Writing</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> General Education students (below average, average and high achievers), English Language Learners, Students Receiving Special Education Support Services in grades 2-5</p> <p>Staff, Parents</p> <p><u>Responsible Staff:</u> Full-time Classroom teachers (27) ESL teachers (3) Part time ESL Teacher(1) SETTS Teacher Data Specialist Supervisors</p> <p><u>When:</u> During school day and Saturday Program</p> <p><u>Activities to Enable General Education, High Achievers, Students receiving Special Education Support services to succeed in acquiring the English Language</u></p> <ul style="list-style-type: none"> • ELL instruction will be a co-teaching model where ELL teacher and classroom teacher work collaboratively to meet the needs of the students focusing on content area learning and academic language. • Second period of ESL instruction each day will be a pull-out program for our beginner and intermediate ELL students in a small group setting differentiating instruction for our students. Articulation between ELL teacher and classroom teacher is ongoing • We will enhance listening, speaking, reading and writing skills for our ELL students

- Use of “Let’s Talk About” Program to enhance oral language development
- Activating ELL students’ prior knowledge and building their schema
- ELL instruction will be focusing on new vocabulary and academic language
- Focused reading in the content area of social studies and science for our ELL students will be encouraged
- Use of ELL word walls including visuals to increase vocabulary
- Immersing the ELLs in content area learning by:
 - Providing frequent and varied opportunities to interact with text
 - Providing visuals and hands-on experiences in social studies and science
 - Encouraging response to short shared texts by teaching vocabulary needed for discussion
 - Providing model questions to help guide discussions
 - Using graphic organizers as a strategy to enhance comprehension
- Facilitating comprehension by:
 - Activating prior knowledge
 - Providing authentic learning activities
 - Encouraging purposeful reading
- Building vocabulary by:
 - Introducing new vocabulary in context
 - Using visuals and hands-on experiences
 - Focusing on idioms and multiple meaning words
 - Using graphic organizers
- Incorporating a balanced literacy program through:
 - Read alouds introducing new vocabulary and sentence structure
 - Interactive writing inviting students to take risks in recording their oral sentences into written text
 - Shared reading to model specific reading and writing strategies
 - Independent reading –providing an opportunity to read independently while teacher confers with individual students
 - Guided reading focusing on the development of reading strategies and vocabulary in a small group setting
- Standards and performance indicators that are based on scientific research will be used to incorporate listening, speaking, reading and writing into the ELL program.
- ESL articulation time will be scheduled once a month with the classroom teacher, social studies, science and ESL teacher to coordinate the curriculum taught and look at student data to help drive instruction
- Teachers College – our collaboration will include ESL teachers attending summer institutes, Saturday Workshops and calendar days. It will also include Teachers College Staff Developers working with classroom teachers and ESL teachers at PS 29, modeling effective workshop teaching strategies.
- Staff conferences and staff development days will be used to share as a staff new ideas and strategies

	<p>for our ELL learners.</p> <ul style="list-style-type: none"> • ELL classes for parents provided by parent coordinator in support of parent and child language development
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ELL teachers (3.0) \$255, 831 Teachers College – Reading and Writing Workshop – Teacher Per Session \$6531 Per session for Saturday Program \$9946 SETTS teacher \$74, 127 Data Specialist \$97,961 Supervisors \$255,980 Translation Funding \$7000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-50 % of all L2 stall students in grades 3-5 will advance one proficiency level on the Spring 2009 NYSESLAT in Reading and or Writing -Authentic Assessment using writer’s notebooks, response notebooks and finished pieces of writing to observe growth across the year -Report cards in November, January, March and June -Teacher made tests ongoing throughout the year -Standardized tests -Attendance at TC ESL conferences -Attendance at parent ESL classes -Attendance at Saturday program Title III programs -Attendance of parents at Parent Teacher Conferences, PTA meetings, Leadership Team Meetings -Observation of number of staff implementing new strategies into their classroom teaching -ELL Periodic assessments -Practice using previous NYSESLAT assessment questions -On demand writing as an assessment tool with the writing continuum -Running reading records -Benchmark reading levels -Aligning student work to the ESL state standards</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	4			1
1	27	3	N/A	N/A	9	2	1	1
2	3	3	N/A	N/A	23	1	1	1
3	5	1	N/A	N/A	25	1	1	1
4	5		20		19	2	3	3
5	5		16	15	34	3	2	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The programs for AIS ELA support include:</p> <ul style="list-style-type: none"> • Reading Recovery • Great Leaps • Foundations • Wilson • Guided Reading • Small group strategy lessons • Mondo Let's Talk About It—Oral language Development Program • Performance series/Scan-tron • Words Their Way word Study • Renzulli learning systems activities <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program and on Saturday during the ELA clinic program</p>
Mathematics:	<p>The programs for AIS Mathematics support include:</p> <ul style="list-style-type: none"> • Exemplars Math program • First in Math (on line program) • Great Leaps • Everyday Math Games • Small group strategy lessons • Performance series/Scan-tron • Renzulli learning systems activities <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program and on Saturday during the Math clinic program</p>
Science:	<p>The programs for AIS science support include:</p> <ul style="list-style-type: none"> • FOSS science kits • Science notebooks • Solar One • Small group hands-on activities • Renzulli learning systems activities <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program</p>

<p>Social Studies:</p>	<p>The programs for AIS social studies support include:</p> <ul style="list-style-type: none"> • TAH Resource Center materials • Rand McNally website for developing map skills • Stock market game • Small group hands-on activities • Renzulli learning systems activities <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The programs for AIS support provided by the guidance counselor includes:</p> <ul style="list-style-type: none"> • character development • self esteem building • team building • peer mediation • conflict resolution • community service activities <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The programs for AIS support provided by the school psychologist includes:</p> <ul style="list-style-type: none"> • Understanding self and developing a positive self image • Showing respect for the feelings of others • Understanding the decision-making process • Coping with divorce <p>All of the above programs are provided to students in small group sessions during the day and during dessert and conversation programs</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The programs for AIS support provided by the social worker includes:</p> <ul style="list-style-type: none"> • Conflict resolution • Dealing with crisis situations • Maintaining effective relationships with peers and adults <p>All of the above programs are provided to students in small group sessions during the day and during dessert and conversation programs</p>

At-risk Health-related Services:	<p>The programs for AIS Health Related services include:</p> <ul style="list-style-type: none"> • Open Airways • Asthma free lessons • Nutrition Committee <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program</p>
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

Language Allocation Policy

I. Language Allocation Policy Team Composition

The LAP committee is comprised of the following members:

- Jamie Adams, Principal
- Anita Baron, Assistant Principal
- Maggie Klocek, Assistant Principal
- Eileen Fleming, ESL Teacher
- Debbie Ilberg, ESL Teacher
- Maria Isopo, Teacher
- Zelda Washington, SAPIS Worker
- Maria Ortiz, Parent Coordinator

The committee members work collectively to discuss best practices for teaching English Language Learners as well as assuring that all students are properly screened and receiving the services they are entitled to. A signed LAP worksheet is kept on file in our main office and will be submitted along with this narrative.

