



**PUBLIC SCHOOL 29**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 31R029**

**ADDRESS: 1581 VICTORY BLVD., STATEN ISLAND, NY 10314**

**TELEPHONE: 718-442-2891**

**FAX: 718-815-3712**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS29      **SCHOOL NAME:** The Bardwell School

**SCHOOL ADDRESS:** 1581 Victory Boulevard, Staten Island, NY 10314

**SCHOOL TELEPHONE:** 718-442-2891      **FAX:** 718-815-3712

**SCHOOL CONTACT PERSON:** Linda Manfredi      **EMAIL ADDRESS:** Lmanfre@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lisa Asher

**PRINCIPAL:** Linda Manfredi

**UFT CHAPTER LEADER:** Melissa Rosenthal

**PARENTS' ASSOCIATION PRESIDENT:** Christine Marchese/Gina Mohamed

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Erminia Claudio

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Linda Manfredi	*Principal or Designee	
Melissa Rosenthal	*UFT Chapter Chairperson or Designee	
Gina Mohamed	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathy Scozzare	Member/Teacher	
Annmarie Vallebuona	Member/Assistant Principal	
Lisa Asher	Member/Parent	
Denise Moley	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

---

PS29 is a school of the highest quality, providing a strong foundation of valuable learning experiences in a caring and nurturing environment. PS29 strives for distinction in all areas.

Our "Pay It Forward" campaign has enhanced the spirit and pride within the school and the greater community, building on our motto to "*Work Together, Learn Together, Succeed Together*" for the benefit of everyone around us.

Our curriculum challenges each student to reach his or her highest potential while developing a lifelong love of learning. It is designed to implement the both the Common Core Standards and the New York State Learning Standards and is aligned with the state standardized tests in English Language Arts, Mathematics and Science. Technology has become a growing part of our school with Smartboards, Netbooks, Internet research, Renzulli Learning and various software being used in the classrooms daily.

Our partnership with the Teachers College Reading and Writing Project has enabled us to focus our professional development on developing literacy specialists throughout the grades. Our fourth and fifth grade students are instructed using the departmental model allowing them to be taught by the current in-house experts in literacy or math.

The PS29 staff has developed a unique way to expose children to learning by implementing units of study that incorporate various modalities. The ABC Academies include our students in pre-kindergarten through fifth grade. These academies focus on, but are not limited to, the Arts, Broadcasting and Community Relations. Students are exposed to curriculum in these areas while having them incorporated into their everyday learning. Our students display their talents in a variety of settings and enhance their thinking, problem solving and physical skills. Students develop into risk takers, finding a learning-style that they enjoy and using that excitement to excel in their academic career. Our youngest Bengals, in Kindergarten, participate in our B.A.M (Believe, Achieve & Motivate) program. These students use the arts as a medium to learn about grade level social studies and science topics and follow up their learning with a presentation for the PS29 community.

QuEST 29/31 (Questioning & Explorations in Science & Technology), our Gifted and Talented program, includes classes on the kindergarten through fifth grade levels. Students in the QuEST program are engaged in rigorous project based learning in Latin, science and technology as well as standards based instruction in literacy, math and the arts.

PS29 has partnerships with the YMCA, Staten Island Zoo, the Staten Island Foundation, the Jewish Community Center, St. George Theater, Staten Island Advance, local Karate and Dance schools and the neighboring Todt Hill Community Center where we participate in a wide variety of activities and events. We also partner with the local area high schools, colleges and universities providing students with unique experiences and opportunities to broaden their education. PS29 is always looking for new and unique ways to expand our students' education by thinking out of the box and working with the community at large.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<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		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

---

As PS29 continues to improve we find ourselves fortunate to have a staff that is 100% licensed and certified. Our continued partnership with the Teachers College Reading and Writing Project keeps us on our journey to develop literacy specialists across the grades. Our Teacher Teams are instrumental in analyzing valuable data to target the needs of struggling students. A high level of dedication by the staff, students and parents of PS29 has all contributed to our ability to meet goals and raise our expectations for every student at PS29.

Following a review of our Progress Report and Self-Assessment and our New York State Assessments, it is evident that our performance has increased. An analysis of the data shows the following results:

A: *English Language Arts:*

An analysis of the 2010 Predictive test results on ACUITY revealed a general weakness across grades 3-5 in the areas of inferencing, using context clues and determining main idea. The overall result of the New York State English Language Arts Assessment indicates an increase in the performance of all tested students. Results for all students indicate that 67% scored in levels three and four. Special education students' performance indicates that only 12.5% scored in levels three and four, with 28 students performing below a level 2. We realized the continued need to address the modified goals in the IEP while preparing these students to take grade level state assessments.

An analysis of our data shows that although our overall scale scores increased, the individual growth percentile was low. In order to increase individual student progress, we will continue to build our professional development with our partnership with the Teachers College Reading and Writing Project. We will use our Professional Learning Communities/Inquiry Teams to review student work and create supporting mini lessons and group work that will target specific needs. We have begun using the Common Core Standards to plan lessons and target student needs. We believe that constant communication within grades and across the grade levels has given our curriculum the continuity necessary to articulate students throughout the grades ensuring that they meet prior standards before moving on. Planning has become more coherent as grades plan their lessons together to ensure that each lesson provides time for deep, solid student engagement.

*All Tested Students*

Grade	2008	2009	2010
3	1.1 %Level 1 21.3% Level 2 77.4% Level 3&4	0 %Level 1 11 % Level 2 89 % Level 3&4	4 %Level 1 32 % Level 2 65% Level 3&4
4	0% Level 1 13.7% Level 2 86.2% Level 3&4	0% Level 1 23 % Level 2 78 % Level 3&4	3% Level 1 35 % Level 2 62% Level 3&4
5	1.1% Level 1 13.9% Level 2 84.8% Level 3&4	0 % Level 1 10% Level 2 90 % Level 3&4	2 % Level 1 22% Level 2 75% Level 3&4

*B: Math:*

An analysis of the 2010 Predictive test results on ACUITY revealed a general weakness across grades 3-5 in the areas of fractions and elapsed time.

