



**P.S. 029 QUEENS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 029 QUEENS**  
**ADDRESS: 125-10 23 AVENUE**  
**TELEPHONE: 718-886-5111**  
**FAX: 718-461-6812**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010029      **SCHOOL NAME:** P.S. 029 Queens

**SCHOOL ADDRESS:** 125-10 23<sup>rd</sup> AVENUE, QUEENS, NY, 11356

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

**SCHOOL CONTACT PERSON:** Jennifer Jones      **EMAIL ADDRESS** JJones48@schools.nyc.gov

**POSITION / TITLE**      PRINCIPAL

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jennifer Jones

**PRINCIPAL:** Jennifer Jones

**UFT CHAPTER LEADER:** Stephanie Flunory

**PARENTS' ASSOCIATION PRESIDENT:** Carol Samano

**STUDENT REPRESENTATIVE:** \_\_\_\_\_

*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**     25     **CHILDREN FIRST NETWORK**     CFN 204  
                          **(CFN)**

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**NETWORK LEADER:**             DIANE FOLEY

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**SUPERINTENDENT:**            DIANE KAY

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**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/ronlyres/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
Jennifer Jones	Principal	
Stephanie Flunory	UFT	
Carol Samano	Parents Association	
Sue Devine	Teacher	
Keith Johnson	UFT	
Rachel Belsky	Teacher	
Mikele Lieberman	Teacher	
Melissa Pinto	Teacher	
Patricia Raffai	Parents Association	

Amelia Dimitrov	Parents Association	
Clarabel Ali	Parents Association	
Venita Singh	Parents Association	
Inass Khalill	Parents Association	

\* 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.

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At P.S. 29 our vision is to create a challenging and dynamic environment for each student, while nurturing his/her social / emotional development as a member of the global community. We have developed a learning environment that excites curiosity, inspires insights, motivates learning, and involves the collaboration of the entire community. Our mission is to encourage each student to achieve his/her highest potential.

P.S. 29 has a strong collaboration with the Teachers College (TC) Reading and Writing Project. Our teachers attend Summer Reading and Writing Institutes, participate in TC Calendar Days, and work with TC staff developers at PS 29, where planning meetings and lab sites continually lift the level of teaching and learning. We are supporting learning in the area of Mathematics by providing staff developers from AUSSIE and Lucy West's Metamorphosis.

Never satisfied with our level of expertise, we challenge ourselves to lift the level of our own learning by collaborating with colleagues:

- A minimum of two weekly common planning periods are scheduled so that teachers may review student work and plan appropriate instruction.
- Monthly articulation and planning meetings are scheduled where classroom teachers, coaches and core teachers meet to look at student work, analyze data and share resources.
- Teachers participate in learning walks and provide feedback to colleagues.
- "Lunch and Learn" opportunities are offered.

We differentiate instruction, helping all children to meet the highest standards. Students in need of additional support are provided with a variety of interventions. We offer after school programs, Saturday programs and summer school to increase the amount of learning time. In addition, we have partnerships with Dancing Classrooms for Ballroom Dancing and The Museum of Natural History with their Moveable Museum Program.

We support a whole-school approach to servicing each child. Our Child Study Team (consisting of our Pupil Personnel Team and Academic Intervention Team) meets weekly to review and evaluate the needs of specific students who require additional academic, social or physical support. An intervention plan is recommended for each student. Our ELL students receive instruction through a co-teaching model where the ELL teacher and classroom teacher work collaboratively.

We believe that parents are our partners, and we have a strong program to encourage parents to be actively involved in their children's education. We offer programs such as Parents As Reading Partners, Parent-Child after-school workshops, Coffee and Conversation with the Principal, Parent and Child Arts and Crafts events, Parent Curriculum and Social Support Workshops, Parent Volunteer programs, etc.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 029 Queens								
<b>District:</b>	25	<b>DBN #:</b>	25Q029	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	70	55	53		94.5	94.3	TBD		
Kindergarten	91	102	114						
Grade 1	106	106	101	<b>Student Stability - % of Enrollment:</b>					
Grade 2	92	109	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	85	99	96		92.9	91.31	TBD		
Grade 4	84	84	98						
Grade 5	91	93	88	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.5	62.6	81.2		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	1	TBD		
Grade 12	0	0	0						
Ungraded	4	0	7	<b>Recent Immigrants - Total Number:</b>					
Total	623	648	652	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					4	5	0		

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	20	32	Principal Suspensions	0	31	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	1	2	TBD
Number all others	44	46	48				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# receiving ESL services only	174	181	188	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	3	32	Number of Teachers	36	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	4	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	95.1	TBD
				% more than 2 years teaching in this school	72.2	65.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	72.2	68.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	90	TBD
American Indian or Alaska Native	0	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.4	100	TBD
Black or African American	2.9	2.5	2.5				
Hispanic or Latino	44.3	45.5	44.8				
Asian or Native Hawaiian/Other Pacific Isl.	33.1	33.6	36.5				

White	19.7	18.1	15.3
Multi-racial			
<b>Male</b>	53.1	49.7	51.4
<b>Female</b>	46.9	50.3	48.6

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
<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	-	-			
Students with Disabilities	√	√	-		
Limited English Proficient	√	√	-		
Economically Disadvantaged	√	√			
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>		

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	78.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	47.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Ä = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◊ = Outstanding

\* = 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)

## **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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

What student performance trends can you identify?

The P.S. 29 Progress Report 2009 – 2010 indicates the following trends:

- Our English Language Learners continue to earn Exemplary Proficiency Gains in ELA and Math (ELA: +1.5 in 2009, + .75 in 2010 Math: +1.5 in 2009, +1.5 in 2010)
- Our Special Education students continue to fall in a percentile for Exemplary Proficiency Gains that is below the level that earns credit for Percent at Proficiency (from 2009 – 2010).
- Self-Contained, SETSS and CTT students received no credit for proficiency gains in ELA or Math on the 2009 – 2010 Progress Report.
- The Median Growth Percentile for Student Progress is lower in Math than in ELA by 3 points.