II. Teacher Qualifications/III ELL Demographics

P.S. 29 is a K-5 school located in College Point Queens. Currently we have 623 students enrolled at P.S. 29. Of these 623 students, 181 of them are English Language Learners which accounts for 30% of our student population. Students from our school community speak a variety of languages. The predominant languages spoken by the families in our community are Chinese, Arabic and Spanish. Our students are serviced by three full time certified ESL teachers and one fully certified part time ESL teacher. All students are serviced in a free standing ESL program as selected by the parents on the Parent Program Selection form. Classes are carefully formed in May/June for the following year, with clusters of English Language Learners designated to particular classrooms with a teacher having a strong background in strategies for delivering curriculum in a way that differentiates for the needs of our ELLS. The ELL students in these classrooms are also serviced by an ESL teacher in a push in model. Students in the freestanding ESL program are serviced as follows:

	K	1	2	3	4	5
Total Number of classes in a Freestanding ESL	3	2	2	3	2	2
Number of Push In	2	2	1	2	2	1
Number of Pull Out	1	0	1	1	0	1

ELL students can also be identified by the number of years of identification and the program model as outlined by the table below.

	ESL
ELLs (3 years or less)	SIFE SP. ED. 5 134
ELLs (4-6 years)	SIFE SP. ED. 0 47
Long-Term ELLs (more than 6 years)	None
Total	181

**Number of ELLs by Grade in Each Language Group
Freestanding English as a Second Language**

	K	1	2	3	4	5	Total
Spanish	19	14	11	13	6	7	70
Chinese	9	6	12	11	5	3	46
Russian					1		1
Bengali		1			1		2
Urdu		1	1	1	1		5
Arabic	1	7	4	6	1	2	21
Haitian Creole	1						1
French						1	1
Korean	1	1		1	1	1	5
Punjabi				1		1	2
Polish							
Albanian							
Other	6	4	8	3	2	4	27
Total							181

IV. Parent Program Choice

Parents of students who are identified as English Language Learners are invited to attend a Parent Orientation meeting in October. At this meeting, ESL teachers and other staff members prepare copies of Parent Program Selection Survey forms as well as brochures that give detailed descriptions of all of the programs provided by New York City schools. All forms are translated in the languages provided by the DOE. Multiple television stations are set up where parents can view the Program Selection video in language of their choosing. After parents have viewed the DVD, they are given an opportunity to select the program they feel best suits the needs of their child. Staff members are readily available to clarify any questions parents may have about the programs. Parents are informed of the programs currently provided at the school but are also informed of their right to send their child to a program in another school if we at P.S. 29 do not have that program. Parents are provided, upon request, with the schools in the borough of Queens, who have Dual Language and Bilingual programs.

After the October Parent Orientation, another meeting is planned for the November Parent teacher Conferences where more parents can be reached and can attend the meeting since they are slated to come meet the classroom teacher. Letters are sent out once again requesting the presence of the parent and stressing the importance of attendance at this meeting. If parents still do not respond, individual letters are sent out to parents who do not show up and other orientation meetings are held. Our last course of action is to individually call the parents of students whose Program Selection forms we are missing and we conduct the interview on an individual basis. It is stressed to parents via letter that if they do not complete the Program Selection Form, the default program is Transitional Bilingual Education.

A review of the Parent Selection forms for the past few years shows that all parents, although thoroughly explained their options, choose a Free Standing ESL program for their children. Due to an overwhelming request for a Free Standing ESL program, this is the model in place for our ELLs.

V. Assessment Analysis

Part A

	K	1	2	3	4	5	Total
Beginner (B)	20	15	2	1	1	4	43
Intermediate (I)	20	14	10	15	5	4	68
Advanced (A)	0	4	26	19	12	9	70
Total Tested	40	33	38	35	18	17	181

Aggregated Performance Results of the 2008 NYSESLAT Results

	K	1 (32)	2 (39)	3 (39)	4 (20)	5 (19)
Listening/Speaking B		0	0	0	0	0

I		14	5	0	0	1
A		11	29	20	6	3
P		7	5	19	14	15
Reading/Writing						
B		13	1	1	0	1
I		14	9	14	2	4
A		3	11	16	12	10
P		2	18	7	6	4

Part B

Based on the data, as a LAP team we have found that our students are achieving Intermediate, Advanced and Proficient levels on the Listening and Speaking Components of the NYSESLAT at a more rapid rate than they are on the Reading and Writing portion of the test. They seem to have shown growth in writing but still have difficulty in reading. In all grades, advanced students are performing near grade level some even proficient in listening and speaking, while reading and writing are the last modalities in which children attain competence. The affect on instructional decisions is to continue with small group instruction encouraging discussions to continue to strengthen the student's ability to speak and listen to others in a second language. In order to support our students in being more successful readers and writers, literacy instruction will included daily reading and writing workshop in which teachers will work on developing students reading comprehension skills. Teachers will also confer with the students on an individual basis or in a small group to address the particular needs of the students. We will increase strategy lessons, guided reading lesson and interactive writing activities geared toward strengthening reading and writing skills. Students who have scored proficient will be closely monitored as well including additional support by an ESL teacher in a pull out program as well as testing accommodations.

Part C

Test	Grade	Level I		Level II		Level III		Level IV	
		Englis h	NL	Englis h	NL	Englis h	NL	Englis h	NL
ENGLISH									
	4	2		10		12		0	
	5	2		8		7		0	

Test	Grade	Level I		Level II		Level III		Level IV	
		Englis h	NL	Englis h	NL	Englis h	NL	Englis h	NL
Math									
	4	1		0		19		3	
	5	0		3		10		2	

Part D

The data indicates that many of our ELL students in grade 4 (10 of them) fall in the range of level 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school we need to also challenge our level 3 students. Through challenging them, students will rise to their potential which will be reflected in the movement from level 3 to 4. Level 1 students need to be provided with intense academic intervention services from both ESL and classroom teachers. Math scores indicate that our ELLs score primarily within level 3. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels.

