



**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): 31R029

PRINCIPAL: LINDA MANFREDI

EMAIL: LMANFRE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Linda Manfredi	*Principal or Designee	
Kathy Scozzare	*UFT Chapter Leader or Designee	
Laura DiLillo	*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>)	
	CBO Representative, if applicable	
Annamarie Vallebuona	Member/Assistant Principal	
Johanna Longardino	Member/Assistant Principal	
Barbara Kenney	Member/Teacher	
Claudine Fitzgibbons	Member/Parent	
Dawn Sfougatakis	Member/Parent	
Wendy Murphy	Member/Parent	
Denise Moley	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, 100% of classroom teachers will participate in Pearson Learning Teams, focusing on how to put the standards into practice.

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.

New York State ELA and Math scores, Inquiry Team Work, Common Core Standards and Chancellor's Asks, Quality Review, Progress Report and Learning Environment Survey

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 a Seven-step protocol developed by Pearson Learning Teams to create well-planned lessons based on the needs of the student population. Teachers will identify the need through inquiry, determine a teaching strategy to employ, write and practice the lesson before doing the lesson with their classes. Teacher work groups will meet weekly to work through the protocol and will have the support of administration and Learning Teams Personnel. Work group facilitators will train throughout the year in order to guide the process within their work groups. Teachers will decide as a team, what assessments are to be used as well as what instructional strategies will be used. The teachers will work through this seven-step process at least twice during the school year.

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.

To increase and improve parent involvement our school will:

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; Common Core Standards in literacy and math and accessing community and support services.
- 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 and Learning Environment Survey.
- Schedule additional parent 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Include the School Leadership Team in meaningful discussions around the Common Core Standards and their implementation
- Provide regularly scheduled parent and school meetings (SLT, PTA)
- Provide school events (ie. Parent Teacher Conference, Open School, Family Fun Day, Kindergarten Open House)

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 X Other

If other is selected describe here: PTA

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).

Pre-Kindergarten teacher and paraprofessional will participate in all professional development and will continue to align their instruction to the Common Core Standards.

The Staten Island Foundation Grant provides support for Pearson Learning Teams to assist us in planning instruction and putting the standards into practice.

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, 25% of classroom teachers will perform at a level of effective or better in component 3B, Using Questions and Discussion Techniques as measured by Charlotte Danielson’s Framework for Teaching in order to strengthen teacher practice by examining and refining the feedback teachers receive.

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.

New York State ELA and Math scores, Inquiry Team Work, Common Core Standards and Chancellor’s Asks, Quality Review, Progress Report and Learning Environment Survey

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.

Professional development will be given to all staff members targeting the specific domains of Charlotte Danielson’s Framework for Teaching as outlined in the Chancellor’s Asks. Teachers will be given the opportunity to review each domain and discuss with administration the targeted “look fors” in each rubric with specific attention focused on 3B. Teachers will be provided with an outline of “look fors” as well as the rubrics/checklists used during classroom walkthroughs. All teachers will have the opportunity to participate in a classroom walkthrough, discuss feedback and give feedback of the walkthrough process.

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.

To increase and improve parent involvement our school will:

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; Common Core Standards in literacy and math and accessing community and support services.
- 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 and Learning Environment Survey.
- Schedule additional parent 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress

- Include the School Leadership Team in meaningful discussions around the Common Core Standards and their implementation
- Provide regularly scheduled parent and school meetings (SLT, PTA)
- Provide school events (ie. Parent Teacher Conference, Open School, Family Fun Day, Kindergarten Open House)

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: PTA

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).

Pre-Kindergarten teacher and paraprofessional will participate in all professional development and will continue to align their instruction to the Common Core Standards.

The Staten Island Foundation Grant provides support for Pearson Learning Teams to assist us in planning instruction and putting the standards into practice.

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 the students at PS29 will have the opportunity to participate in at least two performance tasks in literacy and math aligned to the Common Core Learning Standards.

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.

New York State ELA and Math scores, Inquiry Team Work, Common Core Standards and Chancellor's Asks, Quality Review, Progress Report and Learning Environment Survey

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 continue to map common core aligned units/lessons. Lessons will be planned to accompany the map using the Universal Design for Learning plan. Teachers will continue to work with our Network Liaison and Pearson Learning Teams to design lessons and performance tasks that reflect the rigor of the Common Core Standards. Teachers will use information gleaned from inquiry team meetings to target their instruction to meet individual student needs.

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.

To increase and improve parent involvement our school will:

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; Common Core Standards in literacy and math and accessing community and support services.
- 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 and Learning Environment Survey.
- Schedule additional parent 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Include the School Leadership Team in meaningful discussions around the Common Core Standards and their implementation
- Provide regularly scheduled parent and school meetings (SLT, PTA)

- Provide school events (ie. Parent Teacher Conference, Open School, Family Fun Day, Kindergarten Open House)

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 X Other

If other is selected describe here: PTA

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).

Pre-Kindergarten teacher and paraprofessional will participate in all professional development and will continue to align their instruction to the Common Core Standards.

The Staten Island Foundation Grant provides support for Pearson Learning Teams to assist us in planning instruction and putting the standards into practice.

