



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 29

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q029

PRINCIPAL: JENNIFER ROGERS

EMAIL: JJONES48@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Jennifer Rogers	*Principal or Designee	
Rachel Belsky	*UFT Chapter Leader or Designee	
Venita Singh/ Patricia Rufai	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ari Lagow	Member/ Teacher	
Mia Michaelides	Member/ Teacher	
Jennifer Wainberg	Member/Teacher	
Kim Gshlect	Member/Teacher	
Marisol Chavez	Member/Parent	
Amelia Demitrov	Member/Parent	
Melissa Luzipone	Member/Parent	
Brandy Crabtree	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.

(TEACHER EFFECTIVENESS) 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

By June 2013, each teacher will participate in 3-6 formative feedback sessions with supervisors and/or teacher colleagues to address teacher practice based on 2 selected Danielson Competencies. At least 100% of teachers will show evidence of implementation of next steps from formative feedback sessions evidenced by frequent cycles of observation.

Comprehensive needs assessment

Based on the academic performance of students as evidenced by the 2011-2012 Progress Report where only 57% of the students progressed in Math in grade 4 and 67% of the students progressed in Math in grade 5, teacher effectiveness will increase as measured by a research based rubric.

Instructional strategies/activities

- I. Continue to deepen a shared understanding of Danielson's Framework for Teaching with a focus on Domain 1 Planning and Preparation by the launching of regular cycles of formative observation and feedback by supervisory staff where feedback is aligned to the framework Competency 1E Designing Coherent Instruction that supports student learning and evidences the deepening relationship between student, teacher and content. All classroom and support staff teachers will receive 4 frequent cycle observations with feedback sessions during the benchmark months of November, February, April, and May.
- II. Administrative support personnel i.e. data specialist, teacher coach, and consultants will provide professional development to assist teachers in launching a collaborative inquiry model focused on analyzing student work products to drive revisions to curricular units which will impact classroom tasks and teacher practice resulting in revision to curriculum maps, and common planning outcomes to produce.
- III. Leveraging of resources for Professional development in CORE content areas of Math and ELA to support teachers in meeting and exceeding the Citywide Instructional Expectations of assessing the progress of students in a continuous cycle to align at least two units to the CCSS, as well as the improvements noted in the schools 2012 Quality Review areas for improvement, with special attention to the planning of student tasks to leverage a high range of cognitively challenging tasks incorporated into teacher practice and measured by student work products.
- IV. Engaging Network Support Specialists in routine visits to meet and plan with teachers with a focus on student data analysis and developing teacher practice through CCSS aligned tasks.
- V. Establish a culture for learning that communicates high expectations for teachers and provides appropriate supports to achieve them which includes the

specific needs of teachers new to the profession and which vary by a continuum of needs for supports.

Strategies to increase parental involvement

- I. Parents will receive a total of three Common Core workshops provided by parent coordinator and two classroom teachers in grades 3,-5 to increase parent awareness and deepen their understanding of the literacy and math skills needed for students to attain by grade level.
- II. Strategies for parents to work with their children to support the effectiveness of classroom teaching in all grades will be dually addressed through workshops and parent interim progress reports to establish connections between teachers and parents in supporting the work of children.

Budget and resources alignment

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

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

_____ Tax Levy X Title I _____ Title II _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Title I funding, and 5 % highly qualified will be used as funding sources for Learner Centered Initiatives curriculum mapping consultants, Metamorphosis Mathematics consultants, Carl Anderson and Vicki Vinton, Literacy consultants and teacher coaches. Fair student funding, Contract for Excellence and Title II funding is allocated for teacher per session to perform parent workshops throughout the 2012-13 school year. Software funding has been allocated for ATLAS Rubicon curriculum mapping software.

(ELA) 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

By June 2013, all students including special populations will experience a minimum of 2 common core aligned ELA units. One unit will be aligned to the literacy standards in ELA, Social Studies, and/or Science. The second unit will be provided by the DOE common core library which will include the school's 2011-12 revisions. At least 80% of the students will meet standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2011-12 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Instructional strategies/activities

