



P.S. 29

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25/Q/029

ADDRESS: 125-10 23 AVE, COLLEGE POINT, NY 11356

TELEPHONE: 718-886-5111

FAX: 718-461-6812

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q029 SCHOOL NAME: P.S. 29

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

SCHOOL TELEPHONE: 718-886-5111 FA X: 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

PRINCIPAL: Jamie Adams

UFT CHAPTER LEADER: Stephanie Flunory/Keith Johnson

PARENTS' ASSOCIATION PRESIDENT: Raquel Castellanos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 SSO NAME: LSO/Integrated Curriculum and Instruction

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jamie Adams	*Principal or Designee	
Dalila Scott	Assistant Principal	
Stephanie Flunory	*UFT Chapter Chairperson or Designee	
Rachel Castellanos	*PA/PTA President or Designated Co-President	
Melissa Luzopone	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachel Belsky	Member/UFT	
Keith Johnson	Member/UFT	
Carrie Dodds	Member/UFT	
Melissa Aviles	Member/UFT	
Patricia Rafai	Member/Parent	
Inass Khalil	Member/Parent	
Linda Briones	Member/Parent	
Bras Wright	Member/Parent	
Vinita Singh	Member/Parent	

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 lifelong 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 twelve years. Within this collaboration, our teachers have attended summer reading and writing learning 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 partnerships with Arts Connection for theatre, percussion and multicultural dance residencies, Dancing Classrooms for Ballroom dancing and Dance Theatre Etcetera for an after school theater and dance 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 Queens			
District:	25	DBN #:	25Q029	School BEDS Code #: 342500010029

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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	70	55		94.5	94.5	95.2		
Kindergarten	97	91	102						
Grade 1	88	106	106	Student Stability: % of Enrollment					
Grade 2	72	92	109	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	77	84	84		89.1	92.9			
Grade 4	87	84	84						
Grade 5	78	91	93	Poverty Rate: % of Enrollment					
Grade 6	90	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		63.1	62.5	62.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		1	3			
Grade 12	0	0	0						
Ungraded	0	4	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	589	623	648		8	4	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	5	17	20	Principal Suspensions	0	0			
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1			
Number all others	67	44	46						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	1	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	164	174	181	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	36	41
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	6
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	4	6
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	95.1
American Indian or Alaska Native	0	0	.3	Percent more than two years teaching in this school	75	72.2	65.9
Black or African American	2.6	2.9	2.5	Percent more than five years teaching anywhere	72.2	72.2	68.3
Hispanic or Latino	44.6	44.3	45.5				
Asian or Native Hawaiian/Other Pacific Isl.	33.8	33.1	33.6	Percent Masters Degree or higher	97	97.0	90.0
White	19.0	19.7	18.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	84.4	100
Multi-racial							
Male	50.2	53.1	49.7				
Female	49.8	46.9	50.3				

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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:		ELA:			
	Math:		Math:			
	Science:		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						
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			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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:

51 Pre K students
118 Kindergarten students
109 First grade students
87 Second grade students
94 Third grade students
97 Fourth grade students
87 Fifth grade students

Our student population includes:

290 Hispanic students
234 Asian students
101 White students
15 Black students
4 Multi-racial students

Our Attendance rate is 95.24%

There are 177 English Language Learners

13 % of the student population is identified as special education students

There are 38 students placed in special education self contained classes

There are 10 students placed in a Collaborate Team Teaching Kindergarten class

A review of the NYS 2008-2009 ELA & Math Assessments

ELA Results	82.7% of the students are meeting or exceeding standards	3.21 proficiency rate	64.9% of the students made 1 year's progress	89.3% Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	0.02% Average change in student proficiency for level 3 & 4 students
Math Results	96.3% of the students are meeting or exceeding standards	3.75 proficiency rate	75.7% of the students made 1 year's progress	75.9% Percentage of students in school's lowest 1/3 making at least 1 year of progress	0.11% 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

- Estimating numbers up to 500
- Identifying and constructing lines of symmetry

ELA

- 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
- Evaluate the content by identifying the author's purpose

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

Math

- Explore equivalent fractions (1/2, 1/3, 1/4)
- Identify and name polygons recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon)
- Formulate conclusions and make predictions from graphs
- Select appropriate computational and operational methods and solve problems
- Interpret the meaning of remainders