The periodic assessments are used to inform instruction for our ELL students. Additional support is given in the areas of need.

Students take ELL Periodic Assessments throughout the school year to give teachers more information about what students have learned. Teachers use these assessments— along with other school work and what they see in class— to learn where students need more help and plan targeted instruction.

The ELL Periodic Assessments are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. The ELL assessments are aligned with New York State English as a Second Language (ESL) standards and New York State English Language Arts standards.

The ELL periodic assessments help the school by:

1. Giving up-to-date information about what each student knows and can do so that teachers can target instruction to meet the learning needs of every child.
2. Predict student's performance on the standardized assessments so that teachers can help every student meet or exceed State Learning Standards.
3. Measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

The ELL periodic assessments are used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress.

The November 2008 ELL periodic assessment results for the specific strands showed that the average questions correct were as follows: Reading 72%, Writing 86% and Listening 81%.; therefore, the emphasis for academic intervention for the 2008-2009 school year has been in reading. ELL students participate in daily Read alouds, shared reading, independent reading and Readers Theater.

VI. Planning for ELLs

Parents at P.S. 29 selected for their children a Free Standing ESL program. In keeping with the parents's selection, this is the program we provide for our students. We have 3 full time ESL teachers and 1 part time ESL teacher who all follow a push in/pull out model for servicing their students. Students are carefully grouped in June in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who “pushes in” to that classroom. Children who are at the beginner and intermediate proficiency level receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model. In addition to the mandated services, there is an extended day period which supports selected ELLs from Monday through Thursday. In addition, students that need additional support are provided with SETTS services, guidance and speech.

All instruction is provided in English incorporating the four modalities, listening, speaking, reading and writing. Former ELLs also receive support from an ESL teacher who carefully monitors the progress of the recently proficient students and provides additional instruction. In looking closely at trends in our data, we noticed that a small group of our students in grades 3-5, who have scored at the advanced level on the NYSESLAT for 3 consecutive years without going on to proficiency on the NYSESLAT. We felt that these students required specific attention and support in the areas and we do so by providing them with additional support in Literacy with an ESL teacher.

Our instructional approach to teaching of ELLs is rooted in our belief that in order for our students to be successful in all academic areas they needed to be able to make sense of the materials provided, particularly in the content areas of Science and Social Studies. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. PS 29 is in compliance with ELLs related mandates. Our focus is directly targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. Through a year long study of Dr. Lilly Wong Fillmore's research on analyzing text, we have adopted strategies for developing our students use and understanding of the language commonly found in content area material. These strategies include not only developing academic language and vocabulary but also opportunities for oral discussions to build and assess comprehension. The key piece to the successful delivery of these strategies is that both ESL and classroom teachers are trained in how to deliver this instruction. Ongoing professional development is provided for all teachers of ELLs. Content area teachers, ESL and classroom teachers meet monthly to discuss ongoing best practices for ELLs and to share materials and discuss upcoming units of study in science and social studies.

As a team we are well aware that our students' English proficiency levels vary greatly thus we are always cognizant of the need for differentiation not only of grouping but of instruction. ESL teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction. Careful attention is given to the support of these students in test taking as they are required to take state tests after only one year of residency in the United States. Students are provided with instruction on using glossaries in their native allowable on certain state tests. Newcomer's taking state exams are provided with testing accommodations that include taking the test in a separate location, extended time and on certain tests, native language test booklets.

Currently we do not have any long term ELLs at P.S. 29 but our plan for these students, should the need arise, is that we would look carefully on all the data we have on the particular student(s) and determine which areas these children need to most support in. ESL teachers will provide instruction using a myriad of ESL strategies and some children may be offered Academic Intervention Services to help them overcome their academic challenges.

ELLs with special needs will be provided with ESL services as dictated by their Individualized Educational Plan.

III. Resources and Support

Continued coordination of instruction between the classroom teacher and ESL teachers helps ELLs overcome residual language deficiencies. Activities to enable ELLs reach high standards in math include hands-on opportunities such as manipulatives, games, First in Math Program, Exemplars, etc. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinate with the studies in their classroom. Monthly planning and articulation days are scheduled where administration, ESL teachers and classroom teachers come together to plan content area units, identifying academic language, language structures, vocabulary, language goals and assessment tools to ensure a comprehensive program for our students.

The state science assessment result indicates that hands on activities coordinated with intense vocabulary development in science content area is necessary. During the monthly articulation between the classroom teacher, science teacher and the ESL teacher we concentrate on supporting science learning for the ELL student. Focus on activating prior knowledge, using graphic organizers; etc is used to build the students' schema.

Native language support is provided for ELLs in our school. All classroom libraries contain many trade books in a variety of languages for our students. Standardized Tests are provided in a variety of languages and translators have been hired to assist with the testing. Our Assistant Principal and Parent Coordinator speak Spanish and are able to assist the students whenever needed. Translators have also been hired for PTA meetings, Parent Conferences, etc. to meet the needs of our other language groups.

Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, understanding of juicy sentences, etc. to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Language functions and structures are taught within the context of the lesson.

Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. We have provided study groups at PS 29 on topics such as: working with the ESL students in the classroom; understanding juicy sentences; assessments; differentiating instruction of our ELL learners; welcoming parents as partners; read alouds in the content areas, etc. Teachers attend professional development days provided through the ICI/LSO and at Teachers College. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population. We offer many opportunities for our teachers to ensure receipt of the 7.5/10 hours of instruction in current methodologies and strategies for teaching our ELL population. A certificate of completion for these hours is kept on file in our main office.

For our students who will no longer be with us after fifth grade, we take careful precautions to have ongoing articulation with our feeder schools to make sure that parent choice is honored in the types of programs needed by our ELLs and to make sure that these programs are adequate for the individual students.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 170
(No more than 2 page)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The instructional program for the ELLS at PS 29 consists of ESL instruction. Parents are invited to an orientation at the beginning of the year to familiarize them with the various program offerings, including English as a Second Language, Bilingual Education and Dual Language Education. Parents overwhelmingly chose an ESL program for their children and students are placed in this program as per parent choice.