A review of the NYS 2009-2010 ELA and Math Assessments

ELA Results	60% of the students are	3.06 proficiency rate	ELA Median Growth Percentile 71.0%	0.06% Average change in student proficiency for level 3 and 4 students
Math Results	73% of the students are meeting or exceeding standards	3.57 proficiency rate	Math Median Growth Percentile 68.0%	-0.22% Average change in student proficiency for level 3 and 4 students

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

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

Mathematics

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

ELA

- Make predictions, draw conclusions and make inferences about events and characters
- Read and understand written directions
- Evaluate the content by identifying important and unimportant details
- Evaluate the content by identifying the author's purpose

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

### Math

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

### ELA

- Collect and interpret data, facts and ideas from unfamiliar text
- Understand written directions and procedures
- Use knowledge of story structure, story elements and key vocabulary to interpret stories
- Make predictions, draw conclusions and make inferences about events and characters
- Use specific evidence from stories to identify and describe themes and characters' actions / motivations

### A review of the NYS 2009-2010 NYSESLAT Assessment

#### Listening and Speaking

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

#### Reading and Writing

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

Strengths	What have been the greatest accomplishments of the past year?	What are the most significant barriers to the school's continued improvement?
<ul style="list-style-type: none"> <li>➤ Student performance is at a high level as compared to both our peer group and NYC schools</li> <li>➤ Teachers effectively use summative and formative data to plan instruction and track student progress</li> <li>➤ Teachers use various assessments; Predictive, Performance series, TC running records, rubrics, and Everyday Math end-of-unit assessments to identify and address student needs</li> <li>➤ A full push-in model / team-teaching approach is implemented for ESL</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workshop teaching is fully implemented in all core subjects</li> <li>➤ Teachers set goals for students by setting up interim benchmarks</li> <li>➤ An emphasis on Academic language has been implemented throughout the classrooms</li> <li>➤ Greater use of technology includes Smart Boards as a tool for interactive learning opportunities</li> <li>➤ Implementation of professional development on the Common Core State Standards, resulting in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are continuing to demonstrate some difficulty in responding to short and constructed responses in ELA, Math, Science and Social Studies</li> <li>➤ Some of our highest achieving students are not making year's progress in ELA, mathematics, science and social studies</li> <li>➤ Students are maintaining consistent performance in all mathematic strands as per the EDM end of unit assessments but exhibit difficulty talking and writing about mathematics and the process used to solve</li> </ul>

<p>students</p> <ul style="list-style-type: none"> <li>➤ Parents are active partners in the students' learning</li> </ul>	<p>curriculum alignment to the standards</p> <ul style="list-style-type: none"> <li>➤ Increased communication and transparency among school-wide constituencies through implementation of structures that support teachers, parents and administrators, i.e. Morning Notes from the Principal, Monthly update for parents through the Parent Calendar, teacher attendance at monthly PTA Executive Board meetings, Coaches Corner, P.S. 29 Teacher Resource website</li> <li>➤ Establishment of weekly Instructional Cabinet meetings</li> </ul>	<p>problems</p> <ul style="list-style-type: none"> <li>➤ Students at the L 2 stall who are in their 4<sup>th</sup> or 5<sup>th</sup> year of ESL support services and are still exhibiting limited growth in the reading and writing strands of the NYSESLAT</li> <li>➤ ELL students at the Advanced Level are showing progress but still have not advanced to the Proficient Level.</li> </ul>
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There are:

- 72 Pre K students
- 85 Kindergarten students
- 117 First grade students
- 102 Second grade students
- 87 Third grade students
- 87 Fourth grade students
- 102 Fifth grade students

Our student population includes:

- 323 Hispanic students
- 1 American Indian / Alaskan Native
- 230 Asian students
- 97 White students
- 35 Black students

Our Attendance rate is 95.24%

There are 177 English Language Learners

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

There are 38 students placed in special education self contained classes

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

### 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.*

Annual Goals	Short Description
<p>Goal #1: Math / Special Education By June 2011, 10% of our students performing in our bottom one-third for Mathematics will meet or exceed the school's 2010 median student proficiency score of 3.52, as indicated on the school's 2010 Progress Report.</p>	<p>Based on the 2009 – 2010 Progress Report, 24% of students in school's lowest 1/3 made at least 1 year of progress. By providing this population of students with additional targeted instruction during Academic Intervention periods, we aim to move our students performing in our bottom one-third for Mathematics towards meeting or exceeding the school's 2010 median student proficiency score (3.52) on the school's Progress Report.</p>
<p>Goal #2: Inquiry By November 2010, two cross-grade inquiry teams will be developed, with 1 or more representatives from grades 1 – 4. By June 2011, inquiry team members will have developed a minimum of five units of study.</p>	<p>Inquiry team members will collaborate in the development of units of study in Writing and Math that are aligned to P.S. 29's school-wide goals, the school's Writing and Math data, and the Common Core State Standards.</p>
<p>Goal #3: English Language Learners By June 2011, 15 % of our advanced ELL learners, identified by using the CALC- SODA NYSESLAT conversion system, will move from advanced to proficient.</p>	<p>Advanced ELL students will be targeted, based on data which identifies students who have not moved to the proficient level. Instructional support for these students will include a specific focus on the teaching and learning of language function and structures.</p>
<p>Goal #4: Environment New structures for school-wide communication will result in a 15% growth in the 'Communication' and 'Safety and Respect' categories of the 2010-2011 Learning Environment Survey.</p>	<p>Creation and implementation of structures for school -wide communication between faculty and school leaders will result in measurable growth. These structures will be developed based on feedback from the 2009 – 2010 Learning Environment Survey in the</p>

	'Communication' (6.9) and 'Safety and Respect' (8.1) categories of the P.S. 29 Progress Report.
<p>Goal #5: Common Core Standards / Writing          By June 2011, 100% of the staff will have attended three professional development sessions related to the Common Core Standards. By June 2011, 50% of targeted students will show evidence of one or more levels of growth, as measured by as Common Core State Standards-based rubric.</p>	<p>One teacher on each grade level, grades 1 – 5, will develop writing units of study and assess student growth in conveying ideas and information clearly, using a teacher-produced writing rubric, based on the Common Core standards. This rubric will be used to assess baseline and end line student writing.</p>

**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

**MATHEMATICS / SPECIAL  
EDUCATION STUDENTS**

(where relevant) :

<p><b>Annual Goal #1</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #1: Math / Special Education By June 2011, 10% of our students performing in our bottom one-third for Mathematics will meet or exceed the school’s 2010 median student proficiency score of 3.52, as indicated on the school’s 2010 Progress Report.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target Population</b> • Students performing in the bottom one third on NYS Math assessment • <b>Responsible Staff</b> • Building Administrators • Self-Contained Special Education Classroom Teachers • AIS Provider • Coaches • AUSSIE Consultant • Metamorphosis Consultant - Paraprofessionals Additional Academic Instructional Support Periods: • We will provide targeted small group math instructional support for our 4th grade self-contained special education students not meeting proficiency on the New York State Math exam by providing them with two additional academic support periods each week in the area of math. • This instruction will be planned for by both the special education teacher and the AIS provider collaboratively. • Common planning periods will be planned as meeting times for the AIS provider and Self-contained teachers. • The AIS provider will provide instruction during two academic periods and push into the classroom an additional two periods per week reducing the teacher/students ratio to two teachers for 12 students. • Children performing in the bottom one third will be attending extended day, three days a week for an additional 37 ½ minutes. • The extended day groups will have a teacher/student ratio of 1:5. • Children will be assessed and grouped according to EDM and results of the itemized analysis of the 2010 State Math Exam. •</p> <ul style="list-style-type: none"> <li>• Teachers will engage in Study Lessons and Content Focused Coaching, facilitated by Lucy West and/or her representative Christine King of Metamorphosis T.L.C. Teachers will identify, adapt, develop and/or collaboratively plan a lesson to be implemented and debriefed. Teachers will develop tasks aligned to the Common</li> </ul>

