



**PUBLIC SCHOOL 29  
JOHN M. HARRIGAN SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 15/ K029**

**ADDRESS: 425 HENRY STREET BROOKLYN, NY 11201**

**TELEPHONE: 718-330-9277**

**FAX: 718-596-1887**

## TABLE OF CONTENTS

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>PART A: NARRATIVE DESCRIPTION.....</b>	<b>5</b>
<b>PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT.....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN.....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>16</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....</b>	<b>18</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....</b>	<b>19</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,         CORRECTIVE ACTION, AND RESTRUCTURING.....</b>	<b>25</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>26</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....</b>	<b>27</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....</b>	<b>28</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 29      **SCHOOL NAME:** John M. Harrigan School

**SCHOOL ADDRESS:** 425 Henry St. Brooklyn, NY 11201

**SCHOOL TELEPHONE:** 718-3309277      **FAX:** 718-596-1887

**SCHOOL CONTACT PERSON:** Melanie Raneri Woods      **EMAIL ADDRESS:** Mwoods4@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Natalie Green Giles

**PRINCIPAL:** Melanie Raneri Woods

**UFT CHAPTER LEADER:** Nicole Nadeau

**PARENTS' ASSOCIATION PRESIDENT:** Joyce Seares

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Joseph Cassidy and Alison Sheehan

**SUPERINTENDENT:** Anita Skop

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Melanie Raneri Woods	*Principal or Designee	
Nicole Nadeau	*UFT Chapter Chairperson or Designee	
Joyce Seares	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Natalie Green Giles	Member/Parent/SLT Chair	
Lisa Weger	Member/Parent	
Andrew Harris	Member/Parent/Secretary	
Jainen Thayer	Member/Parent	
Ariane BenEli	Member/Parent	
Cara Turnbull	Member/School Counselor	
Maureen Crowley	Member/Teacher	
Monica Salazar-Austin	Member/Teacher	
Liz Cosentino	Member/Teacher	

\* Core (mandatory) SLT members.

### **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.

---

P.S. 29 is a vibrant and passionate community of learners, proud of its rich 90-year-history. As a neighborhood school in historic Cobble Hill, P.S. 29 thrives on its tradition of progressive, forward-thinking education and its ability to continuously reflect, grow, and be proactive in meeting the needs of all of our children, at all ends of the learning spectrum.

Our mission statement best conveys the essence of who we are as a school:

*At P.S. 29, our multicultural community thrives in a highly collaborative and supportive environment that embodies a commitment to continuous learning and innovative practice. Fueled by powerful connections among our children, families, and staff, P.S. 29 cultivates intellectual curiosity and develops diverse perspectives, motivating children to take risks, respectfully challenge each other's thinking, and discover their own unique ability to make positive change in the world.*

P.S. 29 is a Teachers College Reading and Writing Project School. As a designated model literacy school, we open our classroom doors to visitors from across the city and the country, sharing best practices in literacy education. Our children learn in a workshop model across our curriculum.

We are driven by our commitment to the success of all of our children, and work, through differentiated instruction, to ensure individual mastery of the foundational elements of the curriculum—reading, writing, math, social studies, and science—while offering exposure to a wide range of enrichment opportunities which we believe are equally important to a child's success. Our children participate in physical education, research and technology, and visual/fine arts on a weekly basis. Throughout the year, these studies are rounded out by our many enrichment offerings, including our: music program in collaboration with the Brooklyn Queens Conservatory of Music (music instruction within the school day as well as lunchtime band and chorus); arts partnerships which enhance our offerings in both visual and performing arts (e.g. Dancing Classrooms, the New Victory Theatre, Citilore, BAM, the Metropolitan Opera Guild); chess program through Let's Play Chess; Food and Farming initiative, which offers both a nutrition/wellness component, resulting in our collaboration with Wellness in the Schools (in addition to our daily salad bar which, season permitting, serves vegetables harvested from our schoolyard garden, we now, through WITS, have an onsite chef training our cafeteria staff and a new menu which emphasizes fresh, locally available food as well as minimizing the use of processed food), and hands-on experiential learning in our science curriculum; and lunch time sport teams, including a running team and basketball league.

P.S. 29 is fortunate to have a wonderfully diverse student body—a student body that ethnically, culturally, and socio-economically reflects the world into which we send our students. Through the community building efforts of our Diversity Committee, we continuously look for opportunities to learn from and understand our differences and celebrate our shared vision, reaching out to make sure all families feel included and supported in our learning environment. Our commitment to Integrated Co-Teaching (ICT), where we now have ICT classes on every grade from K-5, also reflects our efforts to create an inclusive educational environment for all.

Finally, our shared vision and sense of purpose among our teachers, staff, children and families is one of the hallmarks of who we are. All members of the PS 29 community are invested in the ongoing success of the school. All voices are heard and valued. Opportunities for involvement and contributing to the school in meaningful ways are available to all. Children start recycling programs and write letters encouraging social



DEMOGRAPHICS										
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions						
Number all others				Superintendent Suspensions						
<i>These students are included in the enrollment information above.</i>										
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>						
(As of October 31)				2007-08		2008-09		2009-10		
(As of October 31)				2007-08		2008-09		2009-10		
# in Trans. Bilingual Classes				CTE Program Participants						
# in Dual Lang. Programs				Early College HS Participants						
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>						
# ELLs with IEPs				(As of October 31)		2007-08		2008-09		2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers						
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals						
(As of October 31)				2007-08		2008-09		2009-10		
				Number of Educational Paraprofessionals						
<b>Teacher Qualifications:</b>										
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)		2007-08		2008-09		2009-10
(As of October 31)				2007-08		2008-09		2009-10		
American Indian or Alaska Native				% fully licensed & permanently assigned to this school						
Black or African American				Percent more than two years teaching in this school						
Hispanic or Latino				Percent more than five years teaching anywhere						
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher						
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)						
Multi-racial										
<b>Male</b>										
<b>Female</b>										

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

### Individual Subject/Area Outcomes

#### Elementary/Middle Level (✓)

#### Secondary Level (✓)

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**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% 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/Teacher 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 your school's 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?
- 

Based on our analysis of data provided by the school report card, progress report, test score data, and countless school-based assessments and inquiries undertaken by both staff and the various subcommittees of our SLT, we have identified the following major findings and implications of those findings:

- Given the decision by the NYS Education Department to change the scale score required to meet each of the proficiency levels (1-4), the number of questions a student needed to answer correctly to meet the proficiency level (a level 3) increased. As a result of the cut-off change, even though children throughout the city performed similarly to last year, the percentages of children scoring a 3 dropped significantly. For PS 29, this trend was not as pronounced as on the citywide basis, where there was a drop of more than 20%, but we did see a dip in the percentage of children at the proficiency levels (3 & 4). Specifically, overall at PS 29, the percentage of children scoring a 3 or 4 in ELA decreased by 7% (from 88% to 81%), and the percentage of our children scoring a 3 or 4 in math decreased by 13% (from 95% to 82%). It is also important to note that at PS 29 the mean scale score improved across 3rd, 4th and 5th grades in math and in 3rd and 4th grades in ELA. That means that in these grades and subject areas, our children, overall, did better than last year, despite the drop in the percentage of children considered proficient. This is very complicated in terms of our response: no one is happy to see a drop in the percentages of children that meet proficiency. However, raising the bar of what it is to be proficient means that the State is setting higher standards for our students. This change in proficiency cut-offs by the state underscores what we value at PS 29. These test scores, no matter how they vary year to year, are just one measure of our children's performance and progress. They cannot be looked at in isolation, but in the context of other valuable measures of achievement.