The ESL program at PS 29 consists of a co-teaching model of instruction. ESL teachers and main stream teachers collaborate in order to effectively support practices that accommodate the needs of diverse ELLs. We have adapted a parallel co-teaching model in which the two teachers impart the same content. Differentiated instruction is provided for our students to work in small groups with the ESL teacher reinforcing a concept or skill. Working within these small groups enables the ELLs to experience more opportunities to interact with each other, volunteer answers and receive feedback while remaining in their own classrooms. Everyday Math, core curriculum materials in science such as the Foss kits, social studies articles and trade books are used in the classroom. The ESL students study the same materials, with additional support in language development focusing on vocabulary. Books on tape and software have been purchased to provide additional opportunities for listening, speaking and learning in the content areas.

Content areas of science, social studies and math are taught four periods a week in a push-in model. We use a push-in/pull out program for our beginner and intermediate ELLS receiving an additional 180 minutes in literacy. In addition to the mandated services, there is an extended day period which supports selected ELLs from Monday through Thursday. In addition, students that need additional support are provided with SETTS services, guidance, speech

All instruction is provided in English incorporating the four modalities, listening, speaking, reading and writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. PS 29 is in compliance with ELLs related mandates.

There are four ESL teachers, three full time and one part time. Each teacher provides five periods of mandated instruction daily covering Kindergarten through fifth grade. All teachers are state certified. Instruction is in English. The program is supervised by the assistant principal and the principal.

Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. We have provided study groups at PS 29 on topics such as: working with the ESL students in the classroom; understanding juicy sentences; assessments; differentiating instruction of our ELL learners; welcoming parents as partners; read alouds in the content areas, etc. Teachers attend professional development days provided through the district and at Teachers College. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Many extracurricular activities are available during the day and after school for ELL students to participate in. During the school day, ELLs students have an opportunity to participate in books clubs, art clubs, ballroom dancing, dance residency, recorder, technology opportunities, enrichment clusters including knitting, magic, scrap book making the school basket ball team and cheerleading squad.

For 6 Saturdays in the fall ELL student participate in an arts partnership. They work in the music and dance arts with language development. For 6 Saturdays in the spring ELL students participate in a trip program where they visit local zoos and environmental centers supporting language development in the content areas.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

III.

IV. PS 29 offers various activities to encourage parent and community involvement. Our parent coordinator offers many workshops on various subjects including ESL strategies to be used in the home, language arts, and content areas with translation services. Parent ESL classes are provided during school through Title III funding. Letters to parents are provided in as many languages as possible and translation services are provided during meetings and registration. Parents of English Language Learners are invited to attend an orientation where information describing ESL and bilingual programs is provided in their language in order to select the program they would like their child to attend.

V. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

N/A

VI.

VII. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

VIII. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

IX. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuano (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: PS 029 District 25

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	5	0	0	0	1	6

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing Push-in ___ Pull-out
 Indicate Proficiency Level: Beginning ___ Intermediate ___ Advanced

School District: 25

School Building: PS 29

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Subject (Specify) Small group work	Subject (Specify) Small group work	Subject (Specify) Small group work	Subject (Specify) Small group work	Subject (Specify) Small group work
2	From: 8:54 To: 9:44	Subject (Specify) Reading/Writing ESL	Subject (Specify) Art	Subject (Specify) Reading Workshop	Subject (Specify) Read aloud Reading Workshop	Subject (Specify) Social Studies
3	From: 9:48 To: 10:38	Subject (Specify) Music	Subject (Specify) Reading Workshop	Subject (Specify) Writing workshop	Subject (Specify) Shared Reading	Subject (Specify) Writing ESL/Reading Workshop
4	From: 10:42 To: 11:32	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:42 To: 12:32	Subject (Specify) Read aloud Reading	Subject (Specify) Science ESL Content Area	Subject (Specify) Social studies ESL Content area	Subject (Specify) Science ESL Content area	Subject (Specify) Reading ESL
6	From: 12:36 To: 1:26	Subject (Specify) Shared Reading	Subject (Specify) Reading/Writing Wkshp ESL	Subject (Specify) Science	Subject (Specify) Library	Subject (Specify) Word Sort
7	From: 1:30 To: 2:20	Subject (Specify) Math	Subject (Specify) Read aloud	Subject (Specify) Math	Subject (Specify) ESL Writing	Subject (Specify) Read Aloud
8	From: 2:20 To: 2:57.5	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 170 LEP Non-LEP

Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our ESL push-in/pull out model services students from K-5. In the pull out model, teachers will schedule ELL children into an ESL classroom where they will utilize a communicative-based approach. The teacher will also employ other methods such as the Total Physical Response approach, the Natural Approach, etc. In the push-in model, the ESL instruction will take place during the content area studies. At this time, the ESL teacher will work in a team-teaching model with the classroom teacher, where both of them will scaffold information and work in small groups. Approximately 170 students will be taught in this model with beginner and intermediate students receiving 180 minutes per week of push-in instruction and 180 minutes per week of pullout instruction, and advanced students receiving 180 minutes per week of push-in instruction. These classes will be taught for 40 weeks by 4 licensed ESL teachers.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

P.S. 29 will have a school-based professional development team which will include the principal and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. In addition, the staff will have ongoing on-site training with a Teacher’s College staff developer, as well as attend conferences at Teacher’s College. Selected ESL, and classroom teachers and administrators will participate in school based study groups with other teachers and administrators to learn and share best practices for English Language Learners. The school will hold regularly scheduled grade conferences for planning individual units of study for the purpose of setting language goals in all areas of the curriculum.

- Teams of classroom teachers, ESL teachers, instructional coaches and administration participate in PD opportunities offered through NYC DOE as well as from the LSO, ICI on the teaching of ELL students
- Bi weekly articles on “best practices” with ELL learners are distributed school wide and are discussed at grade and staff conferences
- Monthly planning and articulation days are scheduled where administration ESL teachers and classroom teachers come together to plan content area units, identifying academic language, language structures, vocabulary, language goals and assessment tools—aligned to state standards for monthly implementation
- Inquiry team focus during the 2007-2008 school year regarding ELL learners was shared with the entire school staff and suggested strategies were modeled by literacy coach and are continuing to be implemented during the 2008-2009 school year

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: \$26,971		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$9,946	Saturday program –per session and planning costs for a fall and spring Saturday Tittle III program
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$7, 525	Books, books on tape, take-home backpacks with books and activities in English and Spanish
Travel	\$4,500	Admission and transportation for spring trip program to local museums, zoos, nature centers...
Other (Translation and Interpretation)	\$5,000	In school translators available at all school events
TOTAL	\$26,971	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A parent orientation for new ELL parents was held in the Fall. Our ESL teachers and parent coordinator were in attendance. Parents were asked to complete a survey which was made available in all languages. Surveys were also sent home to parents who were unable to attend. At the end of the orientation parents asked questions and their concerns were addressed.