	<p>Core State Standards. Teachers will identify, select and adapt math word problems in direct alignment to the Common Core State Standards from available curriculum materials.</p> <p>The consultant will work with coaches and our AIS provider, as well as the classroom teachers in order to assess, plan, and implement specific strategies that target the needs of our students in our sub populations including those performing in the bottom one third of our student population. • Teachers will meet with coaches to analyze low inference transcripts of lab-site lessons provided by the math consultant. • Exemplars will be used and analyzed for understanding and mathematical thinking and assessed using standards-based rubrics. • Teachers will meet with coaches to debrief exemplars and develop targeted mini-lessons based on misconceptions.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>Aligning Resources: • Supervisors (2) \$233,138 • 4 Special Education Teachers \$293,832 • 1 Classroom Paraprofessional \$43,563 • 1 Classroom Paraprofessional \$44,994 • Coaches \$146,916 • AIS Provider \$94,095 • AUSSIE Consultant \$8,000 • Per Diem Coverage \$5000</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Indicators of Interim Progress and/or Accomplishment</u></b> • Teacher-created assessments and rubrics • Low inference transcripts • Student work • Student outcomes of identified students • Formal and informal classroom observations • Teacher observations and anecdotes • Collaboration between consultant, coaches, teachers, and administrators • Report cards</p> <p>Periodic review will occur after each unit of study, using a pre- and post- unit assessment. 10% of our students performing in our bottom one-third for Mathematics will meet or exceed the school's 2010 median student proficiency score of 3.52, as indicated on the school's 2010 Progress Report.</p>

**Subject Area**

**INQUIRY**

(where relevant) : \_\_\_\_\_

<p><b>Annual Goal #2</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: Inquiry                  By November 2010, two cross-grade inquiry teams will be developed, with 1 or more representatives from grades 1 – 4. By June 2011, inquiry team members will have developed a minimum of five units of study.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>Target Population</u></b> • Students performing in the bottom one third on the NYS ELA assessment                  • Students performing at or above Level 3 on the NYS ELA Responsible Staff 2 Building Administrators 40 Classroom and out of classroom teachers 1 Literacy Coach 1 Data Specialist  <b><u>When</u></b> • Teachers will work with target populations during instructional blocks throughout the year. This work will serve as the foundation for ongoing assessment. • Teachers will be meeting Thursday afternoons during one extended day period for inquiry studies. Actions/ Strategies/ Activities Inquiry work during Thursday extended day periods for teachers will introduce and analyze school-wide data, and identify inquiry topics based on student needs and feedback from teachers. An action plan for creating professional learning communities across grade levels will be developed and implemented. These learning communities will move through the <b><u>Phases of Inquiry</u></b>: Teachers will: • Identify target population students in one specific area of academic weakness • Analyze the conditions of learning, then design and implement an instructional change strategy, while evaluating and revising, based on interim progress measures • Analyze systems that produced the conditions of learning (i.e. teacher practice) to further design and implement a system-level change strategy to move students into the sphere of success</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>Budget:                  40 classroom and cluster teachers \$2,938,320 • 2 administrators \$233,138 • 2 Coaches \$146,916</p>

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

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

**Indicators of Interim Progress and/or Accomplishment** • Teachers will analyze student work as interim progress measures • Low inference transcripts will establish the correlation between the change strategy and student outcomes • Low inference transcripts will serve as an assessment of the impact of the change strategy on student outcomes • Baseline assessments in all inquiry areas will be compared to ongoing assessments • Findings will be used as a whole school initiative towards student understanding and comprehension • Periodic review will occur every 2 months, using a peer-review feedback sheet. Completed units of study will receive feedback, and teachers will make revisions. Final drafts will be added to the school curriculum.

**Subject Area**

**ENGLISH LANGUAGE LEARNERS**

(where relevant) :

<p><b>Annual Goal #3</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3: English Language Learners By June 2011, 15 % of our advanced ELL learners, identified by using the CALC- SODA NYSESLAT conversion system, will move from advanced to proficient.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population • Identified ELL learner population Responsible Staff • All classroom teachers with ELL students • Cluster and AIS teachers • Administrators • ESL teachers • Coaches When • During Literacy blocks throughout the year, teachers will implement strategies • Teachers will participate in Professional Development throughout the year Actions/ Strategies/ Activities • Teachers and Coaches will develop and implement ELL teaching practices that focus on: 1. Complex sentences 2. Vocabulary 3. Voice 4. Cueing systems: Use of meaning, structure and visual information to make meaning • Teachers will provide students with multiple exposures to content language and structures of complex sentences. • Teachers will utilize the continuum of language (Shades of Meaning ) to the nuances of word meanings in order to make purposeful word choices in their writing and verbal communication • Teachers and Coaches will engage in lab sites and debriefing sessions, focused on low inference transcripts, to identify explicit instructional practice</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>Budget: • 40 classroom and cluster teachers \$2,938,320 • Administrators \$233,138 • Coaches \$146,916</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Indicators of Interim Progress and/or Accomplishment</u></b> • Teachers will assess and plan using texts at student’s levels • Texts will be assessed for structures that support content language and structures of complex sentences by teachers and coaches • Low inference transcripts will provide insight into the teaching and learning process of language acquisition • Baseline, midline and end line written assessments will be created to plan and revise instructional aligned to students needs • Periodic review will occur monthly, using teacher-developed checklists for ELL students.</p>

15% of our advanced ELL students, identified by using the CALC-SODA NYSESLAT conversion system, will move from advanced to proficient.