ELA

- Collect and interpret data, facts and ideas from unfamiliar text
- Understand written directions and procedures
- Use knowledge of story structure, story elements and key vocabulary to interpret stories
- 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

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

Math

- Classify quadrilaterals by properties of their angles and sides
- Identify the ratio of corresponding sides of similar triangles
- Read and interpret line graphs
- Add and subtract proper fractions with common denominators
- Calculate multiples of a whole number and the least common multiple of two numbers

ELA

- Read to collect and interpret data, facts and ideas from multiple sources
- Identify information that is implied rather than stated
- Define characteristics of different genres
- Evaluate information, ideas, opinions and themes in texts by identifying a central idea and supporting details

A review of the NYS 2008-2009 NYSESLAT Assessment

Listening & Speaking

Grade Level	Beginner	Intermediate	Advanced	Proficient
K & 1	2 students	11 students	24 students	14 students
2-4	3 students	2 students	25 students	62 students

Reading & Writing

Grade Level	Beginner	Intermediate	Advanced	Proficient
K & 1	20 students	13 students	13 students	2 students
2-4	5 students	18 students	42 students	27 students

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 summative and formative data to plan instruction and track student progress ➤ Teachers use various assessments; Predictive, Performance series, TC running records, Everyday math end of unit assessments to identify and address student needs ➤ A full push in model/team teaching approach is implemented for all ESL students ➤ Enrichment programs both during and after school support academic and social learning ➤ An in school and after school arts program is well 	<ul style="list-style-type: none"> ➤ Student performance in ELA and mathematics have continued on an upward trend over the last four years ➤ Workshop teaching is fully implemented in all core subjects ➤ Teachers set goals for students by setting up interim benchmarks ➤ Students are setting up reflective learning goals monthly in all core subjects ➤ Cluster/specialty teachers use QUIP notebooks for students to engage in reflective learning ➤ An emphasis on <i>Academic language</i> has been implemented throughout the classrooms and in the extended day program ➤ Greater use of technology 	<ul style="list-style-type: none"> ➤ Students are continuing to demonstrate some difficulty in responding to short and constructed responses in ELA, Math, Science and Social Studies ➤ Some of our highest achieving students are not making year's progress in ELA, mathematics, science and social studies ➤ Students are reaching interim benchmark levels in reading as determined by TC assessments; however not all students reaching the benchmarks are making one year's progress as reflected on the NYS ELA assessment ➤ Students maintaining consistent performance in all mathematic strands as per the EDM end of unit assessments but exhibit

<p>established in visual arts, music, theatre and dance</p> <ul style="list-style-type: none"> ➤ Parents are active partners in the students learning 	<p>and Smart Board use for interactive learning opportunities</p>	<p>difficulty writing talking and writing about mathematics and the process used to solve problems</p> <ul style="list-style-type: none"> ➤ 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
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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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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

After reviewing the ELA and NYSESLAT data, there was a clear disconnect between the upper grade students level of academic growth and the primary grades level of academic language growth. Upper grade students demonstrated greater academic achievement in their academic language development. Therefore; by June 2010, two lab site classes on kindergarten, first and second grade will be created as demonstration sites for building academic language through rigor and word play to improve academic language in the primary grades. By June 2010, 85 % of the students in the lab site classes will demonstrate growth in academic language as measured by a standards bearing grade specific rubric.

Goal 2

By June 2010 the present 4th and 5th grade students will complete two persuasive essays incorporating academic language and 90% of the students will receive at least a Level 3 on a rubric aligned to the ELA standards.

Goal 3

Year three of our inquiry based work will encompass a greater amount of staff members; including teachers, para professional and support staff.

By June 2010 the percentage of teachers participating in Inquiry Team work will increase from 35% (14 teachers) to 90% participation which represents 36 teachers which will deepen and spread an inquiry approach that focuses on student learning as measured by Inquiry Spaces.

Goal 4

By June 2010 75% of the school staff, including the principal will participate in at least 1 structured professional learning collaboration with peers to improve content expertise around ELL Best Practices with the goal of improving instruction and student outcomes with a specific focus on development of academic language.