The overall results indicate a decline in the performance of all tested students. Results for all students tested indicate that 75% scored in levels three and four. Disaggregated results for special education students indicate that 50% scored a level three or four and 50% scored a level 2. We will continue working with the Everyday Math program and will use Exemplars to further our students' mathematical thinking in both content and process skills. We have also decided to explore alternative math programs that complement the new Common Core Standards.

*All Tested Students*

Grade	2008	2009	2010
3	0% - Level 1 2.3% - Level 2 97.70% - Level 3&4	0.0% - Level 1 0.0% - Level 2 100% - Level 3&4	1% - Level 1 23% - Level 2 76% - Level 3&4
4	0% - Level 1 1.27% - Level 2 98.73% - Level 3&4	0.0% - Level 1 2.0 % - Level 2 98.0 % - Level 3&4	1% - Level 1 30 % - Level 2 69% - Level 3&4
5	1.12% - Level 1 5.62% - Level 2 93.26% - Level 3&4	0.0 % - Level 1 2.0 % - Level 2 98.0 % - Level 3&4	1 % - Level 1 24 % - Level 2 75 % - Level 3&4

*C: Social Studies:*

*All Students Tested*

Grade	2007-08	2008-2009	2009-2010
5	3.3% - Level 1 5.7% - Level 2 91.0% - Level 3&4	2.4% - Level 1 1.2% - Level 2 96.3% - Level 3&4	0% - Level 1 0% - Level 2 100% - Level 3&4

An analysis of Grade 5 Social Studies Assessment results for 2009-2010 indicates the following:

Results for all tested students indicate that approximately 100% of our students are meeting the standards in social studies.

A review of student work, teacher observation and test scores reveal that the current trend in our social studies program is successful. Our social studies program contains updated primary source materials and relevant texts to increase our students' exposure to the social studies. Curriculum materials are available throughout the grades to assist teachers in meeting their content area goals. Classroom teachers provide instruction in essay writing during both the literacy block and dedicated social studies period. Teachers work to increase students' accurate knowledge base and develop students' skills in working with primary source documents and non-fiction reading. We have adapted our reading and writing calendar to provide practice in literary essay writing, in order to provide students with a greater understanding of this type of writing. Although the Social Studies assessment is no longer being given, we will continue to work with our students in the area of social studies and non-fiction to provide them with the necessary support to understand non-fiction texts and meet the Common Core Standards.

*D: Science:*

An analysis of Grade 4 State Science assessment results for 2009-2010 indicates the following:

*All Students Tested*

Grade	2007-2008	2008-2009	2009-2010
4	0% - Level 1 2.6% - Level 2 97.4% - Level 3 & 4	0% - Level 1 8% - Level 2 92% - Level 3 & 4	1% - Level 1 11% - Level 2 89% - Level 3 & 4

Results for all tested students indicate 89% of students are scoring at a level three or four on the State Science Exam, with 50% at a level 4.

Our current trend remains positive, with more than 89% of students meeting or exceeding the state standard in 2009-2010. Of the 110 students tested, only 12 children scored a level 2. Kindergarten through fifth grade classes have been provided with curriculum materials for the science program. A cluster teacher in the intermediate grades provides hands on instruction and rigorous training for the New York State Science assessment. Children in these grades will also benefit from a newly created science laboratory providing more opportunities for children to participate in hands on science instruction. Early childhood classes engage students in science activities through literacy, the arts and hands-on activities. Teachers increase students' background knowledge by taking them on trips related to the science curriculum and reading books related to science topics.

Public School 29, along with our ever-supportive PTA, continues to report a great number of accomplishments throughout the school year. We continue to meet during grade preps focusing planning and instructional strategies to move students. Workshop model instruction has taken on a more cohesive feel with the assistance of Teachers College and a deeper understanding of conferencing, small group instruction and unit planning. Teachers meet for Inquiry work on Wednesday afternoons and review student work and specific strategies to target student growth. Groups of teachers are targeted throughout the year for additional professional development periods to further drive instruction.

A departmental approach to literacy and math continues in our upper grade classrooms. Students have the opportunity to be instructed by literacy and math "specialists" while beginning to understand the middle school setting. By being responsible to more than one teacher, students are trained to be more organized with their work and more responsive to each teacher's style.

The ABC Academies continue to grow. They have provided our grade three through five students with an outlet for their many talents while exploring different connections to our curriculum. Students

have the chance to explore literacy, mathematics, social studies and science through the Arts, Broadcasting/Journalism and Community Relations. Teachers use their creativity to plan theme-based activities for the upcoming school year. These themes include performance tasks, group and individual projects and student goals for each academy. The work students do during academies will be reflective of their grade level curriculum as well as their personal interests.

The addition of "BAM" (Believe, Achieve, Motivate) to our kindergarten program was a huge success. Our Kindergarten students follow a cycle of music, creative movement and media revolving around a specific, curriculum-based theme. The students spend ten weeks in each cycle with a culminating performance to end the cycle. Our early childhood, first and second grade students work in the areas of music, art and media and display their talents during school performances.

Our gifted and talented QuEST (Questioning & Explorations in Science & Technology) program continues to grow with classes from Kindergarten through fifth grade. Students are engaged in hands-on science activities in our new science laboratory, Latin instruction and technology-based projects. Students present their newly acquired knowledge in a variety of ways, allowing them to explore a variety of techniques for sharing information.

Mind Lab is an innovative hands-on center where students learn *how* to think through interactive play. Children learn the fundamentals of planning, problem solving, decision-making, teamwork and communication. The addition of the Renzulli Learning online program will allow teachers to differentiate computer-based activities according to student interest. It also provides teachers will links to various virtual field trips, enhancing both our science and social studies curriculum.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

---

Goal 1: By June 2011, 90% of teachers will be working in professional learning communities in order to analyze and apply the Common Core Standards.