Other measures of success include: teacher developed assessments, pre- and end of unit assessments, our DYO assessments, and our School Progress Report Grade of A. Our work, which is highly differentiated, is data driven—data that goes beyond standardized test scores. Assignments, observations, conference note-taking, running records all inform our teachers' deep knowledge of our children and allow us to focus on continuing to improve instruction for all children, bringing children who are less successful into the sphere of success, and supporting the continued progress of our more successful learners.

- We are confident from the School Survey, the Progress Report, and other informal feedback, such as inquiries regarding “variances” and “exception to placements” that our **teaching practice and curricula are highly satisfactory and have a positive impact on student learning**. Our approach and philosophy includes high expectations for students, supporting an academically rigorous and differentiated curriculum in reading, writing, math, social studies, science, the arts, technology and physical education. 100% of our teachers agreed or strongly agreed with the statement “school leaders place a high priority on the quality of teaching” in the 2009-2010 School Survey. Further, our **curriculum is broad and diverse** in that it reaches beyond these curricular areas and into the realm of enrichment, social emotional learning and diversity, health and wellness, and a food and farming initiative.
- We continue to use **school-wide assessments in literacy**, using Assessment Pro (Teachers College-developed data entry system), developed specifically for schools utilizing the TC DY0 running records assessments. Through *AssessmentPro* this data is now further analyzed, and gives staff a closer look at each student’s literacy progress, as well as at class and school trends, therefore helping us to further plan for individual and small group needs in each of our classrooms. We enter data from running record assessments as well as early childhood indicators of reading progress such as concepts of print, letter/sound identification and word recognition. We also enter data on spelling/vocabulary/phonics development, which is explained below.
- Through informal parent feedback and a survey conducted by our SLT, concerns about the resources devoted to math enrichment at PS 29 gave rise to a new math enrichment committee. The new committee is seeking to promote math enrichment opportunities in the school both within and outside the classroom. One major step forward in achieving its goals is the implementation of a Math Olympiad enrichment program offered at lunch time for students who have expressed interest and are ready to be further challenged by the parent-led program.
- PS 29 prides itself on our **strong home school partnership** and exceptional parent involvement. Parent support and involvement goes far beyond fundraising as parents play an active role in decision making and in committee work. From helping to start our diversity initiative (eight years ago) and food and farming initiative (four years ago) to leading Enrichment Clusters across grades, and supporting our efforts to transform the culture at lunch time and recess to create a more respectful environment, our families are involved on a wide range of levels. According to our 2009-2010 School Survey, 94% of parents were satisfied with the opportunities to be involved in their children’s education. We continue to study and implement initiatives to engage those families who may be less involved, via our diversity committee and our parent coordinator to break down barriers and remove obstacles for involvement.
- Through the work of our Diversity Committee and our Food and Farming Committee (via their observations of lunch time behavior), we have identified a need for a comprehensive school-wide initiative to empower our children to resolve conflicts and to continue to nurture their social and emotional skills. Utilizing the results from a variety of data sources, including conversations within our Diversity Committee, an analysis of our suspension rate, informal observations at lunch time, and the results from our School Survey, where 57% of parents reported their perception that students threaten or bully other students at least once in a while, we have partnered with the Morningside Center to implement a Social Emotional Learning (SEL) curriculum at PS 29. The collaboration with MCTSR includes staff development, classroom practices, and parent education components. We are very excited about this comprehensive approach that will allow us to use common language and practice to create a more respectful school environment.
- To serve the diverse gifts and talents of all of our children, over the course of the past eight years we have developed a **school-wide enrichment model**. This work is based on the studies of Joseph Renzulli and his associates (The National Research Center on the Gifted and Talented) at UCONN that looks at differentiation of instruction and how we meet the talents, interests and abilities of all of our children. It includes brown bag lunches for students and school-wide enrichment clusters based on an inquiry of student interest areas.
- For the second year, it was identified that our rate of referral to special education exceeds the average rate of referral across all schools in all networks. The rate of referral for ELL children also

exceeds averages across all schools in all networks. To address this, we have received ARRA (Federal stimulus) funds in (approximately \$5,000) to support a Coordinated Early Intervening Services program at PS 29. The money will be used to fund both after school support programs for students, workshops for classroom teachers, and time for service providers and classroom teachers to work together to ultimately reduce the referral rate.

- The **ongoing impact of the budget cuts** for the 2010-2011 school year is of primary concern to us. Currently, our school-based budget funds only personnel, per session, and substitute teachers. Virtually every other expenditure, including professional development, all arts collaborations, and the majority of supplies, are now funded by our PTA, a dramatic shift over the past several years. Clearly we remain vulnerable, as we would not be able to support the broad range of enrichment, arts, and professional collaborations that are so critical to our vision and philosophy, without the ongoing support from our very generous and committed parents, putting more pressure on our PTA and fundraising systems to ensure our financial commitments can be met.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

---

### **GOAL #1**

- By June 2011, continue to build on best practices in literacy to ensure we meet the individualized reading and writing needs of all students.

### **GOAL #2**

- By June 2011, continue to improve math instruction by differentiating our teaching practices to support students as they acquire mathematical knowledge, skills and confidence and further developing our math enrichment practices to help children at all levels of the learning spectrum become better mathematicians.

### **GOAL #3**

- By June 2011, continue to focus on issues of diversity and multiculturalism and implement new classroom practices around respect and social emotional learning (SEL).

### **GOAL #4**

- By June 2011, continue to implement a variety of school-wide enrichment structures and practices to enhance the educational experience and help meet the needs, interests, and abilities of all learners (K-5).

**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 2010-11 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, PLA, 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):** LITERACY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2011, continue to build on best practices in literacy to ensure we meet the individualized reading and writing needs of all students.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>We will select literacy leaders for each grade level team. These leaders will meet with literacy supervisor to make plans for implementation of literacy goals and initiatives. <b>Target Population:</b> Classroom teachers in K-5; <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal; <b>Implementation timeline:</b> September-June.</li> <li>We will use vertical planning with teachers across grades across specific units of study to ensure the literacy work and goals are building from year to year. <b>Target Population:</b> Classroom teachers in K-5; <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal; <b>Implementation timeline:</b> September-June</li> <li>Teachers will select from a school-wide menu of professional development study groups and leadership inquiry groups that will be facilitated by our literacy staff developers (Carl Anderson, Shanna Schwartz, Emily Butler-Smith). These groups will span across 3-5 sessions. Topics will include but are not limited to: developing talking and drawing in our youngest writers; independence in narrative writing; teaching strategies to early readers; teaching word study for transfer; using read aloud and emergent story books in pre-k; addressing the needs of strong readers; reader’s theatre to support fluency; qualities of writing and setting goals for individual students; developing a conferring toolbox; conferring with our most advanced writers; assessment based instruction in reading; and content area literacy. <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal; <b>Implementation Timeline:</b> September-June</li> <li>Teachers will attend one to two calendar days on specific literacy topics sponsored by Teachers College Reading and Writing Project. <b>Responsible Staff Members:</b> Melanie</li> </ul>