- I. Through inquiry, teachers will work together to evaluate student work products from tasks within Common Core Aligned Units of Study provided by the Common Core Library that are aligned to the literacy standards in ELA, Social Studies and /or Science.
- II. Teachers will administer two revised units, focusing on engaging students in rigorous tasks that accelerate their learning and deepen their conceptual understanding within these frameworks.
- III. Inquiry teams, Data Specialist, Literacy Coach, Administrators and Service Providers, Contracted Professional Development Consultants; Carl Anderson, CFN, Giselle Martin-Kneip, Angela Lalor, Vicki Vinton, and CFN 204 Network support specialist Debbie White will be meeting with teacher teams to guide teachers through the Inquiry model. Teacher Teams will work to revise Common Core Aligned Units of Study to include tasks that meet the needs of what children know and are able to do, provided by the Common Core Library, and to meet each of the four dimensions of the Tri State Quality Review Rubric.
- IV. Teachers will assess for students ability to apply textual evidence in writing and discussion building upon the 2012-2013 literacy focus standards in reading, writing, speaking, listening and language.
- V. Based on student work products and teacher feedback, teachers will follow a cycle of assessment to evaluate and revise the units of study to improve learning outcomes.
- VI. Teachers will deepen their relationship to students and content through analyzing student work and task development.
- VII. Teachers will be provided with Literacy content-specific professional development in the area of curriculum mapping, reading, and writing in content areas.

VIII. Inquiry studies and units will be implemented in phases; Fall- Winter planning, implementation, data analysis and revision of unit, Spring- planning, implementation, data analysis and revision.

Strategies to increase parental involvement

- I. Parents will receive a total of two Common Core workshops in Literacy provided by parent coordinator and two classroom teachers in grades 3,-5 to increase parent awareness and deepen their understanding of the literacy and math skills needed for students to attain by grade level.
- II. Parent Teacher Executive Board members will run ESL classes for the parent community to increase parent literacy.
- III. PTA Meeting times will be used to address parent strategies for working with their children in the area of literacy.
- IV. Interim parent progress reports will detail strategies parents can use while working with their children at home.

Budget and resources alignment

- I. Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
7. Select the fund source(s) that your school is using to support the instructional goal.
- _____ Tax Levy X Title I _____ Title II _____ Title III _____ Grants X Other

If other is selected describe here: Contract for Excellence

Service and program coordination

Title I funding, including 5 % Highly Qualified will be used as funding sources for contracted staff developers i.e. Learner Centered Initiatives curriculum mapping consultants, Carl Anderson and Vicki Vinton, Literacy consultants and teacher coaches. Fair student funding, Contract for Excellence and Title II funding is allocated for teacher per session to perform parent workshops throughout the 2012-13 school year. Software funding has been allocated for ATLAS Rubicon curriculum mapping software.

(MATHEMATICS) 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

By June 2013, all teachers in grades K-5 will revise mathematics curriculum and implement 2 common core units that embed the skills outlined in the relevant CCSS instructional shifts and assess student learning with rigorous performance tasks and summative assessments of the units of study. 80% of students including special populations will show an increased understanding of open ended questions.

Comprehensive needs assessment

Based upon a review of our curriculum maps, pacing calendars, scope and sequences, student performance on school-based and NYS exams and student work during the 2011-12 school year, we identified areas of need within our curriculum, instruction and assessment and the alignment with the Common Core Learning Standards.

Instructional strategies/activities

- I. Professional development in mathematics curriculum mapping will be led by contracted consultants from Learner Centered Initiatives and supported by P.S. 29's Assistant Principal and Data Specialist. Curriculum maps will indicate Common Core Learning Standards, and will include an organizing center/essential question, guiding questions, differentiated learning activities, performance tasks, assessments and content academic language.
- II. Mathematic content and unit planning will be led by contracted consultants through Metamorphosis and supported by P.S. 29's Data Specialist. Teachers will utilize common planning time to look at student data as a resource for decisions about curriculum maps. In teams, teachers will look closely at student work measured against grade specific CCLS rubrics to assess for trends across grade levels.
- III. Teachers will be engaged in weekly cross grade team meetings to assess student work and plan lessons. Baseline, midline and end-line student assessments will be assessed using CCLS rubrics. Teams will look closely at resulting student work to inform decisions about curriculum mapping.
- IV. Curriculum maps will be printed and reviewed by administrators in October, December, February, April and June. Feedback will be provided, based on Janet Hale's *An Educational Leader's Guide to Curriculum Mapping*.
- V. Classroom Math Lab sites will be run by contracted consultants aligned to curriculum units of study.
- VI. A cross section of 5 teachers grades K-5 will attend the National Council of Teachers of Mathematics conference for 2012-2013 along with administrative support personnel.

Strategies to increase parental involvement

- I. Parents will receive a total of three Common Core workshops provided by parent coordinator and two classroom teachers in grades 3,-5 to increase parent awareness and deepen their understanding of the literacy and math skills needed for students to attain by grade level.
- II. Strategies for parents to work with their children to support the effectiveness of classroom teaching in all grades will be dually addressed through workshops and parent interim progress reports to establish connections between teachers and parents in supporting the work of children.