- With the advent of the Common Core Standards, it is necessary to discuss and identify the most effective ways to implement the standards in our teaching. We also must continue to focus on meeting the needs of each individual child and therefore on identifying those needs. In order to provide all students with instruction that connects prior knowledge and promotes self-directed learning and autonomy, teachers must use a variety of instructional strategies and resources to respond to students' diverse needs. Teachers will continue to work on inquiry teams, discussing instructional strategies to move low performing students.

Goal 2: By June 2011, 100% of staff, students and families will be engaged in ongoing communication regarding student progress and the new Common Core Standards, attendance and behavior.

- In order to effect change, communication with parents and students must be frequent and meaningful. Teachers and other staff must be available to address parental concerns and determine next steps for student success.

Goal 3: By June 2011, 80% of staff will incorporate 21<sup>st</sup> Century knowledge and skills in their lessons at least three times per week in order for students to succeed in the global community.

- All students learn differently. By incorporating technology into our lessons we can appeal to visual, kinesthetic and auditory learners. Teachers have access to a variety of technology, such as Smartboards, Laptops and Elmos, to present lessons and allow children interactive practice with learned skills. The addition of Renzullilearning.com will assist teachers in differentiating computer-based learning in accordance with students' interests and learning styles.



**Subject/Area (where relevant):** COMMUNICATION

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of staff, students and families will be engaged in ongoing communication regarding student progress and the new Common Core Standards, attendance and behavior.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Beginning in October 2010 we will develop progress reports reflective of the Common Core Standards in Literacy and Math</li> <li>• Beginning in September 2010 we will contact parents regarding upcoming school events using School Messenger</li> <li>• Beginning in September 2010 we will update school website to include important events, academic standards, school contacts</li> <li>• Beginning in September 2010 we will have workshops and PTA meetings at flexible times to accommodate working parents.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>~ Staten Island Foundation Literacy Grant (Teacher's College Professional Development) ~ Literacy coach (Title1, Title 1 ARRA, Tax Levy) ~ Assistant Principals (Title 1, Title 1 ARRA, Tax Levy) ~ Principal (Tax Levy) ~ All Teachers (Tax Levy, Title 1, Title II part A, IDEA, C4E) ~ Parents (Title 1, Title 1 ARRA)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Results of Learning Environment Survey (annually)</li> <li>• Attendance at P.T.A. meetings, Parent/Teacher conferences, Parent Workshops and school-wide events. (monthly)</li> <li>• Updated classroom websites (monthly)</li> <li>• Student Progress Reports consistent with Common Core Standards (3 times per year)</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of staff will incorporate 21<sup>st</sup> Century knowledge and skills in their lessons at least three times per week in order for students to succeed in the global community.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Beginning in December 2010 we will teachers will participate in staff development provided by CFN technology staff developer</li> <li>• Beginning October 2010, we will begin to use RenzulliLearning.com to enrich our students with content enhancing software/technology</li> <li>• Beginning in September 2010 we will administrative/staff will model use of technology during professional development</li> <li>• Beginning in September 2010 we will teachers will participate in interclass visitations to observe how technology is incorporated into lessons</li> <li>• Beginning in September 2010 we will teachers will use planning time to plan for technology in their lessons</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>~ Staten Island Foundation Literacy Grant (Teacher's College Professional Development) ~ Literacy coach (Title1, Title 1 ARRA, Tax Levy) ~ Assistant Principals (Title 1, Title 1 ARRA, Tax Levy) ~ Principal (Tax Levy) ~ All Teachers (Tax Levy, Title 1, Title II part A, IDEA, C4E)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Review of Lesson plans/unit plans show technology incorporated into lessons</li> <li>• Daily teacher observations and walkthroughs reveal that teachers are using technology in their teaching</li> <li>• Student projects completed using technology</li> <li>• Student time spent using Renzullilearning.com</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	6	N/A	N/A	0	1	0	9
1	15	15	N/A	N/A	0	0	0	6
2	21	21	N/A	N/A	2	2	1	7
3	18	15	N/A	N/A	1	3	4	4
4	36	36	18	21	2	1	4	3
5	21	21	10	21	1	0	0	7
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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.).
<p><b>ELA</b></p> <p><b>AIS Reading</b></p> <p><b>Departmental Model of Instruction</b></p> <p><b>Headsprout</b></p> <p><b>After School Literacy</b></p>	<p>Throughout the day, students in need of additional work in the area of literacy are instructed in small groups. The service is structured around phonics, fluency and guided reading instruction that emphasizes reading comprehension and other reading strategies.</p> <p>Fourth and Fifth grade teachers specialize in literacy. During the literacy and math blocks, students are split into small groups and the literacy specialist delivers instruction. This type of grouping also provides for small class sizes, allowing more individualized instruction to take place.</p> <p>Computer-based program targeted at first and second graders. This program is focused on improving phonics, phonemic awareness and decoding.</p> <p>This is a self-sustaining program, offered to small groups of students in grades K – 5 to build strategies for test taking in literacy.</p>
<p><b>Mathematics:</b></p> <p><b>AIS Mathematics</b></p> <p><b>After School Mathematics</b></p> <p><b>Departmental Model of Instruction</b></p>	<p>During the school day, several students who require additional support work with the AIS teacher in their classroom to enhance math-testing strategies. Reinforcement of math concepts is provided to strengthen the students understanding of grade level mathematics.</p> <p>This is a self-sustaining program, offered to small groups of students in grades K – 5 to build strategies for test taking in mathematics.</p> <p>Fourth and Fifth grade teachers specialize in math. During the literacy and math blocks, students are split into small groups and the math specialist delivers instruction. This type of grouping also provides for small class sizes, allowing more individualized instruction to take place.</p>
<p><b>Science:</b></p>	<p>During the school day, students who require additional support will work with an AIS teacher on strategies to achieve success in content area. Students requiring additional assistance are targeted during the 37.5minute extended day.</p>

<b>Social Studies:</b>	During the school day, students who require additional support will work with an AIS teacher on strategies to achieve success in content area. Students requiring additional assistance are targeted during the 37.5minute extended day.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Group and/or individual counseling is provided during the school to students in grades K – 5 who have been identified as needing counseling to help deal with issues that may impact various school, family and community issues in their lives.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist meets with students on an individual basis, as needed. Emotional, social and neurological factors that may be affecting the students' performance are explored and suggestions for support are offered.
<b>At-risk Services Provided by the Social Worker:</b>	The school social worker meets with students on an individual basis and in peer groups, as needed, to address issues that have an impact on their social, personal and emotional well-being.
<b>At-risk Health-related Services:</b>	The school nurse meets with students on an individual basis, as needed, to address issues specific to asthma, personal hygiene, lice and illness (ie. H1N1, hand washing technique, etc.)