In addition to the ELL parent orientation, we also conducted our assessment of translation needs by scheduling a meeting which included PTA members, several parents of ELLs, our parent coordinator, assistant principal, principal cabinet members, grade leaders and ESL teachers. By utilizing information obtained from the surveys and discussion meeting, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested.

We also conducted our assessment by analyzing the results of surveys, requests from parents, past and present, discussions with teachers, ESL staff, as well as ATS reports and Home Language Surveys

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

By utilizing information obtained from the surveys and discussion at meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested. At school events such as Parent Teacher Conferences and PTA meetings, a translator is needed for parents who speak Chinese, Korean and Spanish.

Part B: Strategies and Activities

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

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we have developed a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Korean and Spanish.

PS 29 has also formed a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese and Korean.

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

Parent orientation and general education classes revealed that the three major languages at PS 29 Queens for ELLs were:

Spanish

Chinese

Korean

We plan to have translators available in the noted languages of Spanish, Chinese and Korean. We have the ability to use the PS 29 bilingual staff members to translate on a regular basis. In addition, our parent coordinator and Assistant Principal are bilingual Spanish speakers and assists with Spanish translation. We have tapped into additional Parent coordinators for Chinese and Korean oral translation. We have employed the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In our PS 29 newsletter, we will inform parents that translators are available for parent teacher conferences, PTA meetings, etc. We plan to send home written translation notices for:

- **Workshops**
- **PTA newsletters**
- **Monthly calendars**
- **Test prep materials**
- **Parent Teacher Conference appointment slips**
- **Report cards**

- State standards and requirements
- Goals and mission statements

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

- Enter the anticipated Title I allocation for the school for 2008-2009 _____ \$313,742.00 _____
- Enter the anticipated 1% allocation for Title I Parent Involvement Program _____ \$3137.00 _____
- Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____ \$15,687.00 _____
- Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____ 100% _____
- If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

- School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student

academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 29's School Parental Involvement Policy

I. General Expectations

PS 29 Queens agrees to implement the following statutory requirements:

- A. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- C. The school will incorporate this parental involvement policy into its school improvement plan.
- D. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- E. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- F. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - G. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - H. that parents play an integral role in assisting their child's learning;
 - I. that parents are encouraged to be actively involved in their child's education at school;
 - J. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - K. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- PS 29 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 1. Meet with the SLT (consisting of parents, teachers and administrators) to develop the school parental involvement plan

2. Meet with parents and staff to write the Comprehensive Educational Plan involving parent involvement
3. Meet with the parent coordinator for additional input
- PS 29 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Meet with the SLT to review data for test scores looking at Acuity and Scantron Reports
 - Review the School Progress Report with parents to see trends in academic performance
 - Conduct a meeting with parents to use technology to evaluate the school's progress in content areas
- PS 29 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Flyers will be sent out regarding parent involvement workshops
 - Workshops will be led by staff to assist parents in helping their child succeed in school in reading, math, social studies and science
 - After school workshops will be held for parents and children to help improve student achievement in school.
- PS 29 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Our School Leadership Team will evaluate the effectiveness of our parent involvement programs.
 - We will analyze attendance at workshops, evening performances and daytime programs.
- PS 29 Queens will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - We will conduct workshops for parents on the NYS standards for literacy and math
 - We will conduct workshops for parents on how to help their child at home and feel comfortable speaking to their child's teacher
 - The Parent Coordinator will work with parents to help with translations
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
7. We will provide a welcoming atmosphere at PS 29.
 - D. All personnel will work together to create a wonderful school community, involving the parents in their child's education.
 - E. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - We will send flyers home about parent programs in various languages so parents can understand the information

- The parent coordinator will translate into Spanish parent letters being sent home

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by participation of the School Leadership Team's attendance at the meeting for the development of this policy. This policy was adopted by PS 29 Q on May 30, 2006 and will be in effect for the period of September 2008-June 2009.

2. School-Parent Compact – Attach a copy of the School's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 29 Queens School-Parent Compact:

PS 29 Queens, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

PS 29 Queens will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teachers will attend staff development workshops to raise the level of their teaching in order to provide high quality instruction
 - Teachers will continue their instruction in a warm and caring environment to help students meet the State's standards.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a year in the Fall and in the Spring.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Grades 1-5: three times a year—November, March and June
 - Kindergarten: two times a year—January and June
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents may make an appointment to see teachers before school and during the teacher's preparation periods
 - Parents may make an appointment to speak to the teacher on the telephone by writing a note to the teacher
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Teachers will write notes home to parents as to the opportunities available for volunteering and observing classroom activities
 - Parents can participate in joining their child's class on trips, during reading and writing celebrations, class plays, instrumental performances, winter and spring concerts, etc.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - The SLT will be involved in the planning and review of the school's parental involvement policy.
 - The information will be disseminated at PTA meetings for parents' input
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - The SLT will be involved in the development of the Schoolwide Program plan
 - The information will be disseminated at PTA meetings for parents' input
- At each PTA meeting, Title I activities will be discussed and information on how we are using Title I funds will be disseminated. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- ☞ Monitoring attendance.
- IV. Making sure that homework is completed.
- V. Monitoring amount of television their children watch.
- VI. Volunteering in my child’s classroom.
- VII. Participating, as appropriate, in decisions relating to my children’s education.
- VII Promoting positive use of my child’s extracurricular time.
- VIII Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- A. Do our homework every day and ask for help when we need to.
- B. Read at least 30 minutes every day outside of school time.
- VII. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.
Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We have conducted a comprehensive needs assessment of the school as addressed in Section 1V in our CEP.

2. School wide reform strategies that:

1. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
2. Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - a. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - b. Are consistent with and are designed to implement State and local improvement, if any.