Goal 5

After reviewing the 2008-2009 Learning Environment survey, it was noted that Communication was an area to be studied more carefully. By June 2010 a system which includes progress reports, curricular calendars and students goals will be developed and implemented in which feedback to students and parents on students' progress and opportunities for support and enrichment is consistent across 75% of the teachers and is provided in a timely manner at least 3 times per 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 2009-10 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, Corrective Action, Restructuring, 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): Academic Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>June 2010, two lab site classes on kindergarten, first and second grade will be created as demonstration sites for building academic language through rigor and word play to improve academic language in the primary grades. By June 2010 , 85 % of the students in the lab site classes will demonstrate growth in academic language as measured by a standards bearing grade specific rubric.</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> Primary Grade Classroom teachers (7) Primary Grade students in 6 classes (156)</p> <p><u>Responsible staff:</u> Building administrators Primary Grade Classroom teachers ESL Providers Learning Support Organization Network Support Specialists</p> <p><u>When:</u> During the 2009-2010 school year/daily word play activities /professional development opportunities</p> <p>Activities in support of creating two lab site classes on kindergarten, first and second grade will be created as demonstration sites for building academic language through rigor and word play to improve academic language in the primary grades include:</p> <ul style="list-style-type: none"> • The development of an “Early Childhood Team” • On-going professional development for lab site teachers • Work closely with administrators, coaches and NSS for best practices in development of academic language through word play • Bi-monthly planning days • Formation of study group around “Building Academic Language” by Jeff Zwiers • Co-teaching model used for grade partners • Videotaping planning meetings and instructional word play activities • Purchase of Read Alouds with strong academic language

<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>Supervisors (2.5) \$292, 101 LSO Membership \$34, 800 Primary Grade Teachers (7) \$519, 428 Read Aloud Materials with Strong Academic Language \$2954 Per diem Coverage for planning and inter-visitation \$1550</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work • Standards bearing rubric • Use of the rubric to measure academic growth in students outcomes will be used in November , March and June • Gains will be measured across the school year in November, March and June, using the rubric to measure first student oral output, then reading ability of academic language and from March to June in student writing • Student conversations • Classroom displays with academic language and word play activities • BICS and CALPS hunts • Classroom informal visits • Agendas and feedback from in school professional development • Informal and formal observations • Professional development feedback forms • Teacher on-going reflection forms

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 2009-10 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, Corrective Action, Restructuring, 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): Standards Based Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the present 4th and 5th grade students will complete two persuasive essays incorporating academic language and 90% of the students will receive at least a Level 3 on a rubric aligned to the ELA standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Administration (2.5) Grade 4 & 5 teachers (7) Grade 4 & 5 students (196)</p> <p>Responsible staff: Building administrators Classroom Teachers</p>

	<p>Literacy Coach Upper Grade TC Staff Developer</p> <p><i>When:</i> During the 2009-2010 school year, the 4th and 5th grade students will participate in 2 units of study in writing in the genre of persuasive writing (one unit in the Fall and one unit in the Spring)</p> <p>Activities in support of the 4th and 5th grade students completing two persuasive essays incorporating academic language and 90% of the students will receive at least a Level 3 on a rubric aligned to the ELA standards include:</p> <ul style="list-style-type: none"> • Grade level conferences reviewing the grade specific writing standards • Grade level meetings with TC staff developer to review qualities and characteristics of persuasive writing • Teacher development of modeled persuasive shared writing pieces highlighting academic language • The use of mentor texts as a model for student persuasive writing • The creation of small group strategy groups in the area of persuasive writing for students • Teacher collaboration in the development of a grade specific writing rubrics including academic language structures and vocabulary • Professional development opportunities for all teachers in the teaching and assessing of persuasive writing • The offering of a <i>persuasive writing study group</i> where teachers write their own sample pieces • Opportunities for staff members to come together to analyze student work and note trends in student writing and provide constructive feedback
<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>Supervisors (2.5) \$292, 101 Fourth and Fifth Grade Teachers (7) \$519, 428 Literacy Coach \$74204 (C4E) TC Professional development 20 days x 1100/day=\$22,000 Mentor Texts \$876</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work • Student writers' notebooks • Classroom informal visits • Development of a writing rubric • Use of the rubric across the school year will assist in projected gains for the students • Students will receive feedback based on their first published persuasive essay by December 2009 and demonstrate academic growth as based on the rubric levels for the second persuasive essay publication by moving up a level in one or more of the following: craft, elaboration or use of correct conventions. • Development of modeled writing • Agendas from in school Professional development with TC staff developer • Informal and formal observations • In school professional development feedback forms • Student post-ited feedback forms • Writing conference notes • Student reflection forms