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

---

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

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

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

**Section I. Student and School Information**

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

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

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

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

---

**Section III. Title III Budget**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

---

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

In order to assess the needs of our population, a review of the students' HLIS is done, the school report card is consulted and an RHLA report is run in ATS. During parent orientations, the parents are interviewed in order to review their needs. Following this interview an inventory of various languages is noted. Various translations that are available on the New York City Department of Education website are downloaded. We are also able to access internet websites to obtain quick translations of written notices.

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.

A review of the Home Language Survey and discussion at the parent orientation meeting showed that the major findings of our school's written translation and oral interpretation needs are written translations for Spanish, Russian, Chinese, Urdu and Albanian speaking families. We also need translations in Vietnamese. At PTA meetings the findings of our survey are announced when looking for volunteers to translate for families in need.

Written translations are provided by the New York City Board of Education website via the parent coordinator and ELL teacher.

Our survey results show that the following languages are spoken: Chinese, Albanian, Spanish, Macedonian, Urdu, Arabic, Tagalog, Khowan and Malayam.

#### **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.

At PTA meetings we solicit parent volunteers who are willing to translate for parents in need. If necessary, we locate interpreters where possible for parent/teacher conferences. Report cards are sent to parents in English and in the necessary language, where provided by the Department of Education.

If necessary we will use the Department of Education's translation services to translate information for parents (ie: handbooks, etc.) If the need for an immediate translation arrives, we can access internet websites in order to provide a translation

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.

PS 29 utilizes parent volunteers and a local printer to translate in-house documents.

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

Our parent coordinator downloads all parent notifications available in the various translations from the website <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. If a specific translation is not available she contacts the translation unit to request that it be made.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	217,023	21,411	238,434
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,171	219	2,390
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21,702	*	

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 & SCHOOL-PARENT COMPACT

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

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

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

An analysis of the 2009-2010 Learning Environment Survey and New York State testing data, as well as classroom assessment data, will be analyzed. The results will be discussed among all constituents and a plan of action will be set in place. The need to continue to deepen our focus of performance standards in order to have them evident in the classrooms and in student work is also apparent, especially in light of the implementation of the New Common Core Standards.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

In order to improve student achievement, address equity, and meet individual student needs we are using the following; analysis of test scores, professional development activities, the Teachers College Reading and Writing Project, differentiated instructional strategies, departmental model of instruction in grades 4-5, Professional Learning Communities/Inquiry Teams, comprehensive rubrics, analysis of student work samples and ESL program. The continuation of the ABC Academies, *BAM* (Believe, Achieve & Motivate) and our QuEST (Questions and Explorations in Science and Technology) Program, has enabled us to add enrichment to our curriculum for all students.

3. Instruction by highly qualified staff.

All teachers are certified in the field that they are teaching. Paraprofessionals attend all staff meetings and training designed to improve their skills.

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.

Our professional development plans will be based on the areas defined in our needs assessment and will be supplemented by the Teachers College Reading and Writing Project. Staff will participate with Teachers College in order to further the design and execution of their lessons. Other professional development will include the analysis of tests scores, ARIS, implementing technology into lessons and executing the Individual Spelling Inventories to differentiate word study. We will also place a high degree of importance on the Common Core Standards and curriculum mapping.

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

Public School 29 notifies our Regional Superintendent of openings in the school. Referrals resulting from this notification receive interviews with the principal. Our school also consults the RMS system and attends job fairs in order to find qualified candidates who are then interviewed by the principal.

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

Our Title I Committee conducts parent surveys that provide information regarding parental involvement and parent training needs. We also review our written parent involvement policies annually. Our PTA has a variety of activities planned to encourage parents to volunteer and serve on school committees.

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.

An Intervisitation program has been established with area pre-schools to introduce pre-school children to PS29. Our teachers work together during joint professional development to plan curriculum. The administration at PS29 has developed close relationships with administrators of the local pre-schools and communicates often to ease pre-school children and their parents into the kindergarten program.

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.

Teachers are involved in both formal and informal assessments of student work. Formal test data is analyzed during professional development periods, grade preparation periods and staff meetings. Teachers meet by grade level to evaluate student work samples. All staff members are involved in portfolio compilation and evaluation. Teachers also meet in Professional Learning Communities/Inquiry Teams to discuss instructional strategies that are being used meet student needs.

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.

Students are assisted in meeting state standards using interventions such as small group instruction, personal intervention plans and services, programs such as Voyager, Headsprout, Wilson and Foundations

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.

Our Title I funding is combined with additional funding to lower class size and provides services for at risk students. Academic Intervention Services are provided to those children in need and professional development is provided to teachers to aid in their support of struggling students.

Title I money is also combined with other monies to provide support for parents at PS29.

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

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

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

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

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

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

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

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

---

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			217,023	✓	15, 16, 17
Title I, Part A (ARRA)	Federal	✓			21,411	✓	15, 16, 17
Title II, Part A	Federal	✓			117,607	✓	15, 16, 17
Title III, Part A	Federal			✓			
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b>							
Title IV	Federal			✓			
IDEA	Federal	✓			235,035	✓	15, 16, 17
<b>Directions:</b> Describe how the school will implement the following components of a Title I-Targeted Assistance Program as required under Title I, Part D.					4127,363	✓	15, 16, 17
<b>Local Note:</b> If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.							