	<p>Raneri Woods, Principal; <b>Implementation Timeline:</b> September-June</p> <ul style="list-style-type: none"> <li>• Teachers, with the support of a team of literacy interns from Teachers College who will conduct case studies, collect data and assist in observations, will engage in inquiry team work around literacy and the Common Core Standards through weekly grade meetings, Monday Professional Studies and for specific groups, beyond the school day. Inquiry topics will include but are not limited to struggling readers, boy writers, word study transfer, and analytical thinking skills as they support the Common Core Standards.</li> <li>• Teachers will conduct inter-visitations within our school community in order to share best practices and to learn with and from each other. <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal and Katie Even, Teacher; <b>Implementation Timeline:</b> September-June</li> <li>• A core of literacy teachers will participate in Common Core Standards professional development and bring that information back to share with colleagues as we further align our work with these new standards. <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal, Tioni Ross and Gwen Trombley, Teachers; <b>Implementation Timeline:</b> September-June</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We purchased calendar days at Teachers College so teachers can receive professional development to support their literacy work in their classrooms. PTA funds have been allocated to subsidize costs of Teachers College professional development.</li> <li>• We will use per diem money to pay for substitute teachers so teachers can attend meetings and workshops.</li> <li>• We will have Mary Ehrenworth, lead staff developer (TC Reading and Writing Project) lead our staff in training on one of the Chancellor's Conference Days (no cost).</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Walkthroughs</li> <li>• Formal and informal observations</li> <li>• One-on-one conversations</li> <li>• Teachers' goals and objectives</li> <li>• Notes from administrative led grade meetings (approximately once a month) and other grade leader led grade meetings (one a week)</li> <li>• Notes from Inquiry Team Meetings</li> </ul>

**MATHEMATICS**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2011, continue to improve math instruction by differentiating our teaching practices to support students as they acquire mathematical knowledge, skills and confidence and further developing our math enrichment practices to help children at all levels of the learning spectrum become better mathematicians.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Grades have developed math pacing/curricular calendars with scheduled opportunities in each unit of study for building upon math enrichment. <b>Target population:</b> all students, grades K-5 <b>Responsible staff members:</b> K-5 teachers, Melanie Raneri Woods, Principal, Dawn Pender, Asst. Principal <b>Implementation timeline:</b> October-June</li> <li>Utilize pre unit assessments to help determine which students are able to step out of the unit of study and engage in a long term enrichment project or more advanced math activities (during either actual lessons or during Friday centers). <b>Target population:</b> all students, grades K-5 <b>Responsible staff members:</b> K-5 teachers, Melanie Raneri Woods, Principal, Dawn Pender, Asst. Principal <b>Implementation timeline:</b> October-June</li> <li>Use Monday Professional Studies, other PD sessions, and math leader meetings to continue to plan, develop and share math enrichment activities and strategies that build from one year to the next <b>Target population:</b> K-5 teachers, math leaders <b>Responsible staff members:</b> Melanie Raneri Woods, Principal, Dawn Pender, Asst. Principal, grade math leaders <b>Implementation timeline:</b> September-June</li> <li>Math leaders have been selected for each grade level team. They meet approximately every six weeks with AP Dawn Pender and Melanie Woods to make plans for implementation of our math goals and share best practices in mathematics. <b>Target population:</b> Grades K-5; <b>Responsible Staff Member:</b> Melanie Woods, Dawn Pender <b>Implementation Timeline:</b> September-June</li> <li>Teachers will engage in a variety of professional development opportunities             <ul style="list-style-type: none"> <li>Math for All (Bank Street College Educational Development Center) based on the work of Mel Levine—a 5 day seminar for a selected ICT.</li> <li>Work in each grade (K-5) with math staff developer, Kate Abell</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>(approximately 10 days), including inter-visitations</li> <li>○ AP Dawn Pender’s participation in the Math Collective led by Kate Abell</li> <li>○ Math DYO implication meetings</li> <li>○ Monday Professional Studies <b>Target population:</b> Grades K-5; <b>Responsible Staff Member:</b> Melanie Woods, Dawn Pender <b>Implementation Timeline:</b> September-June</li> <li>● We will re-convene our Math Enrichment Committee composed of staff and parents for a second year <b>Target population:</b> Grades K-5; <b>Responsible Staff Member:</b> Dawn Pender, teacher and parent committee members; <b>Implementation Timeline:</b> September-June</li> <li>● Math Olympiad Brown Bag Lunch Series (six sessions) led by parents <b>Target population:</b> Grades 4 and 5, with eventual schoolwide rollout; <b>Responsible Staff Member:</b> Dawn Pender, parent volunteers; <b>Timeline:</b> October-June</li> <li>● Administrative led grade meetings (approximately once a month) and grade leader led grade meetings (one a week) dedicated to the discussion of the teaching of mathematics <b>Target population:</b> K-5 teachers <b>Responsible Staff Member:</b> Dawn Pender and grade leaders <b>Implementation Timeline:</b> September-June</li> <li>● Teachers will engage in inquiry team work around math through weekly grade meetings, Monday Professional Studies and for specific groups, beyond the school day. <b>Target population:</b> K-5 teachers <b>Responsible Staff Member:</b> Dawn Pender <b>Implementation Timeline:</b> September-June</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>● Using tax levy dollars, Dawn Pender and math leaders will participate in the Math Collective professional development run by Kate Abell, DOE math staff developer</li> <li>● PTA funding will support the cost of Math Olympiad activities</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Classroom observations
- Projects and samples of work of students who participate in Math Enrichment Centers
- Packets of materials developed and utilized by teachers
- Student reflections/portfolio work from children and parents
- Classroom record keeping/conference notes
- Notes from math inquiry teams
- Students will continue to show progress in their NYS Math Exam scale scores
- At least three times in the course of the school year, each grade (K-5) will have a group of approximately 10 students participating in a math enrichment cycle.

**SCHOOLWIDE ENRICHMENT**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2011, continue to implement a variety of school-wide enrichment structures and practices to enhance the educational experience and help meet the needs, interests, and abilities of all learners (K-5).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue to implement three ten-week cycles of enrichment clusters. <b>Target Population:</b> Students in Grades K-5. <b>Responsible Staff Members:</b> Melanie Raneri Woods, Principal and Emily Freund, Parent Coordinator and classroom teachers; <b>Implementation Timeline:</b> (Oct.-Dec: Grades 1 &amp; 2, Jan.-March: Grades 4 &amp; 5, March-May: Kindergarten).</li> <li>• Continue to implement brown bag lunch seminars. <b>Target Population:</b> Students in Grades K-5; <b>Responsible Staff Members:</b> Emily Freund, Parent Coordinator; <b>Implementation Timeline:</b> Nov-June.</li> <li>• Students will complete interest inventories based on the work of Joseph Renzulli (NAEG Center, UCONN) so that their strengths, interests and learning styles can be properly identified and the types of clusters and Brown Bag Lunch Seminars can match <b>Target Population:</b> Students in Grades K-5; <b>Responsible Staff Member:</b> Susannah Sperry, Research &amp; Technology Teacher and Emily Freund, Parent Coordinator; <b>Implementation Timeline:</b> September-March</li> <li>• Continue to build upon our food and farming initiative (year 4):             <ul style="list-style-type: none"> <li>○ Integrate hands-on garden related curriculum into classrooms building upon the work of our Food and Farming VISTA worker (2009-10) and our science specialty teachers</li> <li>○ Initiate a collaboration with Wellness in the Schools (funded by the PTA) that supports our garden-based learning and supplements our successful salad bar by providing a WITS in Residence chef, interns and restaurant chef to dramatically improve our school’s menu and get more children to eat healthy food in school. This is a capacity building program.</li> <li>○ Strengthen our student partnership meetings by setting meeting goals collaboratively with our SchoolFood manager, WITS staff, parents and children. <b>Target Population:</b> all students and staff, including SchoolFood <b>Responsible Staff Members:</b> Melanie R. Woods, Principal, Emily Freund, Parent Coordinator and parent volunteers <b>Implementation Timeline:</b> September-June</li> <li>○</li> </ul> </li> <li>• Build upon last year’s success with Harvest Day by incorporating a Harvest Week in late</li> </ul>