Budget and resources alignment

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

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

_____ Tax Levy X Title I _____ Title II _____ Title III _____ Grants X Other

If other is selected describe here: Contract for Excellence, Transportation Funding

Service and program coordination

Title I funding, and 5 % highly qualified will be used as funding sources for contracted staff developers i.e. Learner Centered Initiatives curriculum mapping consultants, Metamorphosis Mathematics Consultants and teacher coaches. Fair student funding, Contract for Excellence and Title III funding is allocated for teacher per session to perform parent workshops throughout the 2012-13 school year. Software funding has been allocated for ATLAS Rubicon curriculum mapping software. Transportation funds are used for teacher attendance at conferences and workshops.

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	Small group guided instruction Extended Day	Push In support Small group	During school After school
Mathematics	Small group guided instruction Extended Day	Push In support Small group	During school After school
Science	Block science periods	Push in small group support	During school
Social Studies	N/A	N/ A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI	Child study team provides at risk strategies for in class teacher support	During school

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.

Strategic scheduling of teachers, providing professional development and support, including dedicated time to engage in job-embedded professional learning and exploration of ways to implement pedagogical practices that focus on the instructional shifts, where schedules reflect the following components

- Rigorous professional development and planning opportunities in CORE content areas of Mathematics and ELA which align to the Citywide instructional implications
- Multiple grade team common planning periods weekly
- Varied planning and professional development supports based on teacher needs with special attention to new to the profession

III. Cross-section of administrative feedback samples from frequent cycles of observation which evidence the alignment of actionable feedback with the research based rubric by Charlotte Danielson competency 1e, 3b and/or 3d alongside the specific needs of teachers whereby each teacher will produce a portfolio of evidence of teacher growth in each year of their teacher tenure. This will include but is not limited to:

- Frequent cycle feedback
- Response to feedback from teacher
- Video of teaching practice in November, January, and May
- Samples of teacher plans from October, January and May
- Videotaped feedback session
- Culminating teacher reflection of effects of professional supports on their teacher practice.

PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **PS29**

Cluster: _____ Network:

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.

At registration, every parent fills out a Home Language Identification Survey, which asks in what language the parent would like to receive written information and oral communication from the school. This data is collected and assessed to ensure that all parents receive information in a language they can understand.

After LAB-eligible students are assessed, and within ten days of enrollment, a parent orientation session for new ELL parents is scheduled. Our ESL teachers and parent coordinator are in attendance. Parents view a video describing the programs available for English Language Learners. This video is translated into several languages. After viewing the video, parents complete a survey in their home language asking them to select their first, second and third choice of program for their child.

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

Translated state standards were also requested.

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

By utilizing information obtained from Home Language Identification Surveys, Parent Choice Surveys and discussions at meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested. At school events such as Parent Teacher Conferences and PTA meetings, translators are needed for parents who speak Chinese, Korean, Spanish and Arabic. These findings were reported to the school community through communications with our School Leadership Team and Teacher Leaders, who reported the information to their grade teams.

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.

PS 29 has formed a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese, Korean and Arabic. In addition, we use in-house school staff and parent volunteers, where possible, to provide written translation services.

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.

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we have developed a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Korean, Arabic and Spanish. We also have the ability to use the PS 29 bilingual staff members to translate on a regular basis. Our parent coordinator is fluent in Spanish and assists with translation. We also have a staff member who is fluent in Chinese and assists with translation. In addition, we have tapped into parent coordinators from other local schools for Chinese and Korean oral translation. We have employed the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** P.S. 29

Cluster: _____ **Network:**

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.

At registration, every parent fills out a Home Language Identification Survey, which asks in what language the parent would like to receive written information and oral communication from the school. This data is collected and assessed to ensure that all parents receive information in a language they can understand.

After LAB-eligible students are assessed and within ten days of enrollment, a parent orientation session for new ELL parents is scheduled. Our ESL teachers and parent coordinator are in attendance. Parents view a video describing the programs available for English Language Learners. This video is translated into several languages. After viewing the video, parents complete a survey in their home language asking them to select their first, second and third choice of program for their child.

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

Translated state standards were also requested.

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

By utilizing information obtained from Home Language Identification Surveys, Parent Choice Surveys and discussion at meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested. At school events such as Parent Teacher Conferences and PTA meetings, translators are needed for parents who speak Chinese, Korean, Spanish and Arabic. These findings were reported to the school community through communications with our School Leadership Team and Teacher Leaders, who reported the information to their grade teams.