Subject Area

ENVIRONMENT

(where relevant) :

<p><b>Annual Goal #4</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #4: Environment New structures for school-wide communication will result in a 15% growth in the 'Communication' and 'Safety and Respect' categories of the 2010-2011 Learning Environment Survey.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target Population:</b> All Staff Members Building Administrators Student Population Responsible <b>Staff:</b> 44 Teachers, 2 Secretaries, 5 School Aides, 7 Para-Professionals, 1 Parent Coordinator, 3 SBST members, 1 Guidance Counselor, 1 SAPIS worker, 2 Coaches 2 Building Administrators <b>When:</b> Disciplinary Advisory Committee will meet twice a month Instructional Cabinet will meet every Monday Morning Notes will be sent electronically every Sunday <b>Actions/Strategies/Activities:</b> • The Disciplinary Advisory Committee will consist of parents, teachers, administrators and students. This committee will address the order and discipline procedures for P.S. 29. • Respect for All training and implementation in the school building • The Instructional Cabinet will meet weekly to discuss curriculum and school policy. Teachers on the Cabinet will present the ideas and concerns of the staff regarding school policy and curriculum. • Morning Notes will be sent to every staff member electronically each Sunday. Each memo will include upcoming events, areas of focus for cluster teachers, and instructional support ideas contributed by the Coaches. • The principal will establish an Open Door Policy which will enable staff members to communicate freely and openly with administration.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i></p>	<p>Budget: • Supervisory Leadership: \$233,138</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Indicators of Interim Progress and/or Accomplishment</u></b> • Written teacher feedback on survey that will assess how communication has improved between administrators and teachers</p> <ul style="list-style-type: none"> <li>• Quarterly measurements of the number of student disciplinary actions</li> <li>• Feedback presented at committees that indicates decrease in concerns expressed by the faculty</li> <li>• At Child Study Team meetings, tracking planning and implementation of action plans for students</li> </ul> <p>Periodic review will occur monthly during SBST meetings and grade-level meetings. A survey will be distributed to teachers, based on the Progress Report topics, and results will be reviewed in order to revise the plan of action.</p>

Subject Area

CCS / NONFICTION WRITING

(where relevant) :

<p><b>Annual Goal #5</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5: Common Core Standards / Writing                  By June 2011, 100% of the staff will have attended three professional development sessions related to the Common Core Standards. By June 2011, 50% of targeted students will show evidence of one or more levels of growth, as measured by as Common Core State Standards-based rubric.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>Target Population:</u></b> 1 Classroom teacher per grade, grades 1 – 5 (5 teachers) Students in 5 classes, (150 students)  <b><u>Responsible Staff:</u></b> Building Administrators 5 Classroom teachers 2 Coaches Social Studies Cluster Teacher Network Support Specialist                  When: In December and February of the 2010 – 2011 school year, two consecutive Social Studies units of study incorporating the Common Core Standards of writing will culminate in the creation of a writing task in Grades 1 – 5. Professional Development opportunities around the Common Core Standards will take place across the year.  <b><u>Actions/Strategies/Activities:</u></b> Activities in support of the creation of writing tasks across all literacy areas will include: • Three targeted professional development sessions that address: an overview of Common Core Standards; development of rigorous tasks; and rubric development and assessment of student outcomes • Ongoing coaching in support of development of content-area units of study • Cross-grade team lab sites involving demonstration lessons on content, facilitated by coaches • Cross-grade team meetings debriefing lab site learning and assessing student work in relation to the task expectations • Administrative support for coaches and teachers in the form of Instructional Cabinet meetings • Collaborative informal observations, performed by administrators and coaches • Administrative attendance at all lab sites and debriefings • Use of a rubric that will measure content knowledge as demonstrated by a writing piece that examines a topic and conveys ideas and information clearly</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include 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>	<p>• Supervisory Leadership: \$233,138 • Coach and Data Specialist: \$146,916 • Social Studies Cluster: \$73,458 • Teachers College Consultants: \$33,600</p>

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

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

**Indicators of Interim Progress and/or Accomplishment:** • Written teacher feedback on professional development survey • Development of exemplar pieces to be used as models for students in order to gain independence in measuring their own growth across time • Student responses (written and oral), reflecting content knowledge and its connection to the task, will be assessed in draft form through the units • Informal observations between lab sites provided for teachers, measuring their progress in relation to task development and instructional practice Periodic review will occur monthly, using peer-review feedback on the rubrics and units of study. Completed units of study will receive feedback, and teachers will make revisions. Final drafts will be added to the school curriculum.

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## 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	11	11	N/A	N/A	5	0	0	0
1	11	11	N/A	N/A	6	1	0	0
2	3	3	N/A	N/A	6	0	1	0
3	9	9	N/A	N/A	10	0	0	0
4	9	9			12	0	0	0
5					11	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o 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. 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>	<p><input type="checkbox"/> The programs for AIS ELA support include:</p> <ul style="list-style-type: none"> <li>• Foundations for Primary students</li> <li>• Guided Reading</li> <li>• Small group strategy lessons</li> <li>• Mondo Let’s Talk About It—Oral language Development Program</li> <li>• Words Their Way word study</li> <li>• Fountas &amp; Pinnell Leveled Literacy System</li> </ul> <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> The programs for AIS Mathematics support include:</p> <ul style="list-style-type: none"> <li>• Exemplars Math program</li> <li>• Everyday Math Games</li> <li>• Small group strategy lessons</li> </ul> <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program.</p>

<b>Science:</b>	<input type="checkbox"/> N/A
<b>Social Studies:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> The programs for AIS support provided by the guidance counselor includes: <ul style="list-style-type: none"> <li>• character development</li> <li>• self esteem building</li> <li>• team building</li> <li>• peer mediation</li> <li>• conflict resolution</li> <li>• community service activities</li> <li>• School wide “Caught Doing The Right Thing” incentive program</li> </ul> <p>All of the above programs are provided to students in small group sessions during the day as well as during the extended day program.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The programs for AIS support provided by the school psychologist includes: <ul style="list-style-type: none"> <li>• Understanding self and developing a positive self image</li> <li>• Showing respect for the feelings of others</li> <li>• Understanding the decision-making process</li> <li>• Coping with divorce</li> </ul>

	All of the above programs are provided to students in small group sessions during the day and during dessert and conversation programs
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The programs for AIS support provided by the social worker includes: <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Dealing with crisis situations</li> <li>• Maintaining effective relationships with peers and adults</li> </ul> All of the above programs are provided to students in small group sessions during the day and during dessert and conversation programs
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

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

**Form TIII – A (1)(a)**

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

**Number of Teachers**   4       **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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#### ESL Program at PS 29

At P.S. 29 our ELL students receive instruction in a Free Standing ESL program. We have 4 full time ESL teachers who all follow a push in model for servicing their students. Students are carefully grouped in June in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who "pushes in" to that classroom. Children who are at the beginner and intermediate proficiency level receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model. In addition to the mandated services, there is an extended day period which supports selected ELLs from Monday through Thursday. In addition, students that need extra support are provided with SETTSS services, guidance and speech.

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

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

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

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

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

As a team we are well aware that our students' English proficiency levels vary greatly thus we are always cognizant of the need for differentiation not only of grouping but of instruction. ESL teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction.

