



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 29 (JOHN M. HARRIGAN)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K029

PRINCIPAL: REBECCA FAGIN

EMAIL: RFAGIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rebecca Fagin	*Principal or Designee	
Rachel Knight	*UFT Chapter Leader or Designee	
Rhonda Keyser	*PA/PTA President or Designated Co-President	
Roseanne Giglio	DC 37 Representative, if applicable	
Amy Metsch	Member/SLT Chair/Parent	
Monica Salazar-Austin	Member/Teacher	
Katie Even	Member/Teacher	
Amy McNeal	Member/Teacher	
Lisa Catanzaro	Member/Parent	
Michele Hamilton	Member/Parent	
Joy Foster	Member/Parent	
Sharon Locatell	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of students will make progress in ELA as measured by at least one of the following 1) an average of 3 reading levels from June 2012 to June 2013; 2) the 2013 ELA state exams will reflect a 3% increase in the median adjusted growth percentile in the upper grades; and/or 3) growth on teacher-developed on-demand assessments, CCLS assessments, end-of-unit rubrics, and final published pieces.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 29 includes discussions with teachers at bimonthly grade meetings, feedback from Coffee & Conversations with families, SLT meetings, committee meetings, weekly administrative team meetings, data team meetings, and Progress Report results. Included in meetings with teachers and administration will continue to be discussion of grade-level data including overall assessments in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Inquiry teams will conduct analysis of progress on running records and 2012 state exams for individual sub-groups.**
- **Teachers will follow curricular calendars in literacy (both reading and writing), which they developed with administration and TC staff developers in Spring 2012 – and continue to review implementation with a focus on progress and pacing. Deeper reflection of implementation will occur periodically during on-site staff development periods and administration-led curricular meetings.**
- **Reading intervention teacher providing targeted guided reading instruction based on teachers' assessments for 2nd and 3rd grade.**
- **Students in K and 1st grade will be identified using Phonological Awareness Criterion Test and will receive targeted instruction in phonemic awareness.**
- **Teachers in 1st and 2nd grade will utilize an intervention program, Leveled Literacy Intervention (LLI) published by Fountas and Pinnell, which is in alignment with our workshop approach to teaching, in their Early Risers program for children who struggle in literacy.**
- **Small-group intervention (e.g., Orton Gillingham, guided reading, strategy groups, etc.) will be formed according to data analysis – and developed into lesson plans.**
- **Professional development (i.e., Teachers College Reading Writing Project staff development) will be tailored to teachers' needs and aligned to the broader goal of developing and refining assessments and using assessment data to drive instruction.**
- **Teachers will submit running record results three times a year (December, March and June) and will continue to implement running records periodically throughout the year in order to monitor progress.**
- **A core group of teachers will continue to attend CCLS professional development at TC and through our network workshops and turn-key with grade-level colleagues.**
- **Professional Studies cycles will focus on CCLS alignment, data analysis to review progress and programs, and the development and analysis of pre- and post-assessments to further our work with measuring progress.**
- **Teachers will participate in literacy provided by TCRWP staff including 20 site-based staff development days, 30 workshops with a variety of literacy topics and serving various grades, and specialty workshops for one member of each grade team – as well as monthly curricular workshops for the principal.**
- **Teachers will assess both on-demand student writing and Common Core State Standards (CCSS) tasks, using rubrics that they have developed and those developed by TC Reading and Writing Project (TCRWP).**
- **Principal and AP will participate in literacy study groups at TC and at the CFN level which allows for professional development on the latest developments in literacy work, sharing of best practices, and inter-visitations to schools in our network.**

- **Literacy leaders (one per grade) will meet periodically with principal to facilitate implementation of cross-grade literacy work, facilitate conversation among grade level teams regarding performance assessments and using outcomes to inform instruction goals and initiatives, and to assist with pacing of units of study.**
 - Grade leaders will meet six times across the year with administration to help facilitate biweekly grade meetings.
 - A cadre of teachers will host literacy interns from TC and two teachers will participate in a research project with TC around using performance assessments.
 - Select teachers (Grades 1 and 4) will participate in “think tanks” through TCRWP that meet periodically to develop and refine alignment between curriculum and CCLS.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **We are not a Title I school but we have a very active parent body that participates in very large numbers at periodic (i.e., 5) Families as Learning Partners events; “Move it Mornings”; “Coffee & Conversations”; Curricular Presentations; fall and spring grade parent conferences; periodic publishing celebrations, monthly parent workshops led by our social worker, parent coordinator, and other key staff members.**
- **These opportunities for parental involvement will keep families informed about curriculum and how their children are performing.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **We make consistent use of common scheduling time for our staff members to collaborate with one another and our literacy staff developers.**
- **We have collaborations with Morningside Center for Teaching Social Responsibility and Wellness in the Schools (see Annual Goal # 3) which underpins our academic goals.**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of students will make progress in Math as measured by at least one of the following: 1) CCLS-aligned performance tasks, mid- and end-of-unit assessments, and CCLS-aligned predictive assessments; and/or 2) 3% increase in the median-adjusted growth percentile state tests in upper grades.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Ongoing needs assessment at PS 29 includes discussions with teachers at bimonthly grade meetings, Math Leader meetings, periodic data meetings with data team and network, SLT meetings, committee meetings, weekly administrative team meetings, observations, “Coffee & Conversations” and Progress Reports results. Included in meetings with teachers and administration will continue to be discussion of grade level data including overall assessments in Math.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will follow **curricular calendars** in math which they developed with administration and the math staff developer in spring 2012.
- Teachers will use **pre-unit assessments** to help differentiate (e.g., determine which students are able to step out of a unit and engage in a long term **enrichment** project or more advanced math activities either during daily math lessons or during a math enrichment/intervention period).
- Teachers will administer a periodic assessment aligned with CCLS (i.e., Acuity) two times a year – and use the data analysis to make instructional decisions.
- Teachers will administer the performance tasks twice a year. Data will be deconstructed and analyzed with staff developers.
- Teachers will use **Early Risers** time on Tuesdays, Wednesdays and Thursdays (8:00-8:40) to provide additional small group and one on one support for students who struggle in math.
- A core group of teachers will continue to attend **CCLS professional development** workshops (i.e. Metamorphosis) through the network and share information with colleagues during grade team meetings.
- All Pre-K to 5 teachers will teach **CCLS tasks** aligned with math units of study in TERC and will use these tasks to assess students and plan for next steps.
 - Teachers will participate in math PD provided by staff developer (i.e., Kate Abell) including 10 days on site during the school day, as well as in ongoing Monday Professional Studies (bi-monthly) and Inquiry Team work in order to plan and share best practices in the teaching of math.
 - Staff developer will conduct planning sessions by grade-level attended by key teachers who will turn-key information to colleagues.
 - Staff developer will conduct lesson studies periodically and these will be attended by key teachers who will turn-key information to colleagues.
 - AP will participate in a **network AP study group** where there is sharing of best practices, and inter-visitations to schools in our network.
 - **Math leaders** have been selected for each grade level team. They will meet approximately every six weeks with principal and assistant principal to facilitate implementation of math goals across our school, facilitate conversation among grade level teams regarding performance assessments and using outcomes to inform instructional goals and initiatives, and to assist with pacing of units of study.
 - **Grade leaders** will meet six times across the year with administration to help facilitate biweekly grade meetings.