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.

PS 29 has formed a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese, Korean and Arabic. In addition, we use in-house school staff and parent volunteers, where possible, to provide written translation services.

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.

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we have developed a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Korean, Arabic and Spanish. We also have the ability to use the PS 29 bilingual staff members to translate on a regular basis. Our parent coordinator is fluent in Spanish and assists with translation. We also have a staff member who is fluent in Chinese and assists with translation. In addition, we have tapped into parent coordinators from other local schools for Chinese and Korean oral translation. We have employed the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

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- I State standards and requirements
- I Goals and mission statements

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: 029

DBN: 25Q029

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 90

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 3

of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III program will be geared to our present ELLS in grades 3-5 and former ELLS who tested out last year in grades 3-5 to deepen their Math, Social Studies, and Science content area learning. This amounts to 90 students. This program supplements the work being done in classrooms during our ELL push in model with our beginning, intermediate and advanced ELLs. After reviewing the NYS math assessment, the last three years of NYSESLAT data, and the Common Core Learning Standards, it became apparent that a focused concentration on developing academic language in Social Studies content, mathematical writing and building oral language in order to discuss math and science concepts is needed in the testing grades. Our proposal includes a content area academy that supports both former and current ELL students and supplements their work in the content areas of Math and Social Studies. The in school program will be run under the supervision of an Assistant Principal who supervises the ESL program and is versed in ESL standards and methodologies. The afterschool supplemental content area program will run for 24 sessions in the spring on Mondays, Tuesday and Wednesdays from 3-5PM. There will be two classes on each grade level 3-5 comprised of no more than 30 students and no less than 2 teachers, one licensed in TESOL and the second licensed in general education. The classes will maintain a co-teaching model as a supplement to the regular day ESL program. The co-teaching model will consist of a licensed ESL teacher and a Common Branch teacher, who will plan and present instruction in a partnership model to the students. This model has proven to be successful for all students as both teachers bring a level of knowledge and expertise to the content area and share in implementing targeted supplemental instruction in language acquisition in the content areas. This team teaching model lessens the student to teacher ratio, thereby supporting differentiation of instruction for the students. At the end of the program, the students will have built a repertoire of academic language and supplemental targeted strategies in the content areas: BICS/CALP ringed cards to refer to, student made books and materials depicting their learning journey. The school will maintain a photo and video library of the learning events as well as student created projects to be shared with the larger school community. The program will use supplemental texts and materials to support language use and acquisition. Instruction will be delivered in English. Common Core Test Ready materials as well as "Getting Ready for the NYSESLAT and Beyond" will be used accordingly as per the baseline assessments and NYSESLAT data.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional development will take place before, during and after the program begins. Teachers will meet together before and after school to look at the ESL, Math and Social Studies common core learning standards. The teachers will work together to discuss various methods of instruction and needed materials and books for successful implementation of the program. Title III teachers along with the program supervisor will meet on the Saturday prior to the program beginning. Teachers will meet twice during the program, after program hours (from 5:00pm-6:00pm), to discuss successes, challenges and next steps for the program. After the sixth week, there will be a follow up meeting after program hours (from 5:00pm-6:00pm) to view the data collected from the program and assess both the program and the progress made by the students in developing academic language, Tier I, II and III words, familiar and unfamiliar text structure, building oral language to talk about Math and Social Studies concepts and use of graphic organizers to build the students' schema.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

A coffee and conversation workshop for parents of ELLs will be held prior to the program launch to provide parents with information on how the program was developed and its specified goals. Presentations about our ESL program will be provided by the parent coordinator and ESL teachers to the School Leadership Team and at Parent Teacher Association meetings, as well as monthly parent workshops provided by our bilingual parent coordinator will engage parents in supporting the achievement of their children.

The parent coordinator sends home parental need surveys to all parents including parents of ELLs to assess their needs for workshops to be implemented to further support their work with their children. We have weekly classes on Wednesday nights for our ELL parents to learn conversational English provided by a PTA parent and our parent coordinator.

We offer workshops in the Common Core Curriculum and we offer translators so parents can understand the academic curriculum in their native language. At all workshops, from "Homework Helper" to "Bullying" to our monthly craft, we strive to make every parent feel welcomed and have

Part D: Parental Engagement Activities

translators available to assist in their home language. We offer the parents of our ELL Special Education students workshops so they can understand their children’s IEPs as well as help them to understand how to advocate for their children. We make sure to notify parents by flyers, emails, our Shutterfly.com parent website, and Phone Messenger on all events that will be presented in their native language.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		