	<p>October, which will include guest visits to classrooms (e.g., wheat farmers, beekeepers), specialty teachers creating lessons supporting and promoting healthy foods and fitness activities; a harvest day feast; auditorium programs; visits to Added Value Farm in Red Hook and trips to Farmers Markets <b>Target Population:</b> all students and families  <b>Responsible Staff Members:</b> Melanie R. Woods, Principal, Tina Aprea-Reres and Abe Ammary, Science Teachers; and parent volunteers <b>Implementation Timeline:</b> October</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We will continue to use a variety of professional texts about SEM to support us in this work including Nora Friedman's <i>The Art of Schoolwide Enrichment</i>.</li> <li>• Meetings will be scheduled for all teacher and parent facilitators who will be leading enrichment clusters.</li> <li>• Wellness in the Schools collaboration will be fully funded by PTA funds and will allow for onsite training for staff and hands-on learning experiences for students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• End of cycle enrichment cluster celebrations and feedback from facilitators and participants</li> <li>• We will evaluate the data on children eating school food.</li> <li>• The number of Brown Bag Lunch Seminar offerings and the number of children participating</li> <li>• The sustainability of healthy SchoolFood menus once the capacity has been built and WITS staff no longer is onsite</li> <li>• The number and types of garden related curricula that are integrated into the classroom</li> </ul>

**DIVERSITY, RESPECT, AND  
SOCIAL EMOTIONAL LEARNING  
(SEL)**

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, continue to focus on issues of diversity and multiculturalism and implement new classroom practices around respect and social emotional learning (SEL).</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• We will introduce and implement a collaboration with the Morningside Center for Teaching Social Responsibility to foster SEL which will include:             <ul style="list-style-type: none"> <li>○ An introductory course over the summer led by Tom Roderick, Executive Director of MCTSR for classroom based staff.</li> <li>○ 15 days of in-house professional development with a MCTSR staff developer (Kristen Page Stuart)—she will support teachers through demonstration lessons, co-teaching and ongoing feedback</li> <li>○ Kristen will also provide training and feedback for key support staff including school aides and assistant teachers</li> <li>○ Classroom teachers will implement the 4Rs (Reading, Writing, Respect and Resolution) program, a conflict resolution program that incorporates social emotional learning skills through read alouds and applied learning lessons.</li> <li>○ We'll host parent workshops around SEL</li> </ul> <p><b>Target population:</b> entire school community; <b>Responsible staff member:</b> Melanie Raneri Woods; <b>Implementation timeline:</b> August-June</p> </li> <li>• We will re-introduce our peer mediation program led by our school counselor, Cara Turnbull, with input from our MCTSR staff developer, finding ways to make it more effective and self sustaining. <b>Target population:</b> 4<sup>th</sup> and 5<sup>th</sup> graders; <b>Responsible staff member:</b> Cara Turnbull, counselor; <b>Implementation timeline:</b> November-June</li> <li>• We will continue with our Schoolwide Read Alouds, which are carefully selected to support our goals around social emotional learning. <b>Target population:</b> Grades K-5; <b>Responsible staff member:</b> Melanie Raneri Woods; <b>Implementation timeline:</b> November-June</li> <li>• We will provide Monday Professional Studies opportunities for staff to work with on site experts (psychologist, social worker, speech teacher) to help develop strategies that support SEL (Coordinated Early Intervening Services</li> </ul>

	<p>program) <b>Target population:</b> staff; <b>Responsible staff member:</b> Melanie Raneri Woods; <b>Implementation timeline:</b> September-June</p> <ul style="list-style-type: none"> <li>• We will create social skill clubs run by teachers that support the development of social emotional skills (Coordinated Early Intervening Services program)—students will be recommended for these clubs by teachers, administrators and service providers. <b>Target population:</b> identified students; <b>Responsible staff member:</b> social skill club teachers; <b>Implementation timeline:</b> November through June</li> <li>• We will reconvene our Diversity Committee (out of the SLT) and realign our goals with the work and goals of MCTSR. Included among other objectives of this committee: <ul style="list-style-type: none"> <li>○ We will host at least one parent event that will help to celebrate the diverse cultures that represent our school community and that will help promote understanding and acceptance.</li> <li>○ Be a core advisory group to the work with MCTSR that will help to measure our success.</li> <li>○ We will attempt to broaden staff participation in this committee through new goal setting.</li> </ul> <p><b>Target population:</b> school community (parents, children, staff); <b>Responsible staff member:</b> Cara Turnbull, School Counselor and Diversity Committee members; <b>Timeline:</b> September-June</p> </li> <li>• Through the work of our Food and Farming Committee last spring, a few parents dedicated themselves to considering ways to continue to improve the climate of the cafeteria. As a result, one parent will organize a cadre of parent volunteers to assist in the café to help support, supervise and be role models for a respectful and enjoyable lunch period. <b>Target population:</b> Grade K-5 students; <b>Responsible staff member:</b> Melanie Woods, Dawn Pender, and parent volunteers; <b>Implementation timeline:</b> September-June</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• The collaboration with MCTSR has been funded through our PTA. Per session funds were allocated to cover the training of staff and teachers before the official start of school.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Participation in and feedback forms for introductory course with Morningside Center for Teaching Social Responsibility
- Walkthroughs, observations and one on one conversations with staff
- On average, teachers will conduct 4Rs lessons one period a week
- Track voluntary teacher participation in work with MCTSR staff developer
- Observations at lunch and recess
- New participation in Diversity Committee
- Attendance and feedback forms at parent events
- Teacher professional development surveys—spring
- A reduction in the number of student suspensions from last year to this school year
- Improved student behaviors both in and out of classrooms, through observations and teacher feedback
- We will see staff skills developed around SEL through observation and surveys

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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	0	*	N/A	N/A		0		0
1	32	*	N/A	N/A		0	TBD	0
2	30	*	N/A	N/A		0		0
3	20	*	N/A	N/A		0		0
4	24	*			1	0		0
5	28	*			1	0		0
6								
7								
8								
9								
10								
11								
12								

**\*Note: numbers reflect children receiving AIS in both ELA and math in our Early Risers program; we do not disaggregate 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Small group and one-to-one instruction before school as well as during school day for some of the students</b>
<b>Mathematics:</b>	<b>Small group and one-to-one instruction before school as well as during school day for some of the students</b>
<b>Science:</b>	n/a
<b>Social Studies:</b>	n/a
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Small group and one-to-one counseling during school day</b>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	<b>Small group and one –to-one counseling during school day</b>
<b>At-risk Health-related Services:</b>	n/a