- **Math Olympiad Brown Bag Lunch Series** will be led by parents.
- We will host grade-specific **Math Mornings** to communicate mathematical curricula and to deepen families’ understanding of the strategies and techniques utilized.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **We are not a Title I school but we have a very active parent body that participates in very large numbers at periodic (i.e., 5) Families as Learning Partners events; “Move it Mornings”; “Coffee & Conversations”; Curricular Presentations; and fall and spring grade parent conferences; monthly parent workshops led by our social worker, parent coordinator, and other key staff members.**
- **These opportunities for parental involvement keep families informed about curriculum and how their children are performing.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **We consistently make use of common planning time for our staff members to collaborate with one another and math staff developers and cohorts.**
- **We have collaborations with Morningside Center for Teaching Social Responsibility and Wellness in the Schools (see Annual Goal # 3) which underpins our academic goals.**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of our students will demonstrate application of skills taught through the implementation of school-wide and classroom practices related to respect and social-emotional learning, addressing personal integrity and diversity and encouraging cultural exchange and curiosity.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **Ongoing needs assessment at PS 29 includes discussions with teachers at bimonthly grade meetings; feedback from parents in SLT meetings; Coffee & Conversations, committee meetings, weekly administrative team meetings, end of year professional development surveys, lunch-time observations, teacher grade team reports, Morningside Center for Teaching Social Responsibility surveys and NYC School Survey results (in particular around safety and respect).**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **In our third year, we will apply the skills learned during unstructured periods in the day (i.e., lunch, PE, etc.) Morningside Center for Teaching Social Responsibility which will allow us to have a staff developer in our building, approximately once a week.**
- **Staff, including administrators, teachers, paraprofessionals and school aides will participate in workshops throughout the year centered on a toolbox of social emotional learning (SEL) skills that we will utilize and teach in a variety of settings across the year; e.g., I statements, anger sparks, de-escalating conflict, put ups and put downs and “do overs” (created by a PS 29 teacher).**
- **Throughout the year, teachers will work in cohorts with our Morningside Center Staff Developer, Kristin Page Stuart, which includes one on one support through discussion, modeling, co-teaching and observational feedback.**
- **On Wednesdays, every classroom will have 4Rs and a teaching point on their daily agenda and teachers will lead a full length 4Rs lesson which will be adapted to meet their children’s ongoing needs.**
- **Lunchtime support groups (Wednesdays) will be initiated and facilitated for identified students who struggle socially.**
- **A SEL Leader will be identified on each grade who will meet every other month with the principal, APs and MSC staff developer to reflect on our work together and to consider next steps.**
- **Every classroom and our café will have a Talk it Out Table where we will be able to support and encourage independence and agency around resolving conflicts.**
- **Two SEL workshops geared towards parents have been scheduled to take place in the school year – a collaboration between the SEL staff developer, principal, and parent coordinator.**
- **The principal will participate in a SEL Network with Morningside Center which will include a summer retreat and several school visits to share best practices.**
- **A group of teachers will participate in a SEL Inquiry Team during Monday Professional Studies that will apply teaching skills in the classroom and applying SEL.**

- **Our Diversity Committee composed of parents and staff will continue to work on issues of respect across our community, by focusing on breaking down the barriers that socio-economic differences bring, as well as building awareness around special education – what it means and what it offers.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We have a very active parent body that participates in very large numbers at: Families as Learning Partners (first Fridays of most months); Coffee & Conversation with the principal (about 5 per year); monthly parent workshops led by our social worker, parent coordinator, nurse, etc.; ELL parent workshops; regular publishing parties; monthly newsletters written by teachers; pot luck dinners; weekly e-blasts written by our parent coordinator; events sponsored by our Wellness Committee (e.g., “Move it Morning;” “Harvest Week,” etc.), Diversity Committee (e.g., school dances); book fairs (e.g., read-aloud with the principal); parent-sponsored events (e.g., block party, etc.) and so much more.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have collaborations with Morningside Center for Teaching Social Responsibility and Wellness in the Schools which both underpin our academic goals. We schedule time for teachers to meet with SEL staff developer and make use of common planning time for our teachers to collaborate.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will demonstrate the implementation of RTI as evidenced by frequent and consistent, strategic small-group instruction based on assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data compiled by Progress Report, state exam data, Child Study Team analysis of referrals to special education services, report card data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. **Early Riser groups for targeted intervention of phonological awareness – 8-week sessions with pre- and post-assessment – e.g., kindergarten students’ phonological awareness skills to be assessed by December 31, 2012 in order for a targeted instructional program to be developed for identified students;**
 2. **Development of menu of Tier 1 interventions for teachers to utilize and try for 6 weeks while collecting and assessing data, followed by an RTI meeting to discuss next step and decision making.**
 3. **Targeted professional development around small-group instruction (e.g., co-teaching strategies, guided reading, etc.);**
 4. **Utilization of Professional Studies cycle of about 6 sessions to read about, learn, and turn-key strategies in relation to RTI; 5. Collaboration among all classroom teachers, social worker, guidance counselor, psychologist, speech teachers, ESL teacher, SETSS teacher, school leaders, and other key child study members.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent conferences; Families as Learning Partners – with a focus on CCLS-aligned tasks and intervention strategies; Coffee and Conversation topic of special education and RTI to be scheduled later this spring to increase awareness and understanding of special needs and related issues in the classroom.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **We have collaborations with Morningside Center for Teaching Social Responsibility and Wellness in the Schools which both underpin our academic goals. We have opportunities through our network (e.g., Foundations Training – December 2012, Wilson Training – January 2013, etc.; periodic ESL workshops) and Teachers College that focus on intervention and small-group instructional strategies.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Guided reading • Word study • Vocabulary • Phonemic awareness • Reading comprehension • Writer’s workshop • Reader’s workshop 	<ul style="list-style-type: none"> • Targeted or strategy, small group • One-to-one 	<ul style="list-style-type: none"> • During the school day – both within the classroom and occasional pull-out for early childhood classes • Early Risers program (i.e., extended day)
Mathematics	Teacher-developed practice materials; Support/Enrichment differentiated pull-out periods; supplemental supports	<ul style="list-style-type: none"> • Targeted or strategy, small group • One-to-one 	<ul style="list-style-type: none"> • During the school day in differentiated Support/Enrichment groups • During the day within the regular daily classroom lesson • Early Risers program (i.e., extended day)
Science	<ul style="list-style-type: none"> • Modified curriculum • Hands-on 	<ul style="list-style-type: none"> • Targeted or strategy, small group • Science lab heterogeneous and homogeneous groups • One-to-one 	<ul style="list-style-type: none"> • During the school day • Periodically during Early Risers program • Periodically during lunch and/or after school
Social Studies	<ul style="list-style-type: none"> • Guided reading • Word Study 	<ul style="list-style-type: none"> • Targeted or strategy, small group 	<ul style="list-style-type: none"> • During the school day • Periodically during Early