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

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Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. Teachers are sent to numerous training opportunities through our ICI/LSO that further supports the strategies we are using in the classroom. In school, we provide various study groups on topics such as: working with the ESL students in the classroom; understanding juicy sentences; assessments; differentiating instruction of our ELL learners; welcoming parents as partners; read alouds in the content areas, etc. Teachers attend professional development days provided through Teachers College to gain a further understanding of how to support ELLs in literacy. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population and are also given an opportunity to share what they have learned with their colleagues.

### **Proposal for the 2009-2010 Title III program**

The Title III program will be geared to our present ELLs in grades 3-5 and former ELLs that tested out last year in grades 3-5 to deepen their math and social studies content area learning. This program supplements the work being done in classrooms during our ELL push in model and juicy sentence work. After reviewing the NYS math assessment and the last three years of NYSESLAT data, it became apparent that a focused concentration on developing academic language in social studies content, mathematical writing and building oral language to talk about math concepts is needed in the testing grades. Our proposal includes a content area academy that supports both former and current ELL students and supplements their work in the content areas of math and social studies. The program will use supplemental texts and materials to support language use and acquisition.

A second session will be offered on Saturdays to our beginning ELL's and ELL's who are proficient as determined by the NYSESLAT but not moving on to advanced and testing out of ESL services. This target program will be taught exclusively by our ELL teachers for 5 consecutive Saturdays.

The in school program will be run under the supervision of an Assistant Principal who is well versed in ESL standards and methodologies. The afterschool supplemental content area program will run for 33 sessions in the spring on Mon-Tues-Wed from 3-5PM. There will be one class on each grade level 3-5 comprised of no more than 25 students and 2 teachers, one ESL licensed and the second general education licensed. The classes will maintain a co-teaching model as a supplement to the regular ESL program, Monday through Friday. The co-teaching model will consist of a licensed ESL teacher and a Common Branch teacher, planning and presenting instruction in a partnership model to the students. This model has proven to be successful for all students as both teachers bring a level of knowledge and expertise to the students. This team teaching model lessens the student to teacher ratio; thereby, supporting differentiation of instruction for the students. The second session on Saturdays will be comprised of no more than 15 students to two ELL teachers and will run from 8AM-10AM during the spring.

At the end of each program, the students will have built a repertoire of academic language, and supplemental targeted strategies in the content areas. BICS/CALPS ringed cards to refer to, student made books and materials depicting their learning journey. The school will maintain, a photo and video library of the learning events and as well as student created projects ( mural, books, ...) to be shared with the larger school community.

**Professional Development for the Title III program:**

Professional development will take place before, during and after the program begins. Teachers will meet together before and after school to look at the ESL, Math and Social Studies standards. The teachers will work together to discuss various methods of instruction and needed materials and books for successful implementation of the program. Title III teachers along with the program supervisor will meet on the Saturday prior to the program beginning.

Teachers will meet twice during the program after program hours (from 1:00pm-2:00pm) to discuss successes, challenges and next steps for the program. After the sixth week, there will be a follow up meeting after program hours (from 1:00pm-2:00pm) to assess the program and to view the data collected from the program to assess the progress made by the students in developing academic language, Tier I, II and III words, familiar and unfamiliar text structure, building oral language to talk about math and social studies concepts and focusing on activating prior knowledge, using graphic organizers to build the students' schema.

**Form TIII – A (1)(b)**

School: PS 29 BEDS Code: 342500010029

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

Allocation Amount: \$28,724		
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> - Per session - Per diem	\$16,624 (teacher per session)	<b>Afterschool Program</b> <b>3 classes (6 teachers) x 33 sessions x 2 hours =396 hours</b>  <b>396 hours x 41.98 current teacher per session rate with fringe) = \$16,624</b>
	\$2,900	<b>66 hours x 43.94 current supervisory rate = \$2,900</b>
	\$502.68	<b>12 hours of per sessions for PD</b> <b>12 x 41.98 (with fringe)=\$502.68</b>
	\$1,688.80	<b>3 classes (3 teachers) x 5 sessions x 2 hours= 30 hours</b>  <b>30 hours x 41.98 current teacher per session rate= \$1,259.40</b>  <b>5 sessions x 2 hours x 43.94 = \$439.40</b>

<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,500	<b>Books, books on tape, take-home backpacks with books and activities in English and native languages including Spanish, Chinese, Korean and Arabic</b>
<b>Educational Software (Object Code 199)</b>	\$2,008.52	
<b>Other: Translation &amp; Interpretation</b>	\$1,500	<b>In school translators in Arabic and Chinese available during Saturday Title III program during in school portion of the program</b>
<b>TOTAL</b>	\$28, 724	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

Parent orientation sessions for new ELL parents are regularly scheduled upon admittance into the school. Our ESL teachers and parent coordinator are in attendance. Parents are asked to complete a survey which was made available in all languages. Surveys were also sent home to parents who were unable to attend. At the end of the orientation parents asked questions and their concerns were addressed.

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

Spanish

Chinese

Korean

Arabic

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

- Workshops on various curricular topics, social and emotional child development, data, ARIS parent link...
- Coffee and Conversation
- PTA newsletters
- Monthly calendars
- Test prep materials
- Parent Teacher Conference appointment slips
- Report cards
- State standards and requirements
- Goals and mission statements

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$ 362,783	\$23,060	\$385,843
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3627	\$230	\$3857
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 18,139	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 54,152	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

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 AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. A new “Parent Website” will become available to the parents of the P.S. 29 community.

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

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

□

### I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the

Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful

consultation with parents of participating children. • The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESEA

- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

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

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

3. P.S. 29 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: A new 'Parent Link' will become part of the

P.S. 29 website4. P.S. 29 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in

parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. P.S. 29 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to

support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically

described below:

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

Workshops topics will include, but are not limited to: ELA, Everyday Math, Arts & Crafts, Promotional Criteria, Anti-Bullying, Parent Book Clubs, Computer Workshops, Resume Writing, Family Literacy Workshops

b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement; by: Dial-A-Teacher Workshops, in-school workshops, homework help workshops. . A computer center will be made available for parent use.

c. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Through the Translation Plan, translated flyers and notices will be provided. Translators in Chinese, Spanish and Korean will be provided for Parent-Teacher conferences.

### III. Discretionary School Parental Involvement Policy Components

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are

unable to attend those conferences at school;

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

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in title I, Part A programs, as

evidenced by PTA President's signature and the nature of the compact. This policy was adopted by the P.S. 29 on 06/06/07 and will be in effect for the

period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 27, 2010.