	<ul style="list-style-type: none"> • Articulation meetings between classroom, cluster teachers, and support staff with core Inquiry Team members
<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>Supervisors (2.5) \$292, 101 Teaching staff (36) \$2,671,344 Per session for Core Inquiry team Members \$5939</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of Inquiry Spaces • Monthly updates in Inquiry Spaces • Professional sharing across the school year of Inquiry work, Election Day, March Staff Conference and June Professional Development Day • Monthly Staff Inquiry Newsletter • Agendas and sign in sheets from Inquiry Team Meetings • Schedule of meetings • Inquiry Team minutes • Formal/informal classroom observations • Low inference transcripts • Videotaped lessons • Student work from “inquiry groups” • Monthly Inquiry Team newsletters shared with all school staff • Schedules for professional development activities and walkthroughs with a lens of Inquiry work • Student outcomes of identified students

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 2009-10 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, Corrective Action, Restructuring, 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 as a Second Language- Best Practices

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 75% of the school staff, including the principal will participate in at least 1 structured professional learning collaboration with peers to improve content expertise around ELL Best Practices with the goal of improving instruction and student outcomes with a specific focus on development of academic language.</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> Full-time Classroom teachers (27) ESL teachers (4) Support staff (7) Supervisors(3)</p> <p><u>Responsible staff:</u> Building administrators Classroom teachers ESL Providers Support Staff Learning Support Organization Network Support Specialists</p> <p><u>When:</u> During school day/professional development days/staff and grade level meetings</p> <p>Activities in support of participation in at least 1 structured professional learning collaboration with peers to improve content expertise around ELL Best Practices with the goal of improving instruction and student outcomes with a specific focus on development of academic language.</p> <ul style="list-style-type: none"> • The growth of the ELL team formed during academic year 2008-2009 • Grade level conferences reviewing the NYSESLAT assessment and scoring rubrics • The use of the ELL periodic assessments to identify need areas and drive instruction • Professional development offerings at grade conferences, lunch and learns, staff conference, ... on demystifying “juicy” sentences with students to aid in comprehension in the content areas • The use of the strategy of “deconstruct, reconstruct and word play” will be utilized by ESL teachers during push-in sessions and shared by implementing teachers with the entire staff at professional development days (November 3 and June 10) • Purchase of professional reading, “Building Academic Language , Essential Practices in the Content Classrooms” by Jeff Zwiers • Provide opportunities for staff members to attend ESL professional development opportunities offered through our Learning Support Organization, ICI ,on best practices for our ELL Learners • The ESL teachers working collaboratively with classroom teachers will support the development of differentiated word walls with visual supports in language and content area development • Monthly articulation and planning meetings with the ESL, classroom and content area teachers • Participation in the ICI ELL Principal & Teacher Institute • The sharing of professional development articles on the teaching of ELL learners on a monthly basis • Participation by Building administrators and teachers in Lily Wong Fillmore seminars on the teaching of L2 stall students • Support by the NSS for ESL, Shirley Rouse Bey in school wide walk throughs, planning ESL lessons and demystifying academic language and juicy sentences • In school support by ICI R& D Team Leader, MaryAnn Cuchiara for administrators

	<p>All staff members Parent coordinator</p> <p><i>When:</i> Report cards (3 x yearly), benchmark letters in literacy, mathematics, monthly newsletters, monthly school website update, weekly phone messenger messages, Parent Teacher Conferences (2x yearly), TC Pro parent and student letters (3x yearly), monthly goals contract between students, teachers and parents</p> <p>Activities in support of the development and implementation of a system in which school leaders and staff engage students and families in feedback to students and parents on students' progress and opportunities for support and enrichment include:</p> <ul style="list-style-type: none"> • Grade and staff level meetings to discuss student progress • Reviewing grade specific standards • Provide opportunities for staff members to come together to analyze student work and note trends in student work • Staff use of standardized conferring notes templates in all core subjects to discuss student progress and next steps • The setting of monthly individualized student goals as a signed contract between the student, teacher and parent • Use of TC pro letters to informal parents of the students reading levels at various times in the school year • Use of Everyday Math Parent Letters describing the unit of study, necessary vocabulary, skills and concepts • Use or ARIS parent link to monitor student progress • Monthly grade specific newsletters backpacked and placed on school website • Posting curriculum unit expectations for core subjects on the PS 29 website • Use of the PS 29 website as a means to communicate tool between teachers, parents and students • Distribution of DOE "Great Expectations" for each grade level
<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>Supervisors (2.5) \$292, 101 Teaching staff (42) \$3,116,568 Parent Coordinator \$42,053 PS 29 website \$1,999</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work • Student goals contract • Progress reports shared with students and families three times across the year; November, March and June • Curricular calendars sent home monthly including core subject goals for all core subjects • Projected gains include--curricular calendars posted on our website with an anticipated 3 % increase of hits per month throughout each month of the school year. • TC Pro data and parent/student generated letters • ARIS parent link use • Parent attendance at various school events • Attendance at PTC • Classroom formal & informal visits • Teacher on-going reflection forms • Monthly newsletters • EDM parent letters