	<ul style="list-style-type: none"> • Vocabulary • Multi-media • Reading comprehension 	<ul style="list-style-type: none"> • One-to-one 	Risers program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Family, friendship, social-emotional 	<ul style="list-style-type: none"> • Small-group, one-to-one 	<ul style="list-style-type: none"> • During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All PS 29 staff members meet the high qualified criteria. We seek to recruit the highest quality candidates at our school through various sources – Teachers College staff developers, recommendations through principals and support staff in our network, university career center postings, collaboration with graduate programs – TC, NYU, Fordham, etc. In particular, we develop relationships with our literacy interns, student teachers, and assistant teachers over time which provides us with the opportunity to determine in advance whether this is a good match.

There is an extensive review process for our candidates. Selected candidates attend multiple rounds of interviews with hiring teams – and are asked to perform at least one demo lesson before being hired.

We provide a great deal of differentiated professional development and support for our teachers. We have partnerships with staff developers in literacy through Teachers College – as well as mathematics through our network. Our teachers attend ongoing outside workshops in specific, targeted areas of instruction (e.g., ICT, writing non-fiction, ELL's, etc.) In addition, we have a longstanding collaboration with Morningside Center which provides staff development in the area of social emotional learning. Staff developers in literacy, math, and social emotional learning visit our classrooms regularly and support our teachers with observations, lab-sites, and professional planning. Many of our teachers have also been staff developers and thus regularly turn-key critical teachings to one another through mentor-mentee relationships as well as in the context of grade, literacy, math, data, RTI, and professional studies teams. Finally, many of our staff members participate in professional networks and attend conferences in various areas of teaching and learning.

We recognize that frequent observations and meaningful feedback is a critical way to provide differentiated support to our teachers. We communicate with our teachers all the time through one-to-one meetings as well as in the context of team meetings – to provide support and feedback. Further, we value inter-visitation – both throughout our school building as well as the opportunity to visit other schools across the city.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Children First Network	District 15	Borough Brooklyn	School Number 29
School Name John M. Harrigan			

B. Language Allocation Policy Team Composition [?](#)

Principal Melanie Woods	Assistant Principal Dawn Pender/Jeffrey Golubchick
Coach N/A	Coach N/A
ESL Teacher Nicole Nadeau	Guidance Counselor Cara Turnball
Teacher/Subject Area Katie Even/4th Grade ICT	Parent Ariane Ben Eli
Teacher/Subject Area Pat Garvey/Intervention	Parent Coordinator Emily Freund
Related Service Provider Amy McNeal/Speech	Other
Network Leader Alison Sheehan/Joseph Cassidy	Other

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	708	Total Number of ELLs	26	ELLs as share of total student population (%)	3.67%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The fully certified English as a Second Language (ESL) teacher/coordinator at PS 29 administers the Home Language Identification Survey (HLIS) at registration in order to identify possible English Language Learners (ELLs) new to the New York City school system. Every family of a student who is a first time admit to the New York Public School system is mandated to complete the HLIS or the Home Language Identification Survey, a document used to identify if another language is spoken at home, with the assistance of a pedagogue. Our fully certified ESL teacher/coordinator conducts an informal oral interview in English and, when necessary, a translator conducts the interview in the child's native language. Translators are available, when necessary, at registration to answer any questions families may have about the HLIS, or any other need they may have. The HLIS is given in the individual family's preferred language. Based on the answers to the HLIS, a student is identified as having a home language other than English when one question in Part I., 1-4 in indicates the student uses a language other than English AND two questions in Part I., questions 5-8 indicate the student uses a language other than English. Our fully certified ESL teacher/coordinator reviews the HLIS using the previously stated formula to identify a student as using a language other than English. Our fully certified ESL teacher/coordinator then completes the staff related sections of the HLIS and signs in the appropriate places. After our fully certified ESL teacher/coordinator reviews the HLIS and identifies students as using a language other than English, the student is then administered the Language Assessment Battery Revised (LAB-R) test. The LAB-R is administered within 10 days of registration by our fully certified ESL teacher/coordinator to students identified as using a language other than English at home based on the review of the HLIS and the home language code. Our fully certified ESL teacher/coordinator administers the LAB-R in accordance to the LAB-R Administration Manuals and following the directives in the "NYC DOE Assessment Memorandum for the Administration of the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for General and Special Education Students". The LAB-R is given according to the grade level of the newly enrolled student. A fully licensed, Spanish speaking pedagogue, administers the Spanish LAB. We follow the same procedures and guidelines for administering the Spanish LAB as stated for the LAB-R. The Spanish LAB is given to all entitled students with a home language code of SP within 10 school days of initial enrollment. Our fully licensed ESL teacher, Nicole Nadeau, is responsible for conducting the initial screening and administration of the HLIS and LAB-R; this pedagogue speaks English and is licensed in ESL and Common Branches.

If students receive a raw score of 26 or less, they are then eligible for ESL services and will continue to receive ESL support services until they receive a "Proficient (P)" score on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is given to all continuing ELL students at our school and in the state every year in the spring. Therefore, after students are identified and placed, they take the NYSESLAT every year to determine continued eligibility and progress until they pass. During the summer, the ESL teacher and administrators view and analyze NYSESLAT results on NYSTART when they are released. ATS reports, such as the RLAT and RLAB are used to assist the ESL teacher in making her schedule and subsequently determine which students are eligible to take the NYSESLAT on an annual basis. In collaboration with the ESL teacher, an administrator, also serving as the testing coordinator, creates the NYSESLAT testing schedule, in accordance with the students' individual levels (beginner, intermediate, and advanced). The testing schedule accounts for students' individual testing accommodations; pedagogues at the school subsequently administer the examination in accordance with the specific rules for administering the four components of the NYSESLAT, as outlined

in the testing manuals, and the students' individual test modifications. This process is overseen by the testing coordinator.