2. School-Parent Compact – Attach a copy of the School-Parent Compact. Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title

I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School –Parent Compact:

P.S. 29, and the parents of the students participating in activities, services, and programs funded by title I, Part A of the elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for

improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve

the State's high standards. This school-parent compact is in effect during school year 2010-2011

#### Required School-Parent Compact Provisions

P.S. 29 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the

State's student academic achievement standards as follows: a Balanced Literacy approach to reading and writing; Everyday Math; hands-on Science;

Interactive Social Studies units and Arts through the Content Areas are all programs which will raise student achievement.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and March 2011.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Updates on progress of students with IEPs will be provided to the parents with the report cards, Report Cards will be distributed to grades 1-5 in November, March and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. Kindergarten report cards will be distributed in January and June. {Parent/Teacher Conferences are held in November and March. Interim Parent Conferences are held as needed.}

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during the school year.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child's class in action. Classes hold class celebrations in writing, which parents are invited to. Class performances are open to parents. Parents can volunteer to help on various school committees and class trips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.

UPDATED – OCTOBER 2010

- Monitoring kinds of television programs my children watch.
- Attending celebrations in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Becoming actively involved with the PTA and Parent Outreach activities to the extent possible.
- Checking the school calendar and attending workshops to the extent possible.

Optional Additional Provisions

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow all school rules.
- Be kind to my classmates and follow the anti-bullying rules.

## **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.

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

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

2. Schoolwide reform strategies that:

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

N/A

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

- 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.

N/A

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

We will provide ongoing professional development for our teachers. We have a strong collaboration with Teachers College Reading and Writing project. Teachers will attend summer reading and writing institutes, calendar days and workshops. Teachers also work with staff developers, having meetings and labsites to continually lift the level of their teaching. Staff members will attend Learning Support Organization, ICI professional development opportunities as well as DOE learning opportunities to deepen and grow their knowledge.

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

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

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

- Participate in District-wide and Borough-wide Job Fairs
- Use of the DOE Open Market System

□

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

We provide many opportunities for parental involvement at PS 29.

- We offer Adult ESL classes for parents to learn English and get involved in school.
- We offer Parent/Child Workshops after school bi-weekly for families in the arts, reading, math, science and social studies
- We offer Parent Workshops during the school day in topics such as: Helping Your Child Prepare for the State Tests, Guidance issues, etc.
- We offer “coffee and conversation” with the Principal monthly prior to the start of the school day.
- We offer parent and child physical education events
- We send translated flyers home to parents to attend family workshops, PTA meetings and evening Parent Involvement Programs.
- Our Assistant Principals and Parent Coordinator speak Spanish and are able to communicate with parents and make them feel welcome in our school.
- We offer Family Literacy night workshops and opportunities for parents to attend Literacy workshops at Teachers College Columbia University.

□

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

We will visit nursery sites throughout the year to help in the transition. We will invite nursery staff to see the kind of program we have in pre-K and kindergarten, so they can meet the high standards we have set for our students at PS 29. We have an ice cream social in the spring for future pre-K and kindergarten students so they will feel welcome in our school. We offer a parent orientation for our Pre K and Kindergarten families to meet our staff and PTA members and encourage their participation in all school wide events

□

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

- During grade conferences we discuss different forms of student assessment
- Teachers use ARIS to group and track subgroups of students
- Teachers use TC PRO to track student progress and ensure students are reaching their interim benchmarks
- Teachers participate in monthly data meetings to discuss assessments and how they can improve instruction
- Teachers meet during common prep times to discuss writing, reading, math assessments
- Teachers use TC literacy assessments 3 times across the school year and conduct running reading records monthly to monitor student progress
- Teachers meet to assess students' writing samples
- Each month we assess and match students to reading levels
- We use standardized tests such as ELA, EPAL, State and City Math Tests to assess students' abilities
- Teachers use informal teacher made tests to assess students

- We use the periodic assessments five times during the year, with teacher input as to the questions asked.
- The Core Inquiry Team views varied data sources and shares with the larger school community
- Anticipated use of “Inquiry spaces” for the sharing of academic assessments for greater student outcomes
- Teacher will form Inquiry Teams and will meet at least once a week to review data, create rubrics, implement and provide feedback on best practices / strategies that will benefit the students and raise the level of instruction.

□

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

- We have a Child Study Team (consisting SBST, PPT, and AST members) that meets at least once a week to identify students that may need additional support services. The Child Study Team reviews each case carefully through the use of data, informal teacher observation(s), anecdotal records, Teachers College running reading records, Everyday Math unit tests, and on-demand writing pieces. The Child Study Team may recommend:
  - At-risk support services for up to 6 weeks
  - Extended Day program
  - Targeted, small-group instruction
  - AIS teacher to provide additional support
  - Literacy coaches to provide additional support and provide small group instruction when needed
- Students at risk participate in the extended day program in reading and math
- The literacy coach works directly with students to meet their needs

- An AIS literacy teacher assess and works with primary grade students to accelerate their learning for a 6 week cycle of support
- During our morning small group period, teachers work with students at risk in small groups to meet their needs

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.

N/A

We will co-mingle funds to provide the opportunity for teachers to attend professional development sessions, to provide inter-visitation opportunities and work with staff developers. We will combine monies to allow us to hire a Literacy AIS teacher to support our students at risk in grades 1 and 2. We will continue the nutrition committee which meets once a month with a representative from each grade to promote healthy living. We will provide adult ELL classes for our parents so they can learn English and help their children in school. Students will participate in community service projects including “Penny Harvest” and “Go Green”.

## 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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	√			\$286,865		
Title I, Part B (ARRA)	Federal	√			\$22,830		
Title II, Part A	Federal	√			\$11,679		
Title III, Part A	Federal	√			\$28,860		
Title IV	Federal			√			
IDEA	Federal		√				
Tax Levy	Local	√			\$2,893,858		

**1Reminder:** 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.

**2Note:** 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.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
  - N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - N/A
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;
    - N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
N/A

c. Minimize removing children from the regular classroom during regular school hours;  
N/A

4. Coordinate with and support the regular educational program;  
N/A

5. Provide instruction by highly qualified teachers;  
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
N/A

7. Provide strategies to increase parental involvement; and  
N/A

8. Coordinate and integrate Federal, State and local services and programs.  
N/A



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 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:**

#### **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.)

0

2. Please describe the services you are planning to provide to the STH population.

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

- We have a community service project
- We have academic support available from our AIS reading teacher, coach and SETTS and speech teachers
- We have an after school program through the Virtual Y which provides homework assistance and social and community building daily activities from 3:00-5:30pm

### **Part B:**

**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).

N/A

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

N/A

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.