See narrative description of the school – Section 111 and Action Plan Section VI

3. Instruction by highly qualified staff.

We will provide ongoing professional development for our teachers. We have a strong collaboration with Teachers College Reading and Writing project. Teachers will attend summer reading and writing institutes, calendar days and workshops. Teachers also work with staff developers, having meetings and labsites to continually lift the level of their teaching.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In addition to the professional development that is provided through Teachers College, we have a unique learning community at PS 29. During common planning time, grades meet to do planning and collaborate on units of study in all subject areas. A mentoring program is established for all new teachers as well as monthly "Dessert and Discussion" with the Principal. "Lunch and Learn" opportunities are offered by the instructional coaches for colleague to colleague learning. Grade level colleagues participate in learning walks and provide feedback to colleagues. Common planning periods are scheduled each week with an emphasis on review of student work to collaborate and plan benchmarks and goals and appropriate instruction. An articulation time is built into the master schedule for core subject teachers to meet with classroom teachers to look at student work and data and share resources. Monthly articulation and planning meetings are scheduled in the core subjects where classroom and core teachers meet to look at student work, data and share resources. Teachers work together to ensure that all students in the school meet state standards. Professional development will be aligned with state academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We have set up an interviewing committee to meet with new applicants to ensure a high quality staff. We have set high standards and criteria for our school. Teachers applying have to meet the job requirements and high standards for teaching at P.S. 29.

6. Strategies to increase parental involvement through means such as family literacy services.

We provide many opportunities for parental involvement at PS 29.

- **We offer Adult ESL classes for parents to learn English and get involved in school.**
- **We offer a Parents As Reading Partners Program for parents to come to school and read with their children in the classroom.**
- **We offer Parent/Child Workshops after school bi-weekly for families in the arts, reading, math, science and social studies**
- **We offer Parent Workshops during the school day in topics such as: Helping Your Child Prepare for the State Tests, Guidance issues, etc.**
- **We offer “coffee and conversation” with the Principal monthly prior to the start of the school day.**
- **We offer parent and child physical education events**
- **We send translated flyers home to parents to attend family workshops, PTA meetings and evening Parent Involvement Programs.**
- **Our Assistant Principal and Parent Coordinator speak Spanish and are able to communicate with parents and make them feel welcome in our school.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will visit nursery sites throughout the year to help in the transition. We will invite nursery staff to see the kind of program we have in pre-K and kindergarten, so they can meet the high standards we have set for our students at PS 29. We have an ice cream social in the spring for future pre-K and kindergarten students so they will feel welcome in our school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- **During grade conferences we discuss different forms of student assessment**
- **Teachers participate in monthly data meetings to discuss assessments and how they can improve instruction**
- **Teachers meet during common prep times to discuss writing, reading, math assessments**
- **Teachers meet to assess students’ writing samples**
- **Teachers use running records to assess students’ reading ability**
- **Each month we assess and match students to reading levels**

- We use standardized tests such as ELA, EPAL, State and City Math Tests to assess students' abilities
- 📁👉 Teachers use informal teacher made tests to assess students
- 📅👉 We use the periodic assessments five times during the year, with teacher input as to the questions asked.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- We have an Academic Support Team that meets once a month to identify students that are in need of additional services. The teacher meets with the committee, sharing student work and assessments in order to assist with targeting student needs.
- We have a Pupil Personnel Team that meets once a month to review students that are recommended for additional services and ensure that they are being evaluated and receiving their services in a timely fashion
- At-risk SETTS services are provided
- Students at risk participate in the extended day program in reading and math
- Extended day social studies assistance is provided
- The literacy and math coach work with students to meet their needs
- During our morning small group period, teachers work with students at risk in small groups to meet their needs

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We will co-mingle funds to provide the opportunity for teachers to attend professional development sessions, to provide intervisitation opportunities and work with staff developers. We will combine monies to allow us to hire reading recovery teacher to support our students at risk in grade 1. We will continue the nutrition committee which meets once a month with a representative from each grade to promote healthy living. We will provide adult ELL classes for our parents so they can learn English and help their children in school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS-N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- Use program resources to help participating children meet the State standards.

- Ensure that planning for students served under this program is incorporated into existing school planning.
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 1. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 2. Help provide an accelerated, high –quality curriculum, including applied learning; and
 3. Minimize removing children from the regular classroom during regular school hours;
- Coordinate with and support the regular educational program;
- Provide instruction by highly qualified teachers;
- Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- Provide strategies to increase parental involvement; and
- Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

- d) For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.***
- e) Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.***

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

- As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.***
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.***
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.***
- Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.***
- Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.***

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- a) **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
 - b) **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
 - **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **An instructional team is in effect in which the Principal and Assistant Principal, literacy coach, data specialist and math coach meet weekly to discuss instructional practices.**
- **Plans and schedules had been designed for the team to have walk-throughs throughout the building to look for evidence of components listed in Key Finding 1 A**
- **Classroom visits and observations will also be used to determine components listed in Key Finding 1 A**
- **Results are discussed with the staff at grade conferences, faculty conferences, monthly meetings with the coaches and articulation with support staff as well as articulation of new information gained through staff development on best practices**
- **Students are regularly assessed formally through Teachers College Reading and Writing Project assessments, Scan-Tron performance series, NYS ELA assessment, teacher made assessments, rerunning reading records**
- **Classroom libraries are aligned the students' reading levels**
- **Benchmark reading levels are established by grade level at various intervals across the school year**
- **Small group strategy lessons and guided reading lessons are provided to students in their identified need area**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **PS 29 uses the TC curriculum guides for reading and writing curriculum that breaks up the curriculum according to units of study. Even though the units specifically outline the skills and strategies that need to be taught, we are just beginning to align them to the ELA standards in order to have a more comprehensive plan of what is expected at each grade level**