2. After we identify newly enrolled ELL students, they are placed within the first 10 days in a mainstream class where the fully certified ESL teacher/coordinator will push-in or pull-out students to provide ESL services until parents choose the program in which they would like their child placed. The three language programs that are offered to ELLs in New York City are Transitional Bilingual, Dual Language, and Freestanding ESL. A Parent Orientation is given for families of newly enrolled ELLs after their child is identified as needing English language services as based on the LAB-R test results. The orientation is given to ensure parents fully understand their rights and the three program options available to their children as English language learners. The ESL teacher sends home an entitlement letter with the LAB-R score in English and in the home language, when available; subsequent information is also presented to parents at a scheduled Parent Orientation. The entitlement letter is sent home in a packet that includes the Parent Survey and Program Selection Form which families are instructed to bring with them the day of the orientation in both English and the home language, when available and/or needed. A brochure explaining the three program choices to which all ELL children and their families are entitled is also included in the packet in both English and the home language, when available and/or needed. On the day of the Family Orientation, the families watch a video in both English and/or their home language, when available, that explains ELL services in order to further assure parents understand their choices. If the video is not available in the home language, a translator explains the information in the video. Next, the ESL teacher explains the three choices with the help of translators. The ESL teacher also answers any questions about the programs with the help of the translators. After that, the ELL teacher goes through the Parent Survey and Program Selection Form, question by question, to ensure all the information has been presented and that families understand the information. Lastly, the ELL teacher explains the choices the city offers again and asks the families to number their first through third choices for programs on the parent selection form. At this time, it is explained that if PS 29 ever has enough ELLs with the same home language and their parents choose one of two Bilingual programs as their first choice, the school is mandated to open that bilingual class. It is also explained that if parents choose one of the other two programs as their first choice, they have a right to place their child in the program they choose in another school if it is available. It is also explained that if they choose another program other than Freestanding ESL as their first choice and they do not want their child to go to another school, then their child will remain in ESL at PS 29 until either they test out or a class with that option opens up at our school. In the future, if we should ever have the number of students needed to open up a TBE or DL program, we will notify parents in writing and by phone in both English and in the home language, when necessary, that based on their previous 1st choice (TBE/DL) for their child's language program, the program has now become available and that their child will be placed in this program based on that choice. The fully certified ESL teacher/coordinator will be available to answer any questions with the help of translators as needed.

3. In order to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our fully certified ESL teacher/coordinator sends home an entitlement letter on school letterhead in the parents' preferred languages to parents informing them of their child's entitlement to ELL services and the parents' right to choose one of three ELL programs offered in NYC with the date the survey should be returned by and the person (our fully certified ELL teacher/coordinator) to whom the survey should be returned. The return date on the survey is the same date as the parent orientation and is conducted by our fully certified ELL teacher/coordinator. The fully certified ELL teacher/coordinator collects the parent surveys after the parent orientation, puts the original survey in the compliance binder and keeps a copy for the file "Parent Survey and Program Selection Forms" for the year's new ELLs for our records and monitoring purposes. If a parent is not able to attend the initial parent orientation, we will make every effort possible to ensure the family is able to partake in another orientation and that the survey gets returned. First, if a parent is not able to attend the first orientation, we will ask families to return the Parent Survey and Program Selection form we sent home with the entitlement letter and the brochure by the date of the orientation to our ESL teacher/coordinator, and ask the parent to send in another time they would be available for an orientation. In addition to asking for the form in writing, in both English and the home language, if we do not get the survey back, our ESL teacher/coordinator with the help of a translator, if needed, will call the family and ask when they would be available to come in for an orientation and to return the form. We also ask them if there is another time they could attend an orientation. In the last five years, only one family did not attend a orientation. This year, we had two formal orientations and one informal meeting with a parent to go over the survey at their convenience. If after all reasonable attempts have been made, and a parent still has not returned the Parent Survey and Program Selection form, then, by default, the child's first choice and placement, if available, is Transitional Bilingual Education, as per CR Part 154. Before information is prepared and sent to parents, the ESL teacher creates a spreadsheet in order to track the materials. Current Parent Surveys and Parent Selection Forms are organized folders, maintained within the compliance binder, which is stored and locked in her room.

4. ELL students are placed in a bilingual or ESL instructional program based on the parent survey and the regulation that schools

must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8 and 20 or more on a single grade in high school. Therefore, if we ever have 15 or more ELL students who had the same home language in two contiguous grades and whose parents chose TBE as their first choice for their child’s language program or 15 or more ELL students who had the same home language in two contiguous grades and whose parents chose Dual Language as their first choice for their child’s language program, PS 29 would open that class, as per parent choice and the city regulations. A placement letter is sent home in the parents’ preferred languages and a copy is placed in a file called “Placement Letters” for the current year. As stated above, once we give the LAB-R to students and their test score shows they are in need of ESL services, we place the students within the first 10 days of registration in a mainstream classroom where they will receive Push-in/Pull-out ESL services. If their parents should choose a different program, we will place them in the program if we have sufficient numbers to enable us to open up either a Dual Language class or a Transitional Bilingual class. Should we not have enough students to open a class and the parents want their child placed in one of the bilingual classes and the family wants to transfer their child to one of these two programs if available at another school, then we will try to find the closest possible placement. When needed, translators are used to explain program choices and families’ rights. The fully certified ESL teacher maintains a clerical file for every student, which is stored in a file cabinet in the ESL teacher’s room. Placement letters are maintained in a file for the current school year. The continued entitlement letter records are maintained in another file for the current school year; both files are maintained in the compliance binder.

5. This year, one family chose the dual language program as their first choice and the rest of the families, as has been the case over the last four years, chose the freestanding ESL program as their first choice. The family that chose the dual language program wanted their child to remain at PS 29 with the understanding that if a dual language class opens up, their child will be placed in it. They also informed us that even though they wanted their child to remain at PS 29 this year, they would like to look into a dual language program for the next school year. Only one student’s family in five years did not attend the family orientation or return the Parent Survey after multiple attempts. Some outreach attempts included phone calls, using a translator, sending home several copies of the survey, and trying to catch the parent at Parent Teacher Conferences. So, by default their choice was the Transitional Bilingual program, as per CR Part 154. Everyone else has chosen the ESL program as their first choice for English language services.

6. Our ESL Push-In/Pull-Out program is in direct alignment with parent request, as per the Parent Survey and Program Selection Forms. Our ESL population is small at 25 and is spread out over six grades (K-5). There are no more than four students who speak the same home language between two consecutive grades. However, if we should ever get an increase in the amount of ESL students who speak the same language in two consecutive grades and enough parents choose one of the bilingual programs, we will open a class that services that particular program. On an interim basis, we evaluate the success of our ESL program by collaboratively looking at Fountas and Pinnell reading levels, writing samples, informal teacher observations, conference notes, and strategy group notes. At the end of the school year, we evaluate the success of our ESL program based on end-of-year reading levels, statewide test scores and NYSESLAT results.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	9
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	0	1	4	0	8	0	0	0	17
Total	13	0	1	4	0	8	0	0	0	17

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	1	2	3	3	2								11
Chinese				1										1
Russian														0
Bengali														0
Urdu		1		1										2
Arabic	3	0	1	0	1	1								6
Haitian														0
French	1	0	0	0	0	0								1
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian				1										1
Yiddish														0
Other	1	1	0	0	1	1								4
TOTAL	5	3	3	6	5	4	0	26						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1	2	3	3	2								11
Chinese				1										1
Russian														0
Bengali														0
Urdu		1		1										2
Arabic	3	0	1	0	1	1								6
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other	1	1	0	0	1	1								4
TOTAL	5	3	3	6	5	4	0	26						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. A. At PS 29, students receive ESL services through a Push-In/Pull-Out organizational model. When possible, students are initially placed in one class on a grade so that the ESL teacher can push into a class to support academic language learning. If we have students in an ICT (Integrated Collaborative Team Teaching) or the 12 to 1 Special Education class, then we have two to three classes on a grade where an ELL might be placed.