## **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 (2010-2011) Language Allocation Policy to this CEP.**

---

##### Part II: ELL Identification Process

1. To initially identify possible ELLs new to the New York City school system our school administers the Home Language Identification Survey (HLIS) at registration. A licensed pedagogue conducts an informal oral interview in English and a translator provides the interview in the native language when necessary. After reviewing the HLIS and identifying students as eligible or not for LAB-R testing the fully certified ESL teacher administers the LAB-R examine to eligible students who are newly enrolled to the system within 10 days of registration. If students receive a raw score of 26 or less they are then eligible for ESL services and will remain in ESL until they receive a “Proficient (P)” score on the New York State English as a Second Language Achievement Test (NYSESLAT) given to all continuing ELL students at our school and in the state every year every spring. Students take the NYSESLAT every year until they pass.
2. After we identify newly enrolled ELL students, they are placed within the first 10 days in a mainstream class where the fully certified ESL teacher will Push-in or Pull-out students to provide ESL services until parents choose the program they would like their child placed. The three language programs that are offered to ELLs in New York City are Transitional Bilingual, Dual Language, and Freestanding ESL. A Parent Orientation is given after the student is tested in order to ensure parents fully understand their rights and the three program choices available to them. The ELL teacher sends home an entitlement letter in English and the home language when available with the LAB-R score and information about the Parent Orientation. The entitlement letter is sent home in a packet that also includes the Parent Survey and Program Selection Form which families are to bring with them the day of the orientation, and a brochure that explains the three program choices that the ELL children and families are entitled to giving them some basic information ahead of time. To further assure parents understand their choices on the day of the Family Orientation the families watch a video in both English and/or their home language when available that explains ELL services. If the video is not available in the home language a translator explains the information in the video. Then the ESL teacher explains the three choices with the help of translators. The ESL teacher also takes any questions about the programs with the help of the translators. Next, the ELL teacher goes through the Parent Survey and Program Selection Form question by question to ensure all the information has been presented and that families understand. Last the ELL teacher explains again the choices in the city and then explains the choices at PS 29. At this time the ESL teacher explains we only have Freestanding ESL at PS 29 because there are not enough students who speak one specific language in contingent grades to warrant opening a Transitional Bilingual or Dual Language Class. However, it is also explained that if we ever have enough ELLs with the same home language and their parents choose one of two Bilingual programs the school is mandated to open that bilingual class. It is also explained that if parents choose one of the other two programs they have a right to place their child in the program they choose in another school if it is available. It is also explained that if they choose another program other than Freestanding ESL as their first choice and they do not want their child to go to another school then their child will remain in ESL until either they test out or a class with that option opens up at PS 29.
3. If a parent is not able to attend a parent orientation then we ask them to return the Parent Survey and Program Selection form we send home with the entitlement letter and the brochure by the date of the orientation. In addition to asking for the form in writing in both English and the home language, we would call the family if the parent could not attend a family orientation and ask them to send the form in with help of a translator if needed. In the last four years only one family did not attend the orientation.
4. As stated above, once we give the LAB-R to students and their test score shows they are in need of ESL services we place the students within the first 10 days of registration in a mainstream classroom where they will receive Push-In/Pull-Out ESL. If their parents should choose a different program, we will place them in the program if we have sufficient enough numbers to enable us to open up either a Dual Language class or a Transitional Bilingual class and if we do not have enough students to open a class and the parents want

their child placed in one of the bilingual classes and want to transfer we will try to find the closest possible placement. When needed translators are used to explain program choices and families' rights.

5. In the last four years only one family has chosen the dual language program as their first chose. However, the family wanted their child to remain at PS 29 with the understanding that if a dual language class opens up their child will be placed in it. Only one student's family in four years did not attend the family orientation or return the Parent Survey after multiply attempts including phone calls using a translator, sending home several copies of the survey, and trying to catch them at Parent Teacher Conferences. So, by default their chose is the Transitional Bilingual program as per CR Part 154. Everyone else has chosen the ESL program as their first chose for English language services.

6. Our ESL Push-In/Pull-Out program is in direct alignment with parent request as per the Parent Survey and Program Selection Forms. Our ESL population is very small at 23 and is spread out over six grades (K-5). There are no more than four students who speak the same home language between two consecutive grades. However, if we should ever get an increase in the amount of ESL students who speak the same language in two consecutive grades and enough parents choose one of the bilingual programs we will open a class that services that particular program.

---

## **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

## School Building Instructional Program/Professional Development Overview

### Section II. Title III, Part A LEP Program Narrative

**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.

---

**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.

---

### Section III. Title III Budget

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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.

Translation needs are overseen by our parent coordinator. A survey of classroom teachers was conducted in September to elicit home language information based on the Home Language Survey and to identify which families require written translation and/or oral interpretation services. Our Parent Coordinator maintains a database of these families by classroom, by language, and makes this information centrally available through our website so that others (school counselor, school nurse, PTA) can access the data.

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.

Our data revealed that our translation needs are: Spanish, Arabic, and Mandarin Chinese.

#### **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.

We rely on the DOE Translations and Interpretations unit to provide us with written translations of our general event announcements (such as parent-teacher conferences, Families as Learning Partners, etc.) and report card comments, and as necessary, more specific schoolwide notices and time-sensitive materials. When timeliness is an issue, our Parent Coordinator oversees the use of in-house multi-lingual parents or school staff to insure these documents are provided to families in the appropriate languages.

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.

Oral interpretation for parent-teacher conferences and the ESL orientation for parents is provided by parent volunteers and school staff, and is coordinated by our parent coordinator.

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>.

Our Parent Coordinator is introduced at the September orientation for ESL families held by our ESL teacher. At this time, the parent coordinator informs families about the DOE translation unit and the ability for school communication to be sent out for translations for families who need this service. Families request that duplicate documents are still sent home in English, due to the translation component not being exact (either their children or another adult can clarify the information using both documents). In addition, classroom teachers and our class parent network inform our parent coordinator about other families requiring translation services.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

**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.

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

## **APPENDIX 7: 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.)
  
2. Please describe the services you are planning to provide to the STH population.

### **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).

We have two students in temporary housing at the current time.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Counseling, social and emotional support as well as academic support services, as needed.

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 your Children First Network.

We received an allocation of \$9,141 for our STH students.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 029 John M. Harrigan					
<b>District:</b>	15	<b>DBN:</b>	15K029	<b>School</b>		331500010029

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	54	54	54		95.5	95.2	95.3
Kindergarten	99	123	115				
Grade 1	100	96	123				
Grade 2	95	91	97				
Grade 3	111	91	91				
Grade 4	108	110	90				
Grade 5	81	104	105				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	4				
<b>Total</b>	<b>648</b>	<b>669</b>	<b>679</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	98.4	98.8	99.0

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	29.3	29.1	24.1

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	0	10	7

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	9	7	Principal Suspensions	8	11	14
# in Collaborative Team Teaching (CTT) Classes	33	52	50	Superintendent Suspensions	5	2	4
Number all others	30	21	34				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	45	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	8
# receiving ESL services only	20	22	TBD	Number of Educational Paraprofessionals	4	4	3
# ELLs with IEPs	4	5	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	68.8	66.7	80.0
				% more than 5 years teaching anywhere	47.9	53.3	64.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	96.0	93.3
American Indian or Alaska Native	0.0	0.1	0.1	% core classes taught by "highly qualified" teachers	86.8	81.7	92.3
Black or African American	10.5	9.6	7.8				
Hispanic or Latino	22.1	18.8	17.5				
Asian or Native Hawaiian/Other Pacific	8.0	8.4	9.6				
White	57.3	60.5	62.4				
<b>Male</b>	49.7	49.2	48.7				
<b>Female</b>	50.3	50.8	51.3				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	59	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First Network</b> <b>102</b>	District <b>15</b>	School Number <b>29</b>	School Name <b>John M. Harrigan</b>
Principal <b>Melanie Woods</b>		Assistant Principal <b>Dawn Pender</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Nicole Nadeau/ESL Teacher</b>		Guidance Counselor <b>Cara Turnbull</b>	
Teacher/Subject Area <b>Kristin Beers/1<sup>st</sup> Grade</b>		Parent <b>Natalie Green Giles</b>	
Teacher/Subject Area <b>Pat Garvey/Intervention</b>		Parent Coordinator <b>Emily Freund</b>	
Related Service Provider <b>Amy McNeal/Speech</b>		Other	
Network Leader <b>Alison Sheehan/Joseph Cassidy</b>		Other	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>683</b>	Total Number of ELLs	<b>23</b>	ELLs as Share of Total Student Population (%)	<b>3.37%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part II: ELL Identification Process