N/A



# **CEP RELATED ATTACHMENTS**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 029 Queens					
<b>District:</b>	25	<b>DBN:</b>	25Q029	<b>School</b>		342500010029

**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>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	55	53	72		94.5	94.3	94.4
Kindergarten	102	114	81				
Grade 1	106	101	103	<b>Student Stability - % of Enrollment:</b>			
Grade 2	109	95	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	96	93		92.9	91.3	92.1
Grade 4	84	98	95				
Grade 5	93	88	101	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.5	81.2	81.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	1	1
Grade 12	0	0	0				
Ungraded	0	7	34	<b>Recent Immigrants - Total Number:</b>			
Total	648	652	669	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	5	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	32	41	Principal Suspensions	0	31	26
# in Collaborative Team Teaching (CTT) Classes	0	10	15	Superintendent Suspensions	1	2	5
Number all others	46	48	45				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	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>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	36	41	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	181	188	TBD				
# ELLs with IEPs	3	32	TBD	Number of Educational Paraprofessionals	4	6	8

*These students are included in the General and Special Education enrollment information above.*

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	95.1	100.0
				% more than 2 years teaching in this school	72.2	65.9	73.3
				% more than 5 years teaching anywhere	72.2	68.3	71.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	90.0	93.3
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers	84.4	100.0	100.0
Black or African American	2.5	2.5	3.9				
Hispanic or Latino	45.5	44.8	47.1				
Asian or Native Hawaiian/Other Pacific	33.6	36.5	34.1				
White	18.1	15.3	14.8				
<b>Male</b>	49.7	51.4	49.8				
<b>Female</b>	50.3	48.6	50.2				

#### 2009-10 TITLE I STATUS

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

#### 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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	52.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

<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>CFN 204</b>	District <b>25</b>	School Number <b>029</b>	School Name
Principal <b>Jennifer Jones</b>		Assistant Principal <b>Dalila Scott</b>	
Coach <b>Patricia Hendry</b>		Coach <b>Christine Milton</b>	
Teacher/Subject Area <b>Deborah Ilberg/ESL</b>		Guidance Counselor <b>Kimberly Stummer</b>	
Teacher/Subject Area <b>Jodi Strahl/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Monica Rosario/ESL</b>		Parent Coordinator <b>Maria Ortiz</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Diane Foley</b>		Other <b>type here</b>	

### 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>4</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>673</b>	Total Number of ELLs	<b>188</b>	ELLs as Share of Total Student Population (%)	<b>27.93%</b>
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## 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.

1. One of our four certified ESL teachers is present at every students' registration, to assist parents with completing the Home Language Identification Survey and to complete the informal oral interview. Based on the parents' completion of the HLIS, it is determined if the student requires the LAB-R. If the student requires testing, the ESL teacher responsible for that grade level administers the LAB-R. In September, we use a computer program called calc-soda to evaluate students progress. Calc-soda shows the students' progress within each modality.

Each Spring, the four certified ESL teachers administer the New York State English as a Second Language Achievement Test to all eligible students, as identified by the R-LER and R-LAT reports generated on ATS.

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

3. For parents who do not attend our Fall meeting, letters are sent out once again requesting the presence of the parent and stressing the importance of attendance at this meeting. If parents still do not respond, individual letters are sent out to parents who do not show up and other orientation meetings are held. Our last course of action is to individually call the parents of students whose Program Selection forms we are missing and conduct the interview on an individual basis. It is stressed to parents via letter that if they do not complete the Program Selection Form, the default program is Transitional Bilingual Education.

4. A review of the Parent Selection forms shows that the majority of parents choose a Free-Standing ESL program and not a bilingual program, therefore PS29 uses a Free-Standing ESL model. This is explained to parents in English or in their native language. Parents understand that the ESL teacher will follow a push-in model and, depending upon their child's proficiency level, their child will receive ESL services four or eight times per week.

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

6. The program model offered at PS29 is aligned with parent requests.

## 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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	0	1	0	0								3
<b>Push-In</b>	4	4	5	4	4	2								23
<b>Total</b>	5	5	5	5	4	2	0	0	0	0	0	0	0	26

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	156	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text"/> 156	<input type="text"/> 0	<input type="text"/> 21	<input type="text"/> 32	<input type="text"/> 0	<input type="text"/> 1	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 188
<b>Total</b>	<input type="text"/> <b>156</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>21</b>	<input type="text"/> <b>32</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>1</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>0</b>	<input type="text"/> <b>188</b>

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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		
	EL	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>	<b>0</b>																				

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

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:
Native American:	White (Non-Hispanic/Latino):
	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	18	26	14	12	7	8								85
Chinese	9	16	12	6	8	11								62
Russian														0
Bengali			1											1
Urdu	1			2	3	1								7
Arabic	1	4	4	4	2	1								16
Haitian														0
French			1											1
Korean			1		1									2
Punjabi		2												2
Polish														0
Albanian														0
Other	1	3	5	1	2									12
<b>TOTAL</b>	<b>30</b>	<b>51</b>	<b>38</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>0</b>	<b>188</b>						

## 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.

1. ESL instruction is delivered through a push-in co-teaching model. The ESL teacher pushes in to one heterogenous class per grade per period(s).
2. We have 4 full time ESL teachers who all follow a push in model for servicing their students. Students are grouped carefully in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who pushes into that classroom. Children who are at the beginner and intermediate proficiency levels receive 360 minutes per week of ESL instruction as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model.
3. Our instructional approach to teaching of ELLs is rooted in our belief that in order for our students to be successful in all academic areas

they need to be able to make sense of the materials provided, particularly in the content areas. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. PS 29 is in compliance with ELL related mandates. Our focus is directly targeted at developing academic vocabulary and grammatical structures that often impede ELLS from comprehending content area material. We have adopted strategies for developing our students' use and understanding of the language commonly found in content area material. These strategies include not only developing academic language and vocabulary but also opportunities for oral discussions to build and assess comprehension. The key piece to the successful delivery of these strategies is that both ESL and classroom teachers are trained in how to deliver this instruction. Ongoing professional development is provided for all teachers of ELLs.

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

In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the most support in. ESL teachers will provide instruction using a myriad of ESL strategies and some children may be offered Academic Intervention Services to help them overcome their academic challenges.

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

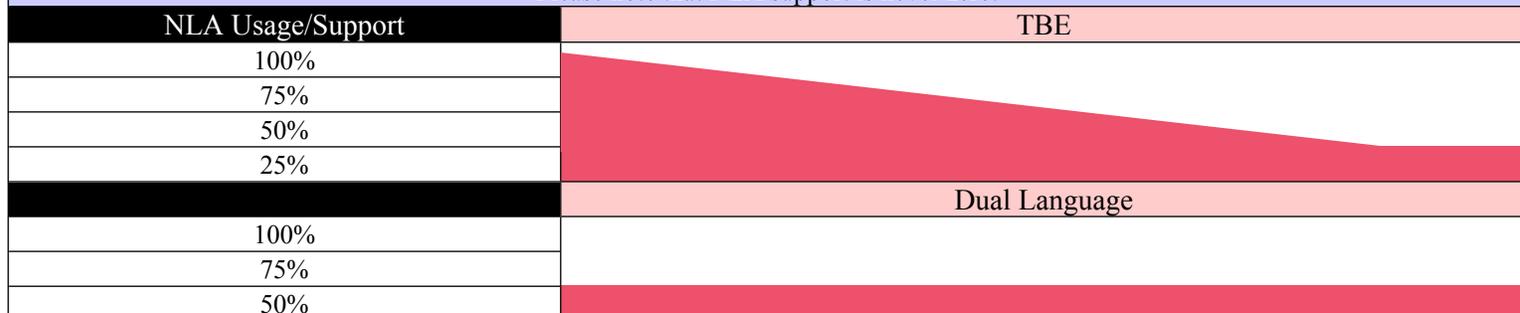
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### 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?