B. In order to meet the special language and learning needs of individual students and to meet mandated language requirements, we also have Pull-Out/Push-In classes between same grades or consecutive grades, Ungraded (all students regardless of grade are in one class),

A. Programming and Scheduling Information

Heterogeneous (mixed proficiency levels) and Homogeneous (same proficiency level) Pull-Out ESL classes.

2. At PS 29 the fully certified ESL teacher provides each ELL student with their mandated time of ESL instruction, 360 minutes for Beginners and Intermediates and 180 minutes for Advanced students, through the Push-In/Pull-Out model. The fully certified classroom teachers provide the ELL students with the mandated ELA minutes as per CR part 154, 180 minutes for Advanced students.

3. At PS 29 classroom teachers deliver all content area instruction, for the exception of Science. All content areas are taught in English. We use the Teachers College Reading and Writing Project curriculum for teaching Reading and Writing, Words Their Way to teach Word Study and TERK for Math instruction. In science, we use FOSS kits, and additional supplemental materials.

Classroom teachers use a variety of strategies to differentiate instruction as a means to enrich language development. Teachers use pictures/labels, TPR (Total Physical Response), scaffolding or modeling language using charts and graphic organizers, and pre-teaching new vocabulary and concepts. Classroom teachers are also using technology to support ELL learning. Teachers are having students listen to books using tape players or personal MP3 players while following along in the book. They are allowing students to use computers to access online dictionaries and translating programs for writing. Students are also using computers to access math and reading websites in order to support multi-sensory learning. Additionally, teachers are using the Smart Board, or interactive whiteboard, to support multi-sensory learning of subject areas as well as, the ELMO, or enlarged print document reader, to model language and skills and for shared reading and writing.

4. P.S. 29 is working to ensure that, when possible and relevant, ELLs are evaluated in their native language. When Spanish speaking ELLs are administered the LAB R and then are identified as needing ESL services, we administer the Spanish LAB to assess their level of proficiency in Spanish. When interviewing and/or meeting with parents of our ELLs, information is gathered about the student's first language through the use of a translator. In addition, when an ELL child is referred for Special Education services, we ask for a bilingual social history in the parent's native language as well as, a bilingual psycho-educational evaluation of the student. It is our belief that we should have the most complete picture of the student as possible. We do not refer ELLs because of language; ELLs are referred after our Child Study team has a collaborative conversation about the whole child.

If we were ever to have sufficient numbers to warrant opening a bilingual class, we would have assessments in the first language to assess listening, speaking, reading, and writing levels in the first language. The certified bilingual teacher would administer these assessments.

5. At PS 29 we use differentiated instruction to support the varied needs and stages of our ELLs.

a. In the past years, we have not had any SIFE students, or students with interrupted formal schooling. However, should we have SIFE children in the future, we will provide them with small group intervention during the school day and additional small group or one to one instruction during "Early Risers," our extended day program that targets individual learning needs. We would also provide them with double ESL periods during ELA time, and in-school intervention, which includes the Wilson program for students struggling with English phonemes.

b. We try to support the acceleration of language learning in many ways for all ELLs, but especially for our Newcomers (students who have been in US schools less than three years) because NCLB now requires ELA testing for ELLs after one year. Newly enrolled ELL students are carefully placed in our ESL designated classroom for their age appropriate grade. Teachers in these classrooms work closely with the ESL teacher to create a classroom environment conducive to acquiring English for learners at all levels. Some of the supports we use for our Newcomers are peer "buddies," or students who speak the child's first language and/or who will prove to be an aide to the student both emotionally and academically; we will also maintain an ongoing dialogue with the families through use of translators, if needed. The fully certified ELL teacher will not only push-into the classroom to support social, cultural and academic learning, but will also pull-out our Newcomers for extra support to enrich their transition and to accelerate their social and academic language learning. Our newcomers will receive six one-hour periods of ESL a week if they are considered Beginners or Intermediate. Also, when students arrive from another country and are in the New York City school system for the first time, we invite them to participate in "Early Risers", our extended day program, to give them extra language support and to help them with the adjustment to a new culture.

c. P. S. 29 has been reflecting on a variety of ways to support our ELLs who have been receiving ESL services for more than three

A. Programming and Scheduling Information

years. In order to target the areas where ELLs need support, we have looked carefully at NYSESLAT modalities and sub-tests and testing data. This school year (2011-2012), we will continue to provide interventions for our 4th, 5th and 6th year ELL students who have not yet met the performance standard in writing. The fully certified ESL teacher will pull 3rd, 4th, and 5th grade general education and ICT students for two 60-minute sessions during ELA periods. The fully certified ESL teacher will pull students in the 12-to-1 special education bridge class one 60-minute session a week during an ELA period. The ESL teacher will also push into the 12-to-1 class once a week during an ELA period for small group instruction. During all of these sessions, the fully certified ESL teacher will have students work in small groups and/or will confer one-to-one with students. The following interventions will be used during these sessions to support the development of thinking and writing skills:

- Shared writing to model and support the development of writing sentences, paragraphs, and essays
- Looking at mentor texts of writing with students to identify parts of sentences, paragraphs, essays, and overall good writing strategies
- Pre-teaching key vocabulary we use in essays by writing these words on charts and then modeling how to use these words to write an essay
- Teaching students how to use charts we created together to write sentences, paragraphs, and essays
- Teaching and modeling how to use graphic organizers to develop ideas for planning and writing through the use of the “ELMO,” or enlarged print document reader

The fully certified classroom and special education teachers will collaborate with the fully certified ESL teacher in assessing student writing development by looking at “On Demand” pieces and then using this information to create further lessons to support their individual writing development.