1. To initially identify possible ELLs new to the New York City school system our school administers the Home Language Identification Survey (HLIS) at registration. A licensed pedagogue conducts an informal oral interview in English and a translator provides the interview in the native language when necessary. After reviewing the HLIS and identifying students as eligible or not for LAB-R testing the fully certified ESL teacher administers the LAB-R examine to eligible students who are newly enrolled to the system within 10 days of registration. If students receive a raw score of 26 or less they are then eligible for ESL services and will remain in ESL until they receive a "Proficient (P)" score on the New York State English as a Second Language Achievement Test (NYSESLAT) given to all continuing ELL students at our school and in the state every year every spring. Students take the NYSESLAT every year until they pass.

2. After we identify newly enrolled ELL students, they are placed within the first 10 days in a mainstream class where the fully certified ESL teacher will Push-in or Pull-out students to provide ESL services until parents choose the program they would like their child placed. The three language programs that are offered to ELLs in New York City are Transitional Bilingual, Dual Language, and Freestanding ESL. A Parent Orientation is given after the student is tested in order to ensure parents fully understand their rights and the three program choices available to them. The ELL teacher sends home an entitlement letter in English and the home language when available with the LAB-R score and information about the Parent Orientation. The entitlement letter is sent home in a packet that also includes the Parent Survey and Program Selection Form which families are to bring with them the day of the orientation, and a brochure that explains the three program choices that the ELL children and families are entitled to giving them some basic information ahead of time. To further assure parents understand their choices on the day of the Family Orientation the families watch a video in both English and/or their home language when available that explains ELL services. If the video is not available in the home language a translator explains the information in the video. Then the ESL teacher explains the three choices with the help of translators. The ESL teacher also takes any questions about the programs with the help of the translators. Next, the ELL teacher goes through the Parent Survey and Program Selection Form question by question to ensure all the information has been presented and that families understand. Last the ELL teacher explains again the choices in the city and then explains the choices at PS 29. At this time the ESL teacher explains we only have Freestanding ESL at PS 29 because there are not enough students who speak one specific language in contingent grades to warrant opening a Transitional Bilingual or Dual Language Class. However, it is also explained that if we ever have enough ELLs with the same home language and their parents choose one of two Bilingual programs the school is mandated to open that bilingual class. It is also explained that if parents choose one of the other two programs they have a right to place their child in the program they choose in another school if it is available. It is also explained that if they choose another program other than Freestanding ESL as their first choice and they do not want their child to go to another school then their child will remain in ESL until either they test out or a class with that option opens up at PS 29.

3. If a parent is not able to attend a parent orientation then we ask them to return the Parent Survey and Program Selection form we send home with the entitlement letter and the brochure by the date of the orientation. In addition to asking for the form in writing in both English and the home language, we would call the family if the parent could not attend a family orientation and ask them to send the form in with help of a translator if needed. In the last four years only one family did not attend the orientation.

4. As stated above, once we give the LAB-R to students and their test score shows they are in need of ESL services we place the students within the first 10 days of registration in a mainstream classroom where they will receive Push-In/Pull-Out ESL. If their parents should choose a different program, we will place them in the program if we have sufficient enough numbers to enable us to open up either a Dual Language class or a Transitional Bilingual class and if we do not have enough students to open a class and the parents want their child placed in one of the bilingual classes and want to transfer we will try to find the closest possible placement. When needed translators are used to explain program choices and families' rights.

5. In the last four years only one family has chosen the dual language program as their first chose. However, the family wanted their child to remain at PS 29 with the understanding that if a dual language class opens up their child will be placed in it. Only one student's family in four years did not attend the family orientation or return the Parent Survey after multiply attempts including phone calls using a translator, sending home several copies of the survey, and trying to catch them at Parent Teacher Conferences. So, by default their chose is the Transitional Bilingual program as per CR Part 154. Everyone else has chosen the ESL program as their first chose for English language services.

6. Our ESL Push-In/Pull-Out program is in direct alignment with parent request as per the Parent Survey and Program Selection Forms. Our ESL population is very small at 23 and is spread out over six grades (K-5). There are no more than four students who speak the same home language between two consecutive grades. However, if we should ever get an increase in the amount of ESL students who speak the same language in two consecutive grades and enough parents choose one of the bilingual programs we will open a class that services that particular program.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	23	<b>Newcomers (ELLs receiving service 0-3 years)</b>	19	<b>Special Education</b>	6
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	4	<b>Long-Term (completed 6 years)</b>	

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0

ESL	19		5	4		1															23
Total	19	0	5	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Number of ELLs in a TBE program who are in alternate placement:																					

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	3	2	2								12
Chinese			1											1
Russian														0
Bengali														0
Urdu	1		1											2
Arabic		1	1	1	1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	1	1			1									3
<b>TOTAL</b>	3	4	6	4	4	2	0	0	0	0	0	0	0	23

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

#### Part IV. ELL Programming

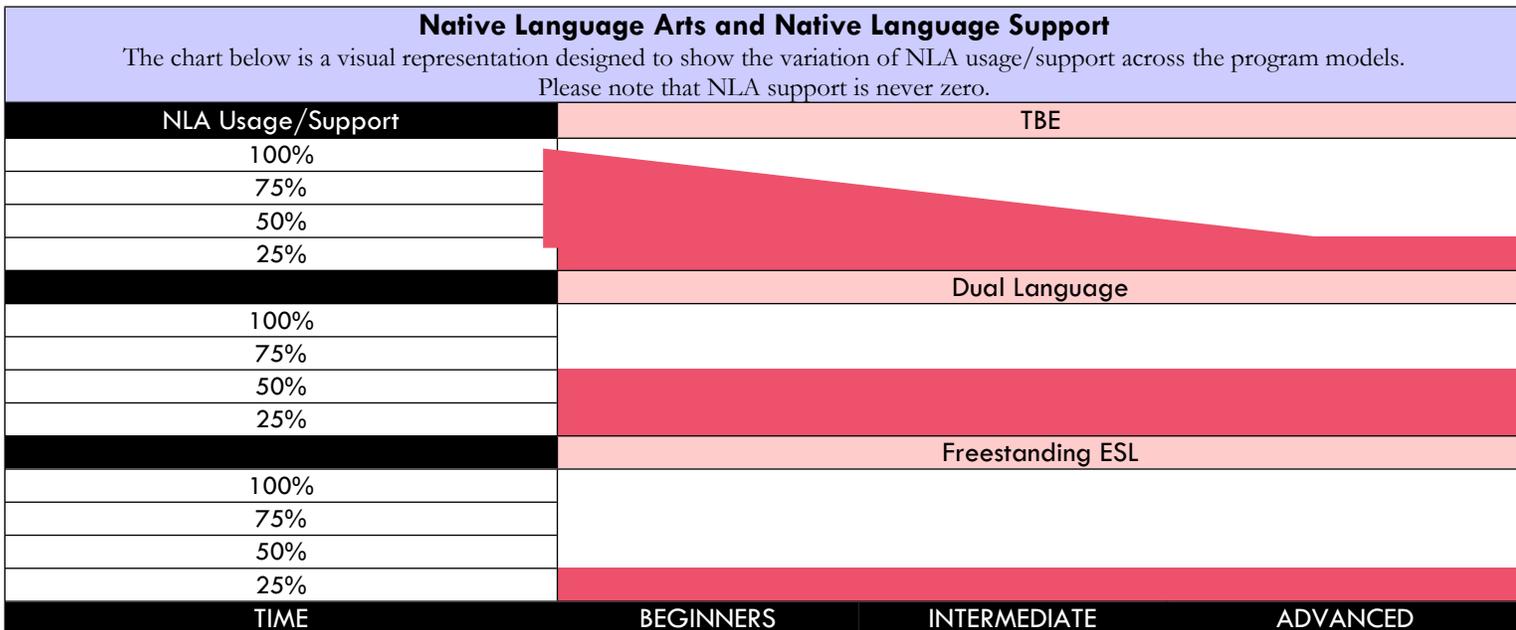
##### A. Programming and Scheduling Information