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A	5	1	2	
1	37		N/A	N/A	6	1		2
2	26	6	N/A	N/A	6			
3	31	10	N/A	N/A	10	2	1	3
4	19	21	3	4	12			
5	16	12	6	8	11			4
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"> • 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 • Interactive Literacy Learning • Reading A-Z • 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 • Delta science kits in grades 4 & 5 • Science notebooks • Solar One • Small group hands-on activities

	<ul style="list-style-type: none"> • 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>
Social Studies:	<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 • World Book On-line • Grade 5 Exit Projects • www.eduplace.com –grade 4 & 5 resource • 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>
At-risk Services Provided by the Guidance Counselor and SAPIS worker:	<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 • School wide “Caught Doing The Right Thing” incentive program <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>
At-risk Services Provided by the School Psychologist:	<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>
<p>At-risk Health-related Services:</p>	<p>The programs for AIS Health Related services include:</p> <ul style="list-style-type: none"> • Open Airways • Asthma free lessons • Hygiene/flu prevention • 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>

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 177 **LEP** **Non-LEP**

Number of Teachers 4 **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.

At P.S. 29 our ELL students receive instruction in a Free Standing ESL program. We have 4 full time ESL teachers who all follow a push in 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 extra 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.

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.

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.

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.

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. Teachers are sent to numerous training opportunities through our ICI/LSO that further supports the strategies we are using in the classroom. In school, we provide various study groups 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 Teachers College to gain a further understanding of how to support ELLs in literacy. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population and are also given an opportunity to share what they have learned with their colleagues.

Form TIII – A (1)(b)

School: PS 29 BEDS Code: 342500010029

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

Allocation Amount: \$29, 560		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,483.50	150 hours of per session for ESL and General Ed teachers to support ELL Students for a Saturday Fall and Spring Program: 150 hours x \$49.89 (current teacher per session rate with fringe) = \$7,483.50
	\$2993.40	60 hours of administration per session to supervise the Saturday Title III programs 60hours x \$49.89 =\$2993.40
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9583.10	Books, books on tape, take-home backpacks with books and activities in English and native languages including Spanish, Chinese, Korean and Arabic
Educational Software (Object Code 199)	N/A	
Travel	\$4, 500	Admission and transportation for spring trip program to local museums, zoos, nature centers...
Other: Translation & Interpretation	\$5,000	In school translators available at all school events and during Saturday Title III program
TOTAL	\$29, 560	

Language Allocation Policy—PS 29

I. Language Allocation Policy Team Composition

The LAP committee is comprised of the following members:

Jamie Adams, Principal
Maggie Klocek, Assistant Principal
Jodi Strahl, ESL Teacher
Debbie Ilberg, ESL Teacher
Monica Rosario, ESL Teacher
Maria Isopo, Teacher
Eileen Wolfring, 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 651 students enrolled at P.S. 29. Of these 651 students, 180 of them are English Language Learners which accounts for approximately 28% of our student population. At the time of the revision of this LAP we are currently testing new students and expect a rise in our numbers. 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 four full time certified ESL teachers. 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	3	3	2	2	2
Number of Push In	24	24	20	16	12	12

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

	ESL	
	SIFE	SP. ED.
ELLs (3 years or less)	14 138	
ELLs (4-6 years)	26	0
Long-Term ELLs (more than 6 years)		2
Total		180

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

	K	1	2	3	4	5	Total
Spanish	20	22	15	9	8	2	76
Chinese	11	11	4	11	11	5	53
Russian						1	1
Bengali		1	1			1	3
Urdu			1	2	1	2	6
Arabic	4	4	7	2	2	1	20
Haitian Creole							
French							
Korean	3	1	1				5
Punjabi	2						2
Polish							
Albanian							
Other	3	4	2	3	1	1	14
Total	43	43	31	27	23	13	180

IV. Parent Program Choice

Parents of students who are identified as English Language Learners are invited to attend a Parent Orientation meetings within the first days of school and throughout the year. 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 the 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.