This school year (2011-2012), we will continue to provide interventions for our 4th, 5th and 6th year ELL students who have not yet met the performance standard in reading. The fully certified ESL teacher will pull our 4th, 5th and 6th year ELLs for one extra 60-minute session a week during an ELA period. The fully certified ELL teacher will push into the 12 to 1 special education bridge class to work with our one 5th year ELL who hasn't met the standard in reading for one 60-minute session a week during an ELA period. During both of these sessions the fully certified ESL teacher will confer one-to-one with students. The following interventions will be used during these sessions to support the development of reading skills with the use and support of technology and the computer based reading intervention Raz-Kids:

- Modeling of reading strategies and how to use graphic organizers using the “ELMO,” or enlarged print document reader
- Listening to books on Raz-Kids (a computer-based reading program) one level above their independent level to see how fluent reading and new words sound; while listening to the passages, students will track the words that are read aloud as they are highlighted in front of them on the screen
- Recording students' reading of books on the computer as they read them aloud after having listened to the book once; the student and the teacher can listen to the recording for fluency and self-monitoring
- Having students use different kinds of teacher-created graphic organizers and materials to keep track of information and meaning as they read
- Using the computer-based program to click on words when the student cannot use one of their reading strategies to figure out how it sounds or what it means
- Monitoring comprehension through end of book quizzes on Raz-Kids

The fully certified classroom and special education teachers will collaborate with the fully certified ESL teacher in assessing student reading development by listening to recordings of students reading, looking at classroom running records, and by monitoring how many questions students get right or wrong at the end of the book quiz on Raz-Kids. The teachers will then use this information to create further lessons to support the students' individual reading development.

d. At this time, PS 29 does not have any ELLs who have completed their sixth year of ESL. We are a Pre-K to 5th grade school. So, if a student had completed their sixth year they would be a hold over. If we had an ELL who had completed their sixth year and was a holdover, we would give them small group instruction and provide them with other interventions, such as Wilson, if they met the requirements.

6. There are many instructional strategies and grade-level materials our fully certified teachers of ELL-SWDs (Students with Disabilities) use that both provide access to academic content areas and accelerate English language development. Teachers are using a variety of technology for entry points into content to access and broaden understanding. Our fully certified general education, special education, and ESL teachers use the ELMO and Smart Board to provide enlarged text and visuals to support students with special needs within the context of the curriculum by modeling reading, writing, and math strategies, and for conducting shared reading and writing with

A. Programming and Scheduling Information

students. Our special education students use the computer during reading, writing, and math for a multi-sensory approach to learning. Many of our ELL-SWDs are also using tape players or personal MP3 players. All of our teachers who work with our ELL-SWDs also use leveled texts to support the varied reading level of our students and use either guided reading or one-to-one conferring to teach new reading strategies that will help students become stronger readers. We use the reading workshop model and Words Their Way for word study at P.S. 29, but we also have Wilson trained teachers who help our struggling readers and writers who need extra support with phonemic awareness.

7. P.S. 29 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. 10 of our 26 ELLs have IEPs. An additional ELL is in the referral process. One of our ELLs is in a mainstream classroom and only receives speech. Four ELLs in an ICT class, and five are together in a 12 to 1 Self-Contained Special Education 3rd and 4th bridge class. Students are serviced per their IEPs. The ESL teacher works closely with the classroom and/or special education teachers to plan appropriate supports and to use both ESL and Special Education strategies. When appropriate, we are mainstreaming our ELL-SWDs into general education environments. We service these students in the general education environment by providing them with the appropriate accommodations and modifications, such as an alternate language paraprofessional. The ELL teacher services all students with IEPs in small groups with other general education ELLs with the appropriate accommodations.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

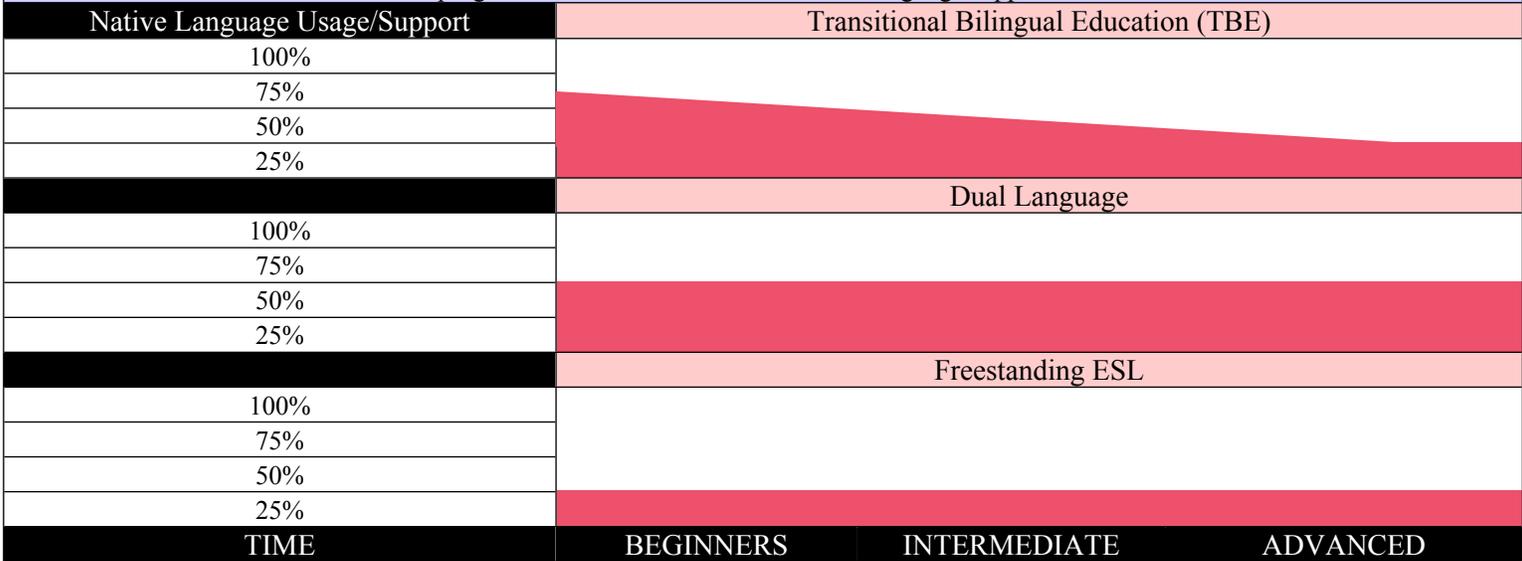
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. PS 29 offers a range of intervention programs that support the special needs of our ELLs in the content areas. All of our ELLs participate in our "Early Risers" program that provides small group, targeted intervention in reading, writing, and/or math, depending on the individual needs of each student. We do this to give all our ELLs the extra support they need; our Newcomer population who have been receiving ELL services for three years or less and our ELLs who have been receiving services for more than four years all receive differentiated instruction during "Early Risers." Our ELLs in 1st and 2nd grade who participate in Early Risers partake in the Leveled Literacy Intervention Program (LLI) from Fountas and Pinnell that provides intervention in reading, writing, and word study. The lessons also provide strategies for working with ELLs. The 3rd/4th grade 12 to 1 bridge class does small group Wilson Intervention work with the help of two Kindergarten teachers who push in to the classroom. The 12 to 1 Special Education teacher uses LLI during ELA time with the help of the ESL teacher who pushes in, as well. Some of our other 3rd, 4th, and 5th grade ELLs benefit from Foundations and the Wilson Program during both "Early Risers" and during ELA periods. Students who are struggling with meeting grade level standards in these grades are given an initial assessment from the program. If this assessment shows that the student will benefit from the Wilson intervention, then they are placed in the program. All of our ELLs benefit from a computer-based reading program called "Raz-Kids" and small group Guided Reading intervention led by both the ELL and classroom teachers; teachers also confer with students 1:1. In terms of math support, 1st through 5th grade ELLs benefit from PS 29's intervention specialist pushing in one period a week, or every other week depending on the grade, in order to reduce class size and provide more targeted small group instruction. All students also benefit from the computer-based math program, "Ah Ha Math" and "Smart Math" as an additional intervention for students. 1st and 2nd grade ELLs use "Key Skills" as another computer-based intervention to support Math learning.