5. Continued coordination of instruction between the classroom teacher and ESL teachers helps ELLs overcome residual language deficiencies. Activities to enable ELLs reach high standards in math include hands-on opportunities such as manipulatives, games, First in Math Program, Exemplars, etc. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinate with the studies in their classroom.

The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area is necessary. We concentrate on supporting science learning for the ELL students. Focus on activating prior knowledge, using graphic organizers; etc is used to build the students' schema.

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

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

English language proficiency. Language functions and structures are taught within the context of the lesson.

Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students.

Teachers attend professional development days provided through the ICI/LSO and at Teachers College. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population.

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

6. Students who have scored proficient on the NYSESLAT will be closely monitored as well, including additional support by an ESL teacher in a push-in model. These students will also receive testing modifications.

7. Our ESL team analyzed the NYSESLAT to improve our instruction and ensure that our instruction is targeted to the specific needs of the students. Assessments are also used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress.

8. None of our services for ELLs will be discontinued.

9. All ELLs have equal access to all school programs. In addition to the mandated services, we have an extended day period which supports selected ELLs from Monday through Wednesday. Students who need additional support are provided with SETTS services, guidance and speech.

10. Materials that provide hands-on opportunities, such as manipulatives, games, First in Math program, exemplars, etc. are utilized to support ELLs. Almost every classroom has a Smart Board, which is used to engage the students and support their learning. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinate with the studies in their classroom. Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, understanding of complex sentences, etc. to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Language functions and structures are taught within the context of the lesson.

The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area is necessary. We concentrate on supporting science learning for the ELL students. Focus on activating prior knowledge, using graphic organizers; etc is used to build the students' schema.

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

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

13. One of our four certified ESL teachers is present at every students' registration to complete the informal oral interview. During this interview, the ESL teacher screens each newly enrolled ELL student.

14. None

### 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)?

### 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.

1. Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. Teachers attend professional development days provided through the ICI/LSO and at Teachers College. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population.

2. Our teachers are provided with professional development to prepare students for the transition from elementary to middle school.

3. We provide opportunities for professional development for all staff in teaching ELLs through study groups, workshops given by our network support specialist, and LAB sites with debriefs.

### 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?

1. Parental involvement in our school includes, but is not limited to, coffee and conversation workshops, the school leadership team, the parent/teacher association, ESL parent orientations, assemblies, and open school week. Our school has an open door policy, where the parents are always welcome to visit their child's classroom.

2. Our school partners with the New York Hall of Science, Elmhurst Hospital, Partners as Arts, Brain Education, Dial-A-Teacher and Edward Jones Financial Services to provide workshops and services for ELL parents.

3. The parent coordinator sends home parental need surveys and is in constant communication with the parents.

4. After evaluating the parent needs surveys, it was determined that there was a need for an ESL program for adults. Coffee and conversation topics are also chosen by looking at those surveys.

## 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)	8	30	7	4	2	2								53
Intermediate(I)	3	21	10	10	3	5								52

Advanced (A)	19	0	21	11	18	14								83
Total	30	51	38	25	23	21	0	0	0	0	0	0	0	188

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	0	0	1	0								
	I	16	1	0	0	1								
	A	18	25	12	8	4								
	P	8	8	16	22	18								
READING/ WRITING	B	27	3	4	1	0								
	I	21	7	9	3	3								
	A	0	11	9	17	12								
	P	1	13	6	10	8								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	11	6	1	21
5	0	9	4	0	13
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									0
4	3		6		9		4		22
5	0		6		7		2		15
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			2		17		2		21
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	3		2		7		1		13
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 as 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.

1. EL SOL, E-PAL, ELA and TCRWP are all used to assess the early literacy skills of our ELLs. Periodic assessments are used by teachers and the instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress. The data indicates that many of our ELL students in grade 4 (11 of them) fall in the range of level 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential, which will be reflected in movement from level 3 to level 4. Level 1 students need to be provided with intense academic intervention services from both ESL and classroom teachers. Math scores indicate that our ELLs score primarily within level 3. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels.

2. Based on the data, as a LAP team we have found that our students are achieving Intermediate, Advanced and Proficient levels on the Listening and Speaking components of the NYSESLAT at a more rapid rate than they are on the Reading and Writing portions of the test. Students show growth in reading, but seem to still have difficulty in writing, specifically the pre-writing and essay-writing tasks. In all grades, advanced students are performing near grade level, with some proficient in listening and speaking. Reading and writing are the last modalities in which children gain competence.

3. The effect on instructional decisions is to continue with small group instruction, encouraging discussions that continue to strengthen the student's ability to speak and listen to others in a second language. In order to support our students in being more successful readers and writers, literacy instruction will include daily reading and writing workshop, in which teachers will work on developing students comprehension skills, as well as deconstructing and reconstructing complex sentences. Teachers will provide students with multiple exposures to content language and structures of complex sentences. Teachers will also utilize the continuum of language (Shades of Meaning) and the nuances of word meanings, so that students can make purposeful word choices in both their written and verbal communication. Teachers will confer with students on an individual basis or in a small group to address the specific needs of the students. We will increase strategy lessons, guided reading lessons, and interactive writing activities.

4. The data indicates that many of our ELL students in grade 4 (11 of them) fall in the range of level 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential, which will be reflected in movement from level 3 to level 4. Level 1 students need to be provided with intense academic intervention services from both ESL and classroom teachers. Math scores indicate that our ELLs score within levels 2 and 3. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels.

Scantron assessments are used to inform instruction for our ELL students. Additional support is given in the areas of need. These assessments give up-to-date information about what each student knows and can do so that teachers can target instruction to meet the learning needs of every child.

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

The ELL assessments are aligned with New York State English as a Second Language (ESL) standards and New York State English Language Arts standards.

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

5. We do not have a dual language program.

6. We give a baseline assessment in the beginning, middle and end of the school year. These assessments, along with the NYSESLAT, provide us with valuable information to evaluate students' progress and, therefore, the success of our ESL program.

### 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		