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) We do not have any students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. . Depending on the needs of the students in temporary housing, PS29 will use Title 1 funds to provide academic support, basic supplies and assistance with parental involvement. PS29 will ensure that students are not exempt from educational activities for any reason.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

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

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

## Title I School Parental Involvement Policy

### Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

#### I. General Expectations

Public School 29, a School-wide Programs School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*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- Parent Involvement of the ESEA.*

## **II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

1. Public School 29 will take the following actions to involve parents in the joint development of the School Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - Parents will be surveyed regarding activities that they would like to see highlighted in the parent involvement plan
  - Parent involvement, as it pertains to Title 1 funds, will be discussed at every PTA meeting
  - Parents will be asked to make recommendations to the School Leadership Team regarding the allocation of the 1% Title 1 parent involvement funding.
  - A sub-committee of the PTA will be formed to address Title 1 parent involvement funds at every meeting
  - Parents will be provided with the name of a school contact person (PTA sub-committee chair) in order to direct all correspondence related to Title 1 funds
  
2. Public School 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 the quality of its Title I, Part A program. 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.
  - The PTA sub-committee will develop and distribute a survey pertaining to the overall content and effectiveness of this parental involvement policy. This survey will be addressed during PTA meetings and assistance will be offered for all parents who may need help completing the survey. The PTA newsletter will offer assistance to parents in completing the survey, should they be unable to attend the PTA meetings. The PTA sub-committee chair will be responsible for conducting and collecting this survey and for sharing its finding with the school and parents.

5. Public School 29 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State's and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A
  - how to monitor their child's progress and
  - how to work with educators.
  
- Workshops about both the literacy and math standards will be offered during the day and on specified evenings
- New York State ELA and Math assessments will be discussed at PTA meetings, as well as in literature sent home to parents
- Curriculum conferences with classroom teachers will be held at the beginning of the school year to assist parents in understanding the best ways to monitor their child's progress and assist the teacher in educating their child
- Individual meetings with parents will be held as needed to discuss a child's progress
- Personal Intervention Plans will be developed and discussed with parents of children who are at risk of not meeting the standards
  
- 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:
  - Providing parents with workshops in balanced literacy and Everyday Mathematics
  - Guiding parents through a writer's workshop in order to explain the writing process
  - Providing parents with a list of websites that will assist them in helping their child
  
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
  - Using professional development time to ensure that teachers understand the importance of reaching out to parents
  - Asking for volunteers to run workshops for parents based on the individual teachers strengths
  - Allowing the Parent Coordinator time to discuss involvement activities with the teachers and encourage the teachers to participate during prep periods and after school.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - Providing literature from the Parent Coordinator to develop more active parent participation in available workshops and activities
- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
  - All information regarding parent programs, meetings and other activities will be sent to all parents via the Bardwell News, individual flyers and in student homework assignments. Information will also be sent via *School Messenger* telephone system.
  - Alternative formats will be made available upon request to the best extent possible.

### **III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(3) of the ESEA:

- 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;
- 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 in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

**IV ADOPTION**

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by discussion at the October 20, 2010 PTA meeting.

This policy was adopted by Public School 29 on October 14, 2009 and reviewed at the Title 1 parent meeting on November 9, 2010. It will be reviewed and updated throughout the year, as needed. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

\_\_\_\_\_  
*(Signature of Principal)*

\_\_\_\_\_  
*(Date)*

## Part B: SCHOOL-PARENT COMPACT

**Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written School-Parent Compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118-Parental Involvement- (b) School Parental Involvement Policy 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.**

**NOTE:** School and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by Section 1118- Parental Involvement (d)- Shared Responsibilities For High Student Academic Achievement into their School-Parent Compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that which will support effective parental involvement and strengthen students academic achievement.

**Public School 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 that 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

## ***School Responsibilities***

The Public School 29 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
  - Continuing to offer small class size
  - Providing teachers and students with materials which support the New York State/New York City Learning Standards
  - Employing coaches to assist teachers in planning, organizing and understanding the core curriculum in reading and mathematics
  - Providing at risk students with Academic Intervention Services
  - Identifying at risk students through Teachers College Reading and Writing Assessment and providing programs, such as Voyager and Foundations, to help them achieve the standards
  - Offering Consultant Teaching (SETSS) and ESL for children in need
  - Offering self sustaining after-school programs that target the standards for reading and math
  - Collaborative Team Teaching has expanded to six grades
  
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
  - In the Fall: November 9, 2010*
  - In the Spring: March 16, 2011*
  
- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
  - Math Progress Reports: At the end of every unit*
  - Progress Reports: Once in the fall, winter and spring*

- Teachers College Reading and Writing Assessments: 3 – 4 times during the school year*
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
  - Parents will be invited to meet with staff during parent/teacher conferences*
  - Parents will be invited to make appointments with the teachers during the teachers' prep time. If that time is not convenient to the parent, all efforts will be made to schedule a time that is convenient.*
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Parents will receive notices asking to volunteer in activities or share experiences and talents with the students*
  - Parents will have the opportunity to observe their child's class during open house and school-wide activities*
  - Parents will be invited to celebrations highlighting student work*

## **Parent Responsibilities**

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

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- volunteering 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;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;

- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

**OPTIONAL ADDITIONAL PROVISIONS**

***Student Responsibilities***

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school’s/class’ rules of conduct;*
- *follow the school’s dress code;*
- *ask for help when we don’t understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Signatures:

\_\_\_\_\_  
SCHOOL  
TEMPLATE - MAY 2010

\_\_\_\_\_  
PARENT (S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

(Please note that signatures are not required)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 029 Bardwell					
<b>District:</b>	31	<b>DBN:</b>	31R029	<b>School</b>		353100010029

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	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	36	18	18		94.9	95.7	95.7
Kindergarten	115	123	120				
Grade 1	130	147	129	<b>Student Stability - % of Enrollment:</b>			
Grade 2	82	127	146	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	107	80	127		95.5	95.0	95.8
Grade 4	83	109	86				
Grade 5	82	81	114	<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		36.7	49.1	45.7
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	22	6
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	635	686	740	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	1

<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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	54	57	63	Superintendent Suspensions	0	0	0
Number all others	39	48	53				