9. We continue to provide transitional support for two years after ELLs reach proficiency on the NYSESLAT. The first year after ELLs test out of ESL services, former ELLs are placed in the classroom with the other ELLs on their grade so the ELL teacher can collaborate with the classroom teacher to continue to help support the transitioning ELLs using ESL strategies and methods. All of our transitioning ELLs are monitored through our Child Study/LAP Team in order to keep track of their progress and to ensure they receive support if they are not meeting grade level standards through one or more of our interventions. In consultation with the classroom teachers and families, transitional ELLs also receive the testing modifications provided for them by the city and state.

10. This year we plan on having more pullout ESL periods during ELA with targeted reading, writing and grammar lessons. We are also working towards giving more of our ELLs the opportunity to participate in the PTA-run after school program that offers homework help and classes from art to sports.

11. When the LLI program was piloted, Kindergarten teachers found that it was not as helpful as other supports, so they did not implement it on that grade. This year, our intervention specialist will only be working with the 4th grade during Math, not ELA.

12. All of our students, including our ELLs, are offered equal access to all school programs. Letters go home in different languages when needed and/or when they are accessible. We also use translators to help us notify parents of programs and to answer questions parents might have. We do not have Title III funds. The PTA runs our after school program. Parents pay for "Kids Club" and after school enrichment courses. Kids Club is from 3:00 to 6:00. During this time, students have an opportunity to receive homework help and to play with their peers. After school courses are from 3:00 to 4:30, Monday through Thursday. After school courses offer students opportunities to explore and learn more about certain areas of interest from art to journalism to sports. In addition to the after school program, we have sports, drama and music clubs for 3rd through 5th grade students before, during, and after school that are free. Almost all of our ELLs choose to be in one or more of these activities.

13. There are a variety of instructional materials, including technology, used to support ELLs that have already been mentioned. In

addition to the varied computer programs, ELMO, and Smart Board already discussed used to support and provide intervention in ELA and math, our science program also uses a multisensory approach to learning which is extremely beneficial to our ELLs as well other types of learners. Our Math program (TERK) encourages the use of a variety of manipulatives in order to solve problems.

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

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

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

17. PS 29 does not offer any language electives.

C. Schools with Dual Language Programs

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

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.

1. Professional Development (PD) at PS 29 is continuous and ongoing for all teachers, including the ESL teacher, and all teachers of ELLs. PD includes staff development days at the Teachers College Reading and Writing Project (TCRWP) in areas pertaining to making adaptation in Literacy for ELLs. One example of a TC calendar day that teachers will attend this year is, “Thinking Across the Year with An Eye to Supporting ELLs”. Also, PS 29 conducts professional development on Mondays after school for all teachers and includes opportunities for inquiry groups with the ESL teacher and teachers of ELLs to collaborate and discuss ideas gleaned from shared reading of professional literature, classroom practices, and student data. These sessions also provide time for teachers to discuss units of study while the ESL teacher offers suggestions, provides input on optimal conditions for language acquisition, and answers questions to ensure a classroom environment that is conducive to acquiring English in a meaningful manner. In addition, the ELL teacher at PS 29 attends bi-monthly network meetings and will conduct inquiry work with ESL teachers from other schools. This group will share and develop best practices and materials to support the needs of all our ELLs through the inquiry work using student data. The Assistant Principal attends network ELL Coordinator and Special Education meetings, and a host of study groups (one of which is a TC study group) that meet on a regular basis. In these meetings/study groups, best practices are always discussed, specifically highlighting the differentiation of instruction for special populations, including ELLs.

The ESL teacher and classroom teachers attend professional development workshops at TC; specifically, TC is offered a calendar day this year which was attended by an ESL teacher: on 10/17, a classroom teacher attended the day, “Thinking Across the Year with an Eye to Supporting English Language Learners.” On 11/3, a special education teacher and our AP attended a day on RTI. On 1/6, 2/29, 3/12 and 3/23, TC will be offering additional days that will focus on strategies that can be taught to ELLs—our special education teachers and AP will be attending these days. Our Speech teachers both serve ESL students and have ESL training; one has 10 hours and the other has approximately 30 hours of ESL training.

2. The school guidance counselor works with the parent coordinator to use translation when needed in order to help provide our ELLs and their families with the resources available to them for middle school. Our school leadership supports the transition of our ELLs by providing classroom teachers with the time that they need to review assessments and notes, and time to collaborate with the ESL teacher. The guidance counselor participates in conversations concerning ELL students in order to assure they are making a smooth transition, socially and emotionally. Most notably, the guidance counselor oversees the middle school application process, and, in accordance with the ESL teacher, assures that ELLs are making suitable choices in regards to the application process.

3. In order to help provide the minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers), as per Jose P., ELL staff development will be provided for all teachers during our Monday Professional Development Sessions as well as, during school on various PD days throughout the school year. The ESL teacher keeps track of these hours on a spreadsheet. Records are maintained in the ESL teacher’s compliance binder, kept in her classroom.

E. Parental Involvement

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

1. Parental Involvement at PS 29 is very strong. Throughout the school year, the parent coordinator collaborates with families, the PTA, the classroom parents, the administration as well as, the staff to plan events that build community among and support the needs of our diverse families. Some of our community building activities include a school wide Families as Learning Partners on the first of Friday of almost every month, where families are encouraged to come and join in on a learning activity in a specific content area, such as Math or Reading. P.S. 29 also has grade wide breakfasts at the beginning of year, “Welcome to the Grade” meetings for parents, and invites families to attend class publishing parties. Parents also participate by volunteering:

- At the annual book fair
- For various committees
- For lunch time activities, such as sports clubs
- To teach an enrichment cluster
- At lunchtime
- To be a class parent
- To help with “Super Science Saturday”
- To help run one of our many PTA sponsored events such as the pie social, the holiday fair, and the spring carnival

Parents and families are also asked to attend class potlucks and nights dedicated to discussion of curriculum. We also have a Pre-K family room and a “Parent Room” where parents get information and support.