- **We are using benchmarks for reading and writing in order to see if our students are performing on grade level, above level or below level. It is these benchmarks that clearly state the grade level expectation with respect for reading level, letters and sound ID as well as sight word vocabulary, spelling and writing narrative pieces**
- **We have extensive class libraries with 30-40% of the library leveled. We try hard to look thoroughly at our classroom libraries to ensure that there are appropriate books at each grade and reading level**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **Peer coaching of new teachers**
- **Study groups and inter visitation of teachers to lead teachers classrooms**
- **Learning walks where the Principal, Assistant Principal, coaches and teachers visit classroom with a lens at looking at mathematics practice and student engagement during mathematics instruction**
- **The Inquiry team is conducting an active research project of looking at the NYS Testing data aggregated and disaggregated to see students understanding of mathematics concepts in relationship to grade standards**
- **Feedback from monthly math/data planning sessions facilitated by the math coach and attended by teachers**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **NYS testing data illustrates that students' lack of procedural mathematical knowledge (process skills)**
- **Formal testing data from EDM open response questions**
- **Informal observations of students' discourse within the classrooms**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **Ongoing support for teachers through common planning and meeting times in mathematics**
- **Use of NYS Learning Standards to assess student achievement and set goals**
- **Consistent assessment across the school, collected centrally, aggregated and disaggregated and used for planning purposes**
- **Ongoing support for teachers through professional development**
- **Published documents outlining school expectations in the teaching and learning of mathematics**
- **A published school pacing guide to align instruction and assessment**
- **Explicit, differentiated data driven instruction. support provided to teachers to achieve this through the math coach and external partners**
- **Focusing on higher order thinking and application of skills (Bloom's cognitive taxonomy) through Exemplars tasks**
- **Creating and maintaining learning environments where students take responsibility for their own learning**
- **Parent information sessions and workshops in mathematics to support their understanding of the NYS Core Curriculum, EDM and ways to assist their children at home.**

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **Teachers use a workshop model whereby they provide a 10 minute mini lesson with explicit teaching, have student try it out during an active involvement time and then students work independently/ in partnerships or in groups**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

- **Differentiation is part of the ELA instruction word study lessons are differentiated daily upon student needs as identified through spelling inventory from *Words Their Way***
- **Students read their “just right “ book.**
- **Teachers plan instruction in small groups as identified through informal and formal assessments.**
- **Writing is differentiated as students are assessed using “The Writing Continuum” and writing rubrics. Teachers provide small group and individualized lessons for students on their next steps as a writer**

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Teachers use a workshop model engaging students in individual work beyond that of worksheets**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **Learning walks – administration, coaches and teachers**
- **Inter-visitations – teachers**
- **Formal and informal observations by administration**

- **Support from ICI network specialists**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **NYS testing data illustrates the students' lack of procedural mathematical knowledge and mathematics vocabulary necessary to succeed in the short and extended response questions on NYS Mathematics assessments**
- **Students lack of stamina to discuss mathematical concepts**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **Ongoing support for teachers through common planning and meeting times for mathematics.**
- **Use the NYS Learning Standards to assess student achievement and set goals.**
- **Consistent assessment across the school, collected centrally, aggregated, disaggregated and used for planning purposes.**
- **Ongoing support for teachers through professional development.**
- **Published documents outlining school expectations.**
- **All classrooms, Pre-K to 5, will implement a workshop model in mathematics on a daily basis.**
- **All lessons will have a mini-lesson, activity, and share. During each component of the workshop, students will be able to discuss, exchange, and review the major concepts of the lesson and the unit of study. The workshop design must allow all students, no matter ability-level or ELL status, to access the lessons concepts.**
- **During the mini-lesson students will come together in the meeting area. During the activity, students will work independently, in partnerships, or in small groups. During the share, students will come together in the meeting area to discuss their work. The share will focus on a mathematical generalization or process that supports conceptual development.**
- **Each lesson will be differentiated. The Everyday Math Games, Readiness and Enrichment activities from each lesson will be prepared to ensure the progress of all of the students.**
- **During each lesson, all students will have access to the necessary tools and manipulatives from the classrooms Math Center to promote concept development and student independence.**
- **Morning routines, Everyday Counts, will be modified according to unit of study and differentiated according to students' ability levels.**
- **Greater use of Smart Boards for interactive learning in mathematics**

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **A committee was formed including members of the Instructional cabinet and SLT to see if this finding was relevant to our school. After reviewing the information, we have found that this finding is not applicable to our school. The average teacher experience is 8 years with a few teachers teaching within the same school building for over 20 years,**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **For the majority of teachers in the building, this school has been their first teaching assignment. The average number of years teaching experience is 8 years.**
- **Teachers engage in 3 common planning periods a week with grade colleagues and feel supported by each other**
- **Monthly planning meetings are held by grade level with the data specialist and coaches where teachers have an opportunity to analyze student data as compared to the state standards and plan accordingly**
- **Various decision making committees have large numbers of teachers participating as the representative decision making body for the school**
- **Articulation committees have been formed where one grade level representative for each core subject meet to discuss success, challenges and ensure the work is aligned by grade level**
- **Teacher talents are highlighted through the implementation of various enrichment activities during and after school**
- **On-going communication between the staff and administration is achieved through a "communication committee"**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **A school based committee was formed consisting of the Principal, Assistant Principal. ESL teachers and classroom teachers to discuss the findings. The ESL teachers were quite aware of the various professional development opportunities being offered regarding curriculum, instruction and monitoring progress of ELLS. They felt that the Q-tel training while be it an informative training was not applicable for elementary practice but rather for middle school.**
- **Both the classroom and ESL teachers are affording professional development opportunities in the teaching of ELLs through the LSO, central and within the school building.**
- **Study groups on the study of ELL learners was a PD offering last year to all interested teachers**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Monthly on-going professional development opportunities are offered within the school building regarding the curriculum, instruction and monitoring progress of ELLs**
- **Monthly professional development opportunities are offered within the school building and within the network and are facilitated by the ESL Network NSS**
- **The Principal participates in a monthly ESL Study groups and shares the learning with the teachers**
- **Providing the teachers with a menu of PD opportunities monthly in the teaching and monitoring of ELL learners**
- **Current articles on the teaching of ELL students are shared and discussed at grade level meetings and at ESL articulation and planning days**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **A committee was formed consisting of the administrators, instructional cabinet, ESL teachers and data specialist to look at and analyze the data for the NYSESLAT assessment.**
- **The data was then analyzed by ELA strand, grade level and ethnicity**
- **Students were identified by the language proficiency levels and analyzed if they demonstrated improvement in their proficiency**
- **Information was shared with classroom teachers with ELL students**
- **ESL push-in model using this information when having monthly ESL /classroom teacher planning days**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Creation of articulation and planning days monthly with ESL service provider, classroom teacher and content area specialists**
- **ELL push in model during content area instruction**
- **CALP hunts conducted by classroom and ESL teachers**
- **Use of ELL periodic assessments to monitor student progress throughout the school year**
- **On-going professional development for the teaching of ELLs attended by administration, classroom and specialty teachers**
- **Grade conferences analyzing the NYSESLAT assessment**
- **Viewing the ELL standards and aligning instruction accordingly**
- **Monthly ESL walk throughs conducted by administrative team, instructional coaches and classroom teachers**
- **Future implementation plans for low inference transcripts for ELL students**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general