*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	40	40	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	7
# receiving ESL services only	21	27	TBD				
# ELLs with IEPs	0	4	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	8	8	15

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	97.5	100.0
				% more than 2 years teaching in this school	90.0	92.5	92.7
				% more than 5 years teaching anywhere	60.0	67.5	78.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	100.0	100.0
American Indian or Alaska Native	0.8	0.3	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	10.4	9.3	9.6				
Hispanic or Latino	14.6	15.5	15.9				
Asian or Native Hawaiian/Other Pacific	15.3	15.3	14.9				
White	58.9	59.2	59.2				
<b>Male</b>	49.4	50.1	48.4				
<b>Female</b>	50.6	49.9	51.6				

#### 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:

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
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>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	35.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	15.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<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 604</b>	District <b>31</b>	School Number <b>29</b>	School Name <b>The Bardwell School</b>
Principal <b>Linda Manfredi</b>	Assistant Principal <b>Johanna Longardino</b>		
Coach <b>Barbara Kenney</b>	Coach		
Teacher/Subject Area <b>Laurie Rinaldo/ESL</b>	Guidance Counselor		
Teacher/Subject Area <b>RoseMary Castro</b>	Parent		
Teacher/Subject Area <b>Joanna Chiarulli</b>	Parent Coordinator <b>NormaJean Margiotta</b>		
Related Service Provider	Other <b>Annamarie Vallebuona - AP</b>		
Network Leader <b>Greg Jaenicke</b>	Other		

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>740</b>	Total Number of ELLs	<b>20</b>	ELLs as Share of Total Student Population (%)	<b>2.70%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Upon registration at PS 29, parents are asked to complete the Home Language Identification Survey (HLIS). Informal oral interviews are conducted with the parents and students if the parents indicate that languages other than English are spoken at home. Present at registration are the ESL teacher, the Parent Coordinator and the Spanish fluent pupil accounting secretary to assist in conducting the informal interviews. If it is decided that a Language Assessment Battery-Revised (LAB-R) is to be administered, the ESL teacher conducts the assessment within ten days of registration. If the students are deemed eligible for language services, the parents receive options for placement in the various language programs in the region. The students are added to the teachers schedule and assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of the same school year.

The parents are offered three programs: Transitional Bilingual Education, Dual Language or Freestanding ESL. In order to ensure that the parents are familiar with the three options, they are invited to a parent orientation where the three options are discussed at length and a video is shown in coordinating languages. If a parent requests a translator for the meeting, every attempt is made to ensure that one is made available. Parents are notified of the orientation more than a week in advance so that these arrangements can be made.

Our number of entitled students is normally quite small and allows us to invite each parent up personally to review the survey and program selections. The parents complete the forms at this meeting. If parents are unable to make the meeting, numerous attempts are made to reschedule or reach out to the family, ensuring that all forms are returned and accounted for.

Once the parents decide on a program for their child, the students are added to current ESL groups and a schedule is sent home to the parents. If translation is needed and cannot be prepared at the school level, the NYC translation unit is utilized.

After reviewing parent choice letters all but five parents have chosen the Freestanding ESL program for their children in the past five years. One first grade parent of a Chinese speaking student and one second grade parent of a Malayalam speaking student chose a TBE program. One second grade parent of an Urdu speaking student and two parents of upper grade Urdu speaking students chose a Dual-Language Program. It was explained to these parents that they had the opportunity to place their child in this program at other locations in the city, specifically Brooklyn. It is evident that the parents have chosen ESL as the program most favored for their child, maintaining its place as the only second language program available at PS 29. Although there are only 20 ELLs, they speak 9 different languages, not posing the need for dual language or bilingual language programs on site.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0

<b>Dual Language</b> (50%/50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	0	1	1	1	1	1								5
<b>Total</b>	0	1	1	1	1	1	0	0	0	0	0	0	0	5

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	3	4	0	2	0	0	0	20
<b>Total</b>	<b>16</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

<b>Dual Language (ELLs/EPs)</b> <b>K-8</b>
---

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	1	2	0	1								7
Chinese	0	1	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	2	1	1	2								6
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0

## 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
Albanian	0	0	0	0	0	1								1
Other	0	0	1	2	0	1								4
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>20</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.

Paste response to questions 1-4 here

PS 29 will follow the New York State ESL mandates where beginning and intermediate ELLs will receive 360 minutes of instruction and advanced ELLs will receive 180 minutes of instruction per week. A fully certified ESL teacher will provide the mandates utilizing both the pull-out and push-in model, to create a blended program. Some children receive two periods of ESL instruction per day. All instruction, both ESL and AIS is offered only in English.

All time mandates are met due to the small number of ELLs. Advanced students are serviced for four 50 minute periods per week. Beginner and Intermediate students are serviced for eight 50 minute periods per week. With the exception of our special education students, ELLs are kept in the same official class per grade, making it easier to facilitate a schedule for the ESL teacher.

In order to facilitate planning for the pull-out and push-in sessions, the ESL teacher and the classroom teachers meet during common preparation period time. The ESL teacher is involved in curriculum planning as well as curriculum pacing meetings. All but one of the ten upper primary ELLs (grades 3-5) have achieved an Advanced level as assessed by the LAB-R or NYSESLAT. These students are seen together in a group where students are instructed in using academic vocabulary and testing strategies. The beginner and intermediate levels are seen in grade level groups.

Instructional materials in the ESL classroom, as well as classrooms of ELLs include leveled libraries in fiction and non-fiction, bilingual, some native language and cross-cultural literature, as well as hands on theme kits to teach content explicit vocabulary. High-visual content area science kits, picture dictionaries and picture cards are also present in the classroom. P.S. 29's libraries include a large collection of ELL literature as well in order to boost children's pride in their native language.

Our first grade students are at both beginner and intermediate level as assessed by the NYSESLAT. Their proficiency lies in listening and speaking skills when compared to reading and writing skills. The focus for these students would be to build upon the solid verbal base to increase in expressive language stimulation. Once the students are fluently discussing thoughts and ideas, the instruction will revolve around writing about their experiences. However, a concentration of phonics will persist in order to continue to increase reading and writing skills.