1. At PS 29 students receive ESL services through a Push-In/Pull-Out organizational model. Initially students are placed in one class on a grade when possible so that the ESL teacher can push into a class to support academic language learning. If we have students in an ICT (Inclusive Collaborative Team Teaching) or the 12 to 1 Special Education class then we have two to three classes on a grade where an ELL might be placed. In order to meet the special language and learning needs of individual students and to meet mandated language requirements, we also have Pull-Out/Push-In classes between same grades or consecutive grades, Upgraded (all students regardless of grade are in one class), Heterogeneous (mixed proficiency levels) and Homogeneous (same proficiency level) Pull-Out ESL classes.
2. At PS 29 the fully certified ESL teacher provides each ELL student with their mandated time of ESL instruction, 360 minutes for Beginners and Intermediates and 180 minutes for Advanced students, through the Push-In/Pull-Out model. The fully certified classroom teachers provide the ELL students with the mandated ELA minutes as per CR part 154, 180 minutes for Advanced students.
3. At PS 29 classroom teachers deliver all content area subjects except Science. All content areas are taught in English. We use the Teachers College Workshop method for teaching reading and writing, Words Their Way to teach Word Study and Turk for Math instruction. Classroom teachers use a variety of strategies to try to help make instruction more comprehensible such as using pictures, TPR (Total Physical Response), scaffolding or modeling language, and pre-teaching new vocabulary and concepts.
4. At PS 29 we use differentiated instruction to support the varied needs and stages of our ELLs.
  - a. In the past years we have not any SIFE students, or students with interrupted formal schooling. However, if we should have SIFE children we will provide them with small group intervention during the school day and additional small group or one to one instruction during "Early Risers" or our extended day program that targets their individual learning needs. We would also provide them with double ESL periods, intervention in the extended day program, and in-school intervention, which includes the Wilson Phonics program for students struggling with English phonemes.
  - b. Newly enrolled ELL students are carefully placed in our ESL designated classroom for their age appropriate grade. Teachers in these classrooms work closely with the ESL teacher to create a classroom environment conducive to acquiring English for learners at all levels. We will provide double periods of ESL to our Newcomers (students who have been in US schools less than three years) and are considered Beginners or Intermediate. When students arrive from another country and are in the New York City school system for the first time, the ESL teacher works with them during "Early Risers", the extended program to give them extra language support and to help them with the adjustment to a new culture.
  - c. All of our students who are starting either their fifth or sixth year of ESL services are considered "Advanced" according to the results of the Spring 2010 NYSESLAT. Since they are still not meeting the reading and/or writing standards they will be serviced an extra period a week by the ESL teacher who will either provide extra intervention in reading and/or writing through small group instruction. All of our 4th year ELLs are starting 3rd grade and all but one is considered an Intermediate or Beginner. They receive 360 minutes of ESL a week and will be pulled for ESL small group intervention in Guided Reading and Writing three periods a week.

- d. At this time PS 29 does not have any ELLs who have completed their sixth year of ESL. We are a Pre-K to 5th grade school. So if a student had completed their sixth year they would be a hold over. If we had an ELL who had completed their sixth and was a hold over we would give them small group instruction and provide them with other interventions such as Wilson, if they met
- e. Seven of our 23 ELLs have IEPs. Two others are in the referral process. One of our ELLs is in a mainstream classroom, three are in an ICT class, and the other three are together in a 12 to 1 Self-Contained Special Education 2nd and 3rd grade bridge class. Students are serviced per their IEPs. The ESL teacher works closely with the classroom and/or special education teachers to plan appropriate supports and to use both ESL and Special Education strategies.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

### B. Programming and Scheduling Cont'

5. PS 29 offers a range of intervention programs that support the special needs of our ELLs in the content areas. Most of our "Newcomers" or students who have been receiving ELL services for three years or less participate in Leveled Literacy Intervention Program (LLI) from Fontes and Pinnell which provides intervention in Reading, Writing, and Word Study. Our Newcomer population is basically in Kindergarten through 2nd grade. Our ELLs in those grades who participate in Early Risers receive LLI in a small group setting with other students who are at their level. The lessons provide strategies for working with ELLs. The 2nd and 3rd grade Special Education class also uses the intervention program during Early Risers and during ELA time with the help of the ESL teacher who pushes in. Some of our 2nd through 5th grade ELLs benefit from Wilson Reading Program. Students who are struggling with meeting grade level standards in these grades are given an initial assessment from the program. If this assessment shows that the student will benefit from the Wilson intervention then they are placed in the program. All of our ELLs in all grades benefit from a computer based reading program called "Razkids" and small group Guided Reading intervention led by both the ELL and classroom teacher and in 4th grade by our Intervention Specialist.
- In terms of Math, 1st through 5th grade ELLs benefit from PS 29's intervention specialist pushing in one period a week or every other week in each class to reduce class size and provide more targeted small group instruction. All students also benefit from the computer based math program "Ah ha Math". We are currently in the process of purchasing another computer-based program "Smart Math" as an additional intervention for students. 1st and 2nd grade ELLs use "Key Skills" as another computer based intervention to support Math learning.
6. We continue to provide transitional support for two years after ELLs reach proficiency on the NYSESLAT. The first year after ELLs test out of ESL services they are still placed in the classroom with the other ELLs on their grade so the ELL teacher can collaborate with the classroom teacher to continue to help support the transitioning ELLs using ESL strategies and methods if necessary. All of our transitioning ELLs are monitored through our Child Study/LAP Team in order to keep track of their progress and to ensure they receive support if they are not meeting grade level standards through one or more of our interventions.
7. This year in addition to our planned purchase of the computer based math intervention "Smart Math", we have extended the LLI program from its piloted program in 1st grade to both Kindergarten and Second. All of our ELLs in grades K-2 will now participate in the LLI intervention that has reading, writing, and word study components and includes ESL strategies for classroom teachers.
8. This year our intervention specialist will not be working with 1st grade during ELA periods, only 4th.
9. All of our students including our ELLs are offered equal access to all school programs. Letters go home in different languages when and needed and/or when they are accessible. We also use translators to help us notify parents of programs and to answer questions parents might have.
10. There are a variety of instructional materials, including technology, used to support ELLs. In addition to the varied computer programs

already mentioned used to support and provide intervention in ELA and math, our science program uses a multisensory approach to learning which is extremely beneficial to our ELLs as well other types of learners, and our Math program (TURK) encourages the use of a variety of manipulatives in order to solve problems.