education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- **P.S. 29 has instituted a policy of distribution of I.E.P. information to all pedagogy. Classroom teachers have a copy of the full IEP for each mandated student in their class. Cluster teachers and support staff were given class lists indicating the type of service, testing accommodation and special alerts pertaining to each IEP mandated student. Additionally, the parent coordinator and nurse were also provided with these class lists. Furthermore, on each floor of the school building there is a designated room which holds an extra copy of the complete IEP for each mandated student per class on that floor.**
- **At any initial and/or re-evaluation conducted by the SBST, the classroom teacher as well as any personnel providing existing services and/or at-risk services are in attendance. Additionally, the classroom teacher and related service providers are in attendance at each Annual Review Conference throughout the school-year.**
- **Workshops have, and, will be developed to explain the process of referrals and discuss the elements of the IEP. These workshops will be conducted at faculty and grade conferences. Informal discussions are prevalent between special education providers and classroom teachers. These discussions serve as an ongoing evaluation of students in order to provide coordination with content of instruction as well as specialized techniques and strategies to meet the needs of each student.**
- **Within both the general education and special education classrooms, there are differentiated small group instruction to support the academic needs of each student.**
- **When appropriate there has been a need to provide a Behavior Intervention Plan attached to the student's IEP for a particular special education student. This plan includes participation of special education teacher, related service providers, guidance counselor, parent(s), SBST psychologist and administrator. This plan would be implemented only after other interventions were unsuccessful.**
- **Special education teachers and providers have, and, will attend IEP Workshops provided by the I.S.C. Additionally, support personnel from the I.S.C and C.S.E. have come to the school to provide one-to-one teacher meetings and observe special education classes.**
- **Special education teachers and providers share expertise. They research and select techniques, discuss and implement strategies on an ongoing basis as they assess the needs of each student and develop an IEP to meet the needs of each learner.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **The general education teachers with mandated IEP students have been provided with necessary documentation, as outlined in section 6.1, to provide information to support each students' IEP driven mandates.**
- **At *Academic Support Team* monthly meetings general education teachers are present to discuss students who are of concern based on their academic and/or social/emotional issues. At that time, academic and/or behavioral interventions are suggested and/or a referral is initiated.**
- **At *Pupil Personnel Team* monthly meetings students who have been identified as at-risk and/or mandated IEP students who are in need of further evaluations are discussed. Further re-evaluations as Type III and/or initial four-page referrals to CSE are implemented.**
- **At the A.S.T. meetings, general education teachers are requesting assistance with students who exhibit lack of focus and poor motivation. The team has suggested PRIM Interventions. General education classroom teachers who request more direct assistance are provided with expertise from support personnel, guidance counselor, SAPIS counselor and SBST psychologist and social worker. If the need arises, outside advisors have been requested to deal with specific issues regarding a student either in general and/or special education self-contained classes.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Regarding the relevance of testing accommodations within the classroom environment as indicated on a student's IEP; P.S. 29 does support and implement extended time, scribe, directions read and reread, and questions read aloud within the classroom setting. Special Education Teacher Support Service and Related Service Providers work together with general education teachers in this regard to further address this issue and provide special location accommodation when necessary.
- General education classroom teachers and special education self-contained classroom teachers are provided with state standards in all academic areas. The goals, objectives and promotional criteria are individualized to each student's IEP with regard to meeting state standards as specified in each academic area. Lesson plans, IEP annual goals and IEP objectives are aligned and designed to be inclusive of state standards for promotion. Within the special education self-contained classes there are selected students who, due to their disabilities and classifications, cannot meet state standards, are provided with modified promotional criteria. Each academic standard is reviewed and indicated as modified and/or standard promotion based on the student's ability or disability.
- Non-mandated students in need of behavioral interventions are provided with at-risk, non-mandated service by guidance counselor, SAPIS worker, SBST psychologist and social worker in conjunction with classroom teachers, administration and parents. Students who already have a mandated service per IEP have specific frequency and group and/or individual service indicated on the IEP. Annual long-range goals and specific short-term objectives are generated by the provider.
- If a behavioral issue develops after an initial IEP has been generated, the service provider, classroom teacher, AST Committee and PPT Committee meet and discuss the student. If appropriate to the given situation, at-risk and/or Type III re-evaluations to add counseling is undertaken. Behavioral goals are generated and added to the student's IEP.
- At times it is necessary to develop a Behavioral Intervention Plan added to a student's IEP based on a student's social/emotional performance. Specific goals and objectives are generated with support from school personnel and parents.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **P.S. 29 has 100% of our mandated IEP students served by either S.E.T.S.S. Program, Speech/Language Service, Counseling Service, Occupational Therapy and Physical Therapy.**
- **We additionally have a strong at-risk programs provided by SETSS, Speech/Language, Counseling, SAPIS, Reading Recovery, Math small-groups, Literacy small groups and Word Work differentiated groups. These programs provide academic as well as behavioral support for each student at P.S. 29.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 17, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	PS 29Q
School Name	
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 76,482
Principal Name	Jamie Adams
Principal Email	jadams32@schools.nyc.gov
Principal Phone	7188865111

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 76,482**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

Program Description: A highly qualified teacher will be hired as a coach in mathematics to provide support in meeting the standards for students. Math Coach The math coach will support the classroom teachers by: --Providing model lessons in a lab site model for teachers. --Leading debriefing sessions to support articulation amongst teachers to encourage best practices in math. --Working with teachers in a co-teaching approach in the classroom . --Offering strategies to support at-risk students. --Providing enrichment strategies to support the students at or above standards. --Working with new teachers in a co-teaching approach to model current methodologies in math. --Assisting teachers in using assessment information to improve student outcomes. --Providing workshops for parents in math. --Providing family workshops after school in math. --Providing professional development during grade conferences, faculty conferences, staff development days, etc.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion: We have just begun to use a “coach” lab site model to support teachers in improving literacy skills for our inquiry students. This has been a very successful model as evidenced by teacher feedback at debriefing sessions. We would like to expand this model to include mathematics. Teachers will have the opportunity to participate in a lab site, focusing on a specific strategy and then debrief with the coach. Teachers will try out the strategy in their classrooms and then meet again to discuss the lesson with their colleagues and the coach with the goal of being reflective on their teaching practices, always searching for ways to improve instruction for the students.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No