Newcomers are taught to draw from their first language in order to respond to literature. Using books written in their native language, children draw pictures or write short statements in English to support their understanding. Content translations in math and science are provided to assist children in uncovering the meaning in those subject areas. Bilingual dictionaries are available to help more advanced students in skill building, classroom vocabulary and on assessments.

Listening, speaking, reading and writing are essential elements of every lesson in combination with content material and cognitive skills. Teacher observation, student portfolios, teacher created assessments and the NYSESLAT measure student progress. Students are taught reading through the balanced literacy approach. Each classroom has a library leveled for appropriate book choices for all students, including ELLs. Teachers promote varied strategies to advance oral language development and content acquisition in conjunction with the student developmental levels, learning modalities and needs. Beginning readers draw upon their first language. Using picture dictionaries and prior knowledge, students are asked to respond to a statement in English or draw a picture in response to a book in their native language. Students are exposed to books on tape and are instructed using the Total Physical Response (TPR) method. More advanced students may use bilingual dictionaries to aid them in skill building, classroom vocabulary and on State Assessments.

A greater emphasis needs to be placed on interactive conversation between the ESL teacher and the individual student, most specifically with the intermediate students, to provide opportunities for corrective feedback and to help build language awareness and meta-linguistic skills.

Easy access to writing tools in the intermediate/advanced levels include, but are not limited to: various test models, word banks, high frequency words, checklists for proof reading, and ideas to help move through the writing process. Students work collaboratively in pairs and groups to provide opportunities for less competent pupils to work with more confident peers.

For our children receiving services from 4-6 years, all students are at the intermediate or advanced level as assessed by the LAB-R or NYSESLAT. These students' deficiencies are in reading and writing, as opposed to listening and speaking. Students in these groups are instructed using the Cognitive Academic language Learning Approach (CALLA) strategies. These principles teach grade level topics from the major curriculum areas, develop academic language skills and provide explicit instruction in learning strategies for content and language acquisition. Scaffolding will also be used as an instructional strategy to guide them in the writing process. Interactive Learning techniques are an important element in the ELL program. These techniques also include constructivist learning, the use of manipulatives, regalia, pictures, acting and dramatization.

Long term ELLs (LTEs) are evaluated periodically to focus on problem areas in the four modalities of reading, writing, listening and speaking in the content areas. The ESL teacher confers with the classroom teacher on instructional practices best suited for each individual LTE. Through our training with America's Choice School Design, we learned to modified literacy instruction for our ELL students in order to best introduce concepts or topics necessary for them to participate and succeed in literacy activities both in and out of the classroom.

Currently P.S. 29 does not have any SIFE students but if in the future we acquire such students, our plan is to notify the School Assessment Team to evaluate these students, if need be. These students may be referred for Speech and Language services, occupational therapy, various Special Ed mandated services, SETSS, OT, PT and/or Special Ed counseling.

When intervention is necessary for children with "extension of services", the ESL teacher and the classroom teacher re-evaluate the effectiveness of the curriculum and instruction. The intervention team is consulted and an academic intervention plan is implemented. The Pre-Referral Intervention Manual (PRIM) manual is consulted to determine if it can meet this child's need. Services such as Reading or Math AIS and intervention programs such as Foundations, or Voyager are put into place. Individual plans are revisited after a period of 6-8 weeks and other interventions plans are attempted. If the second plan does not succeed, the School Assessment Team is contacted and an evaluation may take place in order to provide IEP services or counseling.

Our current special education population consists of four children in collaborative team teaching classes and one child who is receiving speech services. Our instruction adheres with the student's IEP goals and ESL strategies are implemented based on their needs. Constant collaboration among the CTT teachers and the ESL teacher exists so that these students are able to meet their goals in all areas.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



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

Paste response to questions 5-14 here

Although our ELL students are generally deemed proficient in English prior to the end of the fifth grade, support for transition to middle school is offered. Our upper elementary classes utilize the departmental model in ELA and math, which allows and prepares the students to travel from classroom to classroom. This makes for an easier transition to middle school. Parents are invited to meetings to discuss options for middle school. Translators are present if needed.

Former ELLs, those who have reached proficiency in English on the NYSESLAT, are provided with transitional support. These students are offered opportunities to have extra time on all classroom and state assessments, as well as having listening passages read and reread. Former ELLs are provided with Academic Intervention Services (AIS) after achieving proficiency on the NYSESLAT. AIS is provided for reading, math and content areas and students are re-evaluated for this service on a quarterly basis.

Native language tests and materials are available at PS29. The ESL teacher encourages conversation in the native language with fellow students and celebrates the uniqueness of each culture. The parent coordinator is an active participant in the parent orientation and serves as a liaison among parents who speak the same language. Each month a different culture is celebrated.

This year, we have decided to administer the English Language Learner Periodic Assessments. This assessment will assist the ELL students who will be responsible for taking the New York State Tests due to NCLB mandates. They will receive some familiarity with formal test taking. The data from the assessment will also allow for the ESL and classroom teachers to address student weaknesses and draw upon relative strengths in order to drive the targeted instruction for these students.

The Achieve3000 program will be discontinued this year. Although the program incorporated technology into the curriculum, the program is not able to meet our needs at this time. The expense of the program was not able to be sustained after our ELL Success Grant ended, especially given the small number of students it was used for. The program did not allow for smaller license bundles. Our students who utilized the program in the previous year did not achieve what we had expected of them. We have recently purchased Rosetta Stone to assist our ELL children with learning English. We are looking into Reading Advantage, which will allow for more native language and bilingual texts to be incorporated into our school libraries.

All students at PS 29 are welcome to join and participate in all school programs and activities. Our students, regardless of English speaking status, are all part of an Academy; the Arts Academy, the Broadcasting Academy or the Community Outreach Academy. Our students are also invited to try out for the band or chorus.