All families are encouraged to attend all events. We use translators, staff members, and parents who speak the same language as our ELLs to communicate with our families who speak another language in order to inform and encourage participation. Knowing another family who can translate usually makes parents who know little to no English feel more comfortable and they are more likely to attend or participate in events.

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

3. We evaluate the needs of our parents through the NYC School Survey, the work of the PTA, the work of our diversity committee, and through our network of class parents, organized by the parent coordinator. The parent coordinator is our school’s conduit between parents and the administration. Organizing translation services, the parent coordinator assures that every student receives important documents in the correct language. Report Cards, for example are translated. We also have several staff members who speak the home language of the ESL students. Oftentimes, weekly homework sheets and newsletters can also be translated. In our ESL program and throughout the school, instruction is in English. In ESL, students are encouraged to use English when they are communicating with one another—however, the student’s native language

4. The activities we have at our school have come out of some need or desire of parents and faculty to build our school community. For example, this year we are looking at either expanding the work of our diversity committee or creating a committee to look at better ways of supporting families of students with special needs. We continue to have parents volunteering at lunchtime to improve the quality of the lunch experience. Several of our ELL parents do this. The Families as Learning Partners helps bridge the gap between home and the classroom in order to help families better understand what it is going on in the classroom-learning environment as well as, inviting them to be active participants in the classroom. All parents are invited to participate in all of our activities and to voice their opinions on creating new ways to support the needs of our school community. We use translators when necessary to let parents know about events, to communicate other important information, and to ensure their voices are heard.

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)	5	2		1	1									9
Intermediate(I)		1		3	2									6
Advanced (A)			3	1	3	4								11
Total	5	3	3	5	6	4	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I			1	1									
	A	2	3	2	1	1	0							
	P		1	3	4	3	2							
READING/ WRITING	B	1		2	1	0								
	I	1		2	2	0								
	A		2	2	3	3	1							
	P		2			1	1							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		3				6
4			2		1				3
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					3				3
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

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.

1. Describe the 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. At PS 29, we use TCRWP to assess the early literacy skills of our ELLs as well as all of our students. This information helps us to assess what stage of literacy development our students are at. Based on this information we plan instruction and interventions for each student. We see where are our ELLs are in terms of reading by conducting running records and then use guided reading and one-to-one conferring to move them to the next level. We use spelling inventories from "Words Their Way" to see where each student is in terms of spelling development; we use this data to group students in word study groups according to their stage of spelling development. In Kindergarten and 1st grade, when needed, students are given the TC letter/sound identification assessment and word identification assessment. Based on the results, classroom teachers then teach the letters and sounds students do not know in a small group or on a one-to-one basis. All data informs our school's instructional plan. Based on the results, classroom teachers, in accordance with the ESL teacher, make decisions on student groupings and how individual lessons will be taught, either using a push-in or pull-out model. As progress is tracked over time, a full child study committee might be assembled to collaboratively discuss how all of the support staff members at the school can best support the academic and social/emotional development of a child.

2. According to the results of the LAB-R and NYSESLAT, 11 out of our 26 ELLs are at the Advanced level of English language proficiency. All but one of our 4th and 5th graders not in the self-contained 12:1:1 class, seven in total, are "Advanced" as well as, all three of our 2nd graders and one 3rd grader. Our second largest group this year is our Beginner group, which has 10 students in it. All five of our Kindergarteners and two of our three 1st graders are "Beginners". The remaining three of our "Beginners" are in the 3rd/4th grade bridge 12:1:1 self- contained special education class. Two of these students are 3rd graders and one is a 4th grader. The remaining five ELLs are "Intermediate". One is a 1st grader, one is a 3rd grader, one is a 4th grade ICT student, and the other two are in the 3rd/4th self-contained class. The results reveal that all of our Advanced students are in grades 2 through 5, and most of our students from 2nd grade up, excluding those in the self-contained 12:1:1, are Advanced. All of our Beginners are in Kindergarten, 1st or the 3rd/4th self-contained special education class.

3. The NYSESLAT results in the modalities of reading/writing and listening/speaking demonstrate that we will continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet standards. Only 19 students are considered when looking at the data we have for the NYSESLAT. The other seven did not take the NYSESLAT. Six are new admits and will take the NYSESLAT for the first time in the spring, and the other student was absent for the NYSESLAT this past spring and is still considered a "Beginner" in accordance with her fall LAB-R score. Out of the 19 students in 1st through 5th grade, none are at the beginner level in listening/speaking

and only two students are at the intermediate level of proficiency. 9 out of our 19 students are “Proficient” in the area of listening/speaking and eight are “Advanced”. In comparison, only one student received a “Proficient” score in reading/writing. However, 9 are “Advanced”. We will also continue to support the development of students’ speaking and listening skills, especially for those who received a lower score than they received for reading and writing. Before decisions are made, our ESL teacher and administrators review the data—groups are formed and this information is then shared with classroom teachers who have ELLs in their rooms. Related Service providers also assist in making instructional decisions when a student is mandated for a related service.

4. When looking at the other state tests, we can clearly see that our ELLs need extra support meeting ELA standards. All of our 5th graders got 2’s on the 4th grade ELA. Three of our four 4th grade ELLs not in the self-contained class got 2’s on the 3rd grade ELA. The other 4th grade ELL did not take the 3rd grade ELA because it was her first year in the country. Both of our 4th grade ELLs in the self-contained 3rd/4th bridge class received a 1 on the 3rd grade ELA. All our students chose to take assessments in English when given a choice. Our students who speak Spanish did not want to use the tests in Spanish when given to them. Even though our students did not want to use first language supports when given to them our ELLs faired better on the Math test. Three of our current 4th graders who did not have IEPs last year scored a 3 on the 3rd grade Math test. One of our 4th grade ELLs who was in the 3rd grade ICT class last year received a 2. One of the two 4th grade students in the self-contained bridge class also received a 2. The other student received a 1. Our 5th grader in a general education class received a 3 on the 4th grade Math test. Our other two 5th grade ELLs who are in the ICT class both received 2’s. School administrators review reading levels on an interim basis and track trends across the school and within subgroups, of which the ELLs are a part. The ESL teacher, in collaboration with classroom teachers, directly use the information on a daily basis as they form strategy groups and plan their conferences.

5. Not Applicable

6. We evaluate the success of our ESL program for ELLs based on a variety of factors, which include but are not limited to class work, ongoing assessments such as running records, the state tests, the NYSESLAT, and student input.

Part VI: LAP Assurances

School Name: John M. Harrigan

School DBN: 15K029

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01

School Name: John M. Harrigan

School DBN: 15K029

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K029** School Name: **John M. Harrigan**

Cluster: _____ Network: **CFN 102**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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