For parents who do not attend our fall meeting, 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)		23	12	3	3	5	
Intermediate (I)		12	9	12	1	1	
Advanced (A)		3	13	18	20	6	
Total Tested		38	34	33	24	12	

Aggregated Performance Results of the 2009 NYSESLAT Results

	K	1	2	3	4	5
Listening/Speaking						
B		9	10	2	1	0
I		10	2	1	0	0
A		12	17	14	5	2
P		9	4	6	16	5
Reading/Writing						
B		22	10	4	1	0
I		15	8	11	1	1
A		3	9	16	20	5
P		0	6	2	0	1

Part B

MAY 2009

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 effect 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 includes 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 as including additional support by an ESL teacher in a pull out program in addition to testing accommodations.

Part C

Test	Grade	Level I		Level II		Level III		Level IV	
		English	NL	English	NL	English	NL	English	NL
ENGLISH									
	4	2		5		6			
	5	1		5		5			

Test	Grade	Level I		Level II		Level III		Level IV	
		English	NL	English	NL	English	NL	English	NL
Math									
	4			2		12		2	
	5			3		9		2	

Part D

The data indicates that many of our ELL students in grades 4 and 5 for ELA 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.

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

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.

Students take these 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. These 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. These assessments help the school by:

VI. Planning for ELLs

These assessments are also used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress. Parents at P.S. 29 selected for their children a Free Standing ESL program. In keeping with the parent’s selection, this is the program we provide for our students. We have 4 full time ESL teachers who all follow a push in model for servicing their students. Students are grouped carefully 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 SETTTS 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, 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 language 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.

In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the 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.

VII.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 results 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.

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.

Parent orientation sessions for new ELL parents are regularly scheduled upon admittance into the school. Our ESL teachers and parent coordinator are in attendance. Parents are 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, Spanish and Arabic.

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, Arabic 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, Korean and Arabic.

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 four major languages at PS 29 Queens for ELLs were:

**Spanish
Chinese
Korean
Arabic**

We plan to have translators available in the noted languages of Spanish, Chinese ,Korean and Arabic . 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 Principals 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 on various curricular topics, social and emotional child development, data, ARIS parent link...**
- **Coffee and conversation**
- **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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$329, 197	\$49, 304	\$378, 501
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3292		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$493	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16, 460		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2465.02	
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,919		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4930.40	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 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

1. 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 on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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 on the NYCDOE website.

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
 - Translators will be available to ensure that all parents are welcomed and understand information shared
 - 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.
- A. All personnel will work together to create a wonderful school community, involving the parents in their child's education.
 - B. 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 and additional bilingual staff members will translate for families when necessary

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 29Q on May 30, 2006 and will be in effect for the period of September 2009-June 2010.

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.

I. General Expectations

P.S. 29 agrees to implement the following statutory requirements:

- 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.
- 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(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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.
- 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.
- 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:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making

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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.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 29 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: School Leadership Team has helped to create the Parent Compact

2. P.S. 29 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents will be part of the qualitative review process.

3. P.S. 29 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: A new 'Parent Link' will become part of the P.S. 29 website.

4. P.S. 29 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.

5. P.S. 29 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:

a. 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 –

Workshops, not limited to and including, the following topics will be presented: EPIC (Ready, Set, Read); ELA; Everyday Math; Arts and Crafts; Drama; Dance; Promotional Criteria; Escape Schools; Anti-Bullying, Parent Book Clubs

b. 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; by: Dial-A-Teacher Workshops, in-school workshops, homework help workshops.

c. 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: Through the Translation Plan, translated flyers, newsletters and notices will be provided. Translators in Chinese, Spanish and Korean will be provided for meetings.

III. Discretionary School Parental Involvement Policy Components

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

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- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request;

IV. 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 PTA President’s signature and the nature of the compact. This policy was adopted by the P.S. 29 on 06/06/07 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 27, 2009.

2. **School-Parent Compact** – Attach a copy of the School-Parent Compact. *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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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.