SmartBoards are present in every room in PS 29. Our teachers utilize this interactive teaching tool during most classroom lessons. They allow for teachers to serve ELLs in the least restrictive environment along with their peers. Most of our intermediate and advanced ELLs use the SmartBoards in centers or other collaborative activities during classroom time.

Collaboration between the ESL teacher and the classroom teacher will take place during common prep times at scheduled professional development meetings. ESL methodologies will be explained in detail, as will specific plans for differentiating instruction when considering individual strengths and weaknesses of the students.

Children who are enrolled in a Pre-kindergarten program and are potential ELLs are invited to the Kindergarten orientation upon their registration in the spring. The ESL teacher is present at the orientation and available to answer questions and concerns that the parents may have. This allows for an easier transition into our school and our ESL program, if necessary.

Within the first week of enrollment, the parent coordinator and the ESL teacher explain to the parents of the newly enrolled ELL of the process they will need to follow in order for their child to receive language services. They are given an overview of the necessary parent notification letters, with translations provided if necessary. Parents are notified of their child's participation in or exemption from the New York State English Language Arts Exam. Parents are also given names and numbers of who call or speak to if they require special or further assistance.

### 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)?

Not Applicable

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

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

Paste response to questions 1-3 here

Collaboration between the ESL teacher and the classroom teacher will take place during common prep times at scheduled professional development meetings. ESL methodologies will be explained in detail, as will specific plans for differentiating instruction when considering individual strengths and weaknesses.

Although our ELL students are generally deemed proficient in English prior to the end of the fifth grade, support for transition to middle school is offered. Our upper elementary classes utilize the departmental model in ELA and math, which allows and prepares the students to travel from classroom to classroom. This makes for an easier transition to middle school. Parents are invited to meetings to discuss options for middle school. Translators are present if needed.

Professional development will be offered for all staff members, specifically new teachers and teachers of ELLs in order to meet the Jose P. mandate. Teachers are made aware of compliance issues for ELLs during the staff meetings in August. Teachers are alerted to the identification and placement process of ELLs upon entrance into the NYC school system. Staff members gain knowledge of the current language program offered at the school, as well as the program requirements.

Other teacher training sessions are Strategies for Teaching ELLs, Knowing the ELL learner, Cultural Awareness, the NYSESLAT Exam, How Does the LAP Affect Me?, Academic Literacy for ELLs, and professional development centered around second language acquisition. During these sessions, topics such as getting to know students backgrounds, understanding different cultural signs, using non-verbal communication and social versus academic language will be discussed. Classroom portfolios are used to support both the students and the staff as the ELLs transition from one grade level to another. These portfolios contain samples of student work throughout the years. It enables both teachers and students to see rates of progress.

### E. Parental Involvement

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

Paste response to questions 1-4 here

The parent coordinator and other staff members endeavor to create a welcoming atmosphere at PS 29. The school is involved in many extra-curricular activities in which all parents are welcome to attend. In cooperation with the ESL teacher and other staff, parent orientation meetings are held in the fall and periodically during the year as new children arrive. PS 29 prides itself on supporting the efforts of families to be partners in their child's education. All letters to ELL parents are distributed in English, Spanish and Urdu – the

predominant languages spoken in our area. State standards, assessments and expectations for newly enrolled ELL students are some of the topics addressed at parent orientation meetings. At these meetings, the parents are surveyed as to types of services they would be interested in or need, such as filling out school forms, assisting with schoolwork, and communicating with teachers.

Due to parental request, English classes for parents, guardians and other adults are held at PS 29 twice per week. These classes are being held in conjunction with the Staten Island Jewish community Center. At these classes, the parents will acquire English, and in turn be able to better assist their children with their schoolwork. The children will be able to receive more support from home and foster a home-school connection. Staten Island University Hospital also offers health and nutrition classes for adults who are learning English. They alert us to these meetings, and we provide the information to the interested parents. Translations are always available, if needed.

## 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)		3	1	0	0	0								4
Intermediate(I)		1	3	2	0	0								6
Advanced (A)		0	1	3	1	5								10
Total	0	4	5	5	1	5	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1	3			4
5					0
6					0
7					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		2				4
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

PS 29 currently uses the Teacher's College Reading Assessment. This assessment uses letter and sound recognition, concepts of print,

After reviewing and analyzing assessment data for our ELL population, it had been revealed that our students are making progress in not only English acquisition, but in achieving New York State Standards as well. As evidenced by NYSESLAT scores, all but two of our students have either moved one proficiency level or remained at the advanced level.

Only two of the 17 students who took the NYSESLAT have not achieved proficient on the listening/speaking modality. The two students who did not achieve a proficient level did achieve an Advanced level. Therefore it is essential that our language program continue to focus heavily on reading and writing development. The 2010-2011 school year will welcome the addition of the ELL Periodic Assessment for our ELLs. The results from this assessment will further pinpoint the specific needs of our students to assist in driving instruction and teacher created lesson plans.

On the NYS ELA, Math and Science exams, the majority of our ELL students have made gains. One special education student did not meet the state standards in ELA or Science, but met the Proficient standard in Math. The other students either met basic or proficient standards. Former ELLs have all met or exceeded the standards on all state assessments. Upon careful analysis of the item skills for the exams, deficiencies lie in the area of critical thinking and response, which includes the writing, grammar and editing component. The state has raised the standard for all students. In turn, our ELL student data will be closely monitored and our students will receive AIS services in addition to the small group instruction that is delivered in our upper grades.

We evaluate the success of our programs for ELLs by analyzing trends in data. Our goal was for 40% of our ELL students to achieve Advanced proficiency on the NYSESLAT. Not only was that goal met, but it was exceeded. Eight students achieved Proficient on the 2010 NYSESLAT. That number accounted for almost 40% of last years ELL population. The four upper elementary students met the standards on all state tests. Although we are pleased with these results, we remain watchful of these students. As they become former ELLs, they will be seen by academic intervention providers to assess their individual strengths and weaknesses. Not all former ELLs will need services, but will receive the same testing accommodations as the ELLs for the next two years.

### 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.

2Paste additional information here

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		