11. Though we do not have a TBE or Dual Language program at PS 29 we encourage students who are new to the program or country to read or write in their first language if they can do so until they feel more comfortable using English. We encourage parents to continue to develop the students first language at home by having students speak, read, and write in the first language when possible. The ESL teacher has books in Spanish in her library that she lends to students and parents.

12. All of our required services support and resources correspond to ELLs' ages and grade levels in order to support the curriculum and standards of each grade. Students receive ESL services based the standards.

13. In order to assist newly enrolled ELL students before the beginning of the school year, the ELL teacher meets with them on a one to one to introduce herself and familiarize the students with the school to help the students feel more comfortable before school begins. The ELL teacher also conducts an informal conversation with the student to informally assess their needs and to answer any questions they or the families might have about school and the ESL program. Translators are used when necessary.

14. PS 29 does not offer any language electives.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

1. Professional Development (PD) at PS 29 is continuous and ongoing for all teachers including the ESL teacher and all teachers of ELLs. PD includes staff development days at Teachers College Reading and Writing Project (TCWRP) in areas pertaining to making adaption in Literacy for ELLs. Also, PS 29 conducts professional development on Mondays after school for all teachers and includes study groups with the ESL teacher and teachers of ELLs to collaborate and discuss ideas gleaned from shared reading of professional literature as well as classroom practices. These PD sessions also provide time for teachers to discuss units of study while the ESL teacher offers suggestions, provides input on optimal conditions for language acquisition, and answers questions to ensure a classroom environment that is conducive to acquiring English in a meaningful manner.

2. The school guidance counselor works with the parent coordinator to use translation when needed in order to help provide our ELLs and their families with the resources available to them for middle school.

3. In order to help provide the minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P., ELL staff development will be provided for all teachers during our Monday Professional Development Sessions as well as during school on various days throughout the school year.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

**E. Parental Involvement**

1. Parental Involvement at PS 29 is very strong. Throughout the school year the parent coordinator collaborates with families, the PTA, the classroom parents, the administration, as well as the staff to plan events that build community among and supports the needs of our diverse families. Some of our community building activities include a school wide Families as Learning Partners on the first of Friday of almost every month, when families are encouraged to come and join in on a learning activity in a specific content areas such as math or reading in their child's class, grade-wide breakfasts at the beginning of year, "Welcome to the Grade" meetings for parents, and by inviting families to attend class publishing parties. Parents also participate by volunteering:

- At the annual book fair
- On committees, such as our diversity, arts, and food and farming committees
- For lunch time activities such as sports clubs
- To teach an enrichment clusters
- At lunchtime
- To be a class parent
- To help with "Super Science Saturday"
- To help run the spring carnival, holiday fair and pie social, and numerous other PTA-sponsored events

We have a Pre-K family room and new this year we have a Parent Room were parents get information and support. All Families are encouraged to attend all events. We use translators, staff members, and parents of who speak the same language to communicate with our families who speak another language in order to inform and encourage participation. Knowing another family who can translate usually makes parents who know little to no English feel more comfortable and they are more likely to attend or participate in events.

2. As this time we do not partner with any outside agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. We evaluate the needs of our parents through our parent coordinator, the NYC School Survey, the work of the PTA, and through our network of class parents.

4. The activities we have at our school have come out of some need or desire of parents and faculty to build our school community. For example, this year we have more parents than ever volunteering at lunchtime to improve the quality of the whole lunch experience. Several of our ELL parents do this. We also started a Math subcommittee last spring through SLT based on concerns from parents. The Families as Learning Partners helps bridge the gap between home and the classroom in order to help families better understand what it is going on in the classroom-learning environment as well as be active participants in the classroom and has been a huge success. All parents are invited to participate in all our activities and to voice their opinions on creating new ways to support the needs of our school community. We use translators when necessary to let parents know about events or to communicate other important information.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1										5
Intermediate(I)		3	1	2										6

Advanced (A)	1		4	1	4	2								12
Total	3	4	6	4	4	2	0	0	0	0	0	0	0	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B			1										
	I		1		1									
	A		2	4		2	1							
	P		1	1	3	2	1							
READING/WRITING	B		1	1	1									
	I		3	1	2									
	A			3	1	3	1							
	P			1		1	1							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			3		1				4
4			2						2
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English a compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Part V. Assessment Analysis

B. After reviewing and analyzing the assessment data...

1. At PS 29 we use TCRWP to assess the early literacy skills of our ELLs as well as all of our students. This information helps us to assess what stage of literacy development our students are at. Based on this information, we plan instruction and interventions for each student. We see where are our ELLs are in terms of reading by conducting running records and then use guided reading and one-to-one conferring to move them to the next level. We use spelling inventories from “Words Their Way” to see where each student is in terms of spelling development, and then group them in word study groups according to their stage of spelling development. In Kindergarten and 1st grade, when needed, students are given the TC letter/sound identification assessment and word identification assessment. Based on the results, classroom teachers then teach the letters and sounds students do not know in a small group or on a one-to-one basis.
2. According to the results of LAB-R and NYSESLAT, the majority of our ELLs, 12 out of 23, are at the Advanced level of English language proficiency. All of our 4th and 5th graders, six in total, are “Advanced”. All four of our 2nd graders who were here last year are “Advanced” and one Kindergartener and one 3rd grader are “Advanced”. The least amount (five) of our small ELL population is considered “Beginners”. Two of these students are Kindergarteners and two are new students to our school who are in the 2/3 Bridge Self- Contained Special Education class. One of these two students from the Special Education class entered the New York Public School System last year from China. The fifth “Beginner” is a first grader who took the NYSESLAT for the first time last year. The other three 1st graders are “Intermediate”. One of 2nd graders in the 2/3 Special Education class and who is new to the school is “Intermediate” and the other two out of our six total “Intermediates” are 3rd graders.
3. The NYSESLAT results in the modalities of reading/writing and listening/speaking demonstrates that even more emphasis needs to be placed on the teaching of reading and writing in order to help our ELLs meet standards. 8 out of our 23 students are “Proficient” in the area of listening/speaking and seven are “Advanced”. Whereas only three students received a “Proficient” in reading/writing. However 8 are “Advanced”. We will also continue to support the development of students speaking and listening skills especially for those who received a lower score than they received for reading and writing.
4. When looking at the other state tests, we can clearly see that our ELLs need extra support meeting ELA standards. Both of our 5th graders got 2’s on the 4th grade ELA. Two of our three returning 4th grade ELLs also got a 2 on the 3rd grade ELA. The other returning 3rd grade ELL did not take the ELA because it was his first year in the program. Our fourth 4th grader is new to our school this year and is in the ICT class and he also received a 2. All our students chose to take assessments in English when given a choice. They did not want to use the test in Spanish when given to them.
5. Not Applicable
6. We evaluate the success of our ESL program for ELLs based on a variety of factors, which include but are not limited to class work, ongoing assessments such as running records, the state tests, the NYSESLAT, and student input.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		