School –Parent Compact:

P.S. 29, 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 2009-2010

Required School-Parent Compact Provisions

P.S. 29 will:

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1. 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: a Balanced Literacy approach to reading and writing; Everyday Math; hands-on Science; Interactive Social Studies units and Arts through the Content Areas are all programs which will raise student achievement.
2. 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: November 2009 and March 2010.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Report Cards will be distributed to grades 1-5 in November, March and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. Kindergarten report cards will be distributed in January and June. {Parent/Teacher Conferences are held in November and March. Interim Parent Conferences are held as needed. }
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during the school year.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child’s class in action. Classes hold class celebrations in writing, which parents are invited to. Class

performances are open to parents. Parents can volunteer to help on various school committees and class trips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. 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, such as 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.
- Making sure that homework is completed.

UPDATED – OCTOBER 2009

- Monitoring kinds of television programs my children watch.
- Attending celebrations in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Becoming actively involved with the PTA and Parent Outreach activities to the extent possible.
- Checking the school calendar and attending workshops to the extent possible.

Optional Additional Provisions

Student Responsibilities

Students will sign a contract in the beginning of the school year which includes some of the following components.

- Do my homework every day and ask for help when I need to.
- Read every day outside of school time.
- 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.
- Follow all school rules.

- Be kind to my classmates and follow the anti-bullying rules.

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.

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

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. Staff members will attend Learning Support Organization, ICI professional development opportunities as well as DOE learning opportunities to deepen and grow their knowledge.

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 and lead teachers 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. Frequent articulation and planning time is built in 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.

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 Principals and Parent Coordinator speak Spanish and are able to communicate with parents and make them feel welcome in our school.

6. 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. We offer a parent orientation for our Pre K and Kindergarten families to meet our staff and PTA members and encourage their participation in all school wide events

7. 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 use ARIS to group and track subgroups of students
- Teachers use TC PRO to track student progress and ensure students are reaching their interim benchmarks

- 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 use TC literacy assessments 3 times across the school year and conduct running reading records monthly to monitor student progress
- Teachers meet to assess students' writing samples
- 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.
- The Core Inquiry Team views varied data sources and shares with the larger school community
- Anticipated use of "Inquiry spaces" for the sharing of academic assessments for greater student outcomes

8. 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 SETTTS, guidance and speech services are provided to those identifies students
- Students at risk participate in the extended day program in reading and math
- After school AIS social studies assistance is offered for identified students
- In school AIS science is offered to those identified students
- The literacy coach works directly with students to meet their needs
- An AIS literacy teacher assess and works with primary grade students to accelerate their learning for a 6 week cycle of support
- During our morning small group period, teachers work with students at risk in small groups to meet their needs

9. 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 inter-visitation opportunities and work with staff developers. We will combine monies to allow us to hire a Literacy AIS teacher to support our students at risk in grades 1 & 2. 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. Students will participate in community service projects including "Penny Harvest" and "Go Green".

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All Schools Identified for Improvement

1. 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.
2. 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 Identified for Improvement

1. 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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. 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:

- **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.
- **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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, 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 Principals, literacy coach, data specialist and lead teachers representing AIS, Special education and ESL department 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 formal/ informal 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, reading running 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 in all genres 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 engaged in, during the 2008-09 school year, 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 conducted 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
- Student work
- Sample student Exemplar problems

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 by grade level to align instruction and assessment
- Explicit, differentiated data driven instruction. Support provided to teachers to achieve this through inter-visitation 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 engaged in, during the 2008-09 school year, 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

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?

- 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

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:

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.1: Describe the process your school engaged in, during the 2008-09 school year, 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

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 engaged in, during the 2008-09 school year, 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 9 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 9 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 engaged in, during the 2008-09 school year, 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 and is presently an offering this year as well

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

Applicable X 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 engaged in, during the 2008-09 school year, 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 engaged in, during the 2008-09 school year, 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 engaged in, during the 2008-09 school year, 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, AIS Reading 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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
PS 29 presently has one student in STH category.

Presently we do not have any students in temporary housing

2. Please describe the services you are planning to provide to the STH population.
We have “a girls’ and a boys’ empowerment group” which is a time for students to discuss freely with each other and the Youth Development Director various concerns they may be facing. There is at risk academic services available for students who may be identified as needing the service.

Should any students in Temporary Housing join the PS 29 student population, we have the following programs available:

- **We have a girls and a boys empowerment group**
- **We have a community service project**
- **We have academic support available from our AIS reading teacher, coach and SETTS and speech teachers**
- **We have an after school program through the Virtual Y which provides homework assistance and social and community busiling daily activities form 3:00-6:00pm**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.