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	Leveled Literacy Intervention	Small group	During the School Day
	Voyager	Small Group	During the School Day
	Guided Reading	Small Group	During the School Day Extended School Day
	Acuity	Individual (Computer Assisted)	During the School Day After the School Day
	Spelling City	Individual (Computer Assisted)	During the School Day After the School Day
Mathematics	Guided Math	Small Group	During the School Day Extended School Day
	Acuity	Individual (Computer Assisted)	During the School Day After the School Day
	Internet Resources	Individual (Computer Assisted)	During the School Day
	Reflex	Individual (Computer Assisted)	During the School Day After the School Day
Science	Guided Reading	Small Group	During the School Day

Social Studies	Guided Reading	Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation	Small Group	During the School Day
	Counseling	Small Group/Individual	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

Public School 29 has 100% highly qualified teachers. However, in the event the need arises PS29 notifies our Regional Superintendent of openings in the school. Referrals resulting from this notification receive interviews with the principal. Our school also consults the OMTS/RMS system and attends job fairs in order to find qualified candidates who are then interviewed by the principal.

Public School 29 continues to provide all teachers will professional development through our Network, Pearson Learning Teams, intervisitation with partnering schools and outside opportunities that arise. Time is scheduled for collaborative inquiry and grade level meetings to build knowledge and communication across the grade.

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 Jose Ruiz/Rich Gallo	District 31	Borough Staten Island	School Number 029
School Name PS 29 - The Bardwell School			

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

Principal Linda Manfredi	Assistant Principal Johanna Longardino
Coach Barbara Kenney	Coach type here
ESL Teacher Laurie Rinaldo	Guidance Counselor Daniel Fisher
Teacher/Subject Area Melissa Rosenthal	Parent Gina Mohamed
Teacher/Subject Area Jayme Smith	Parent Coordinator Scott Welle
Related Service Provider Virginia McKeever	Other Annmarie Vallebuona
Network Leader	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	776	Total Number of ELLs	21	ELLs as share of total student population (%)	2.71%
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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. 

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

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

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

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

After reviewing parent choice letters all but four parents have chosen the Freestanding ESL program for their children in the past five years. One Spanish-speaking family with children in grades 2, 5 and Kindergarten chose a Dual Language Program. One fifth grade parent of an Urdu speaking student also chose a Dual-Language Program. It was explained to these parents that they had the opportunity to place their child in this program at other locations in the city since we did not have that program available at our school. It is evident that the parents have chosen ESL as the program most favored for their child, maintaining its place as the only second language program available at PS 29. No parents chose a transitional bi-lingual educational program for their child. Although there are only 21 ELLs, they speak 6 different languages, not posing the need for a dual language program on site.

Part III: ELL Demographics

A. ELL Programs

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

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

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	1	1	1	1	1	0	0	0	0	0	0	0	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	21	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	3	4	0	1	0	0	0	21
Total	17	0	3	4	0	1	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	3	1	2	1								12
Chinese	1													1
Russian														0
Bengali														0
Urdu				2	1	1								4
Arabic			2											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other					1									1
TOTAL	5	1	5	3	4	3	0	21						

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

A. Programming and Scheduling Information

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?

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

Groups are organized in a manner of ways. Some groups are heterogeneously grouped amongst proficiency level, some are homogeneously grouped amongst proficiency level and one group is ungraded and organized by skill and proficiency level.

All time mandates are met due to the small number of ELLs. Advanced students are serviced for four 50 minute periods per week.

Beginner and Intermediate students are serviced for 8 50 minute periods per week. With the exception of our special education students, ELLs are kept in the same official class per grade, making it easier to facilitate a schedule for the ESL teacher.

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

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

Newcomer ELL children tend to be at the beginning stage of language acquisition and classroom strategies aim to make the learner secure, comfortable and able to interact and achieve in the ESL classroom as well as the child's regular classroom. A LAB-R is administered during the first days of arrival to determine the level of the ELL and a parent orientation meeting is held to educate the parents on programs available so that they can make an informed choice. The parent coordinator is also an active participant in the parent orientation and serves as a liaison among other parents who speak the same language. Conferences for the ELL parent are now held periodically region-wide and the parent coordinator provides written information in various languages to assist the parents, as well as an interpreter if need be. If it is determined that the LAB-R needs to be administered in Spanish, one of our teachers on staff who is Spanish speaking assists our ESL teacher with the administration of these tests.

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

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

Listening, speaking, reading and writing are essential elements of every lesson in combination with content material and cognitive skills. Teacher observation, student portfolios, teacher created assessments and the NYSESLAT measure student progress. Students are taught

A. Programming and Scheduling Information

reading through the balanced literacy approach. Each classroom has a library leveled for appropriate book choices for all students, including ELLs. The ESL teacher takes the children to appropriate leveled libraries that are located throughout the building so that they are able to borrow books on their level. Teachers promote varied strategies to advance oral language development and content acquisition in conjunction with the student developmental levels, learning modalities and needs. Beginning readers draw upon their first language. Using picture dictionaries and prior knowledge, students are asked to respond to a statement in English or draw a picture in response to a book in their native language. Students are exposed to books on tape and are instructed using the Total Physical Response (TPR) method. More advanced students may use bilingual dictionaries to aid them in skill building, classroom vocabulary and on State Assessments. A greater emphasis needs to be placed on interactive conversation between the ESL teacher and the individual student, most specifically with the intermediate students, to provide opportunities for corrective feedback and to help build language awareness and meta-linguistic skills.

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

Our current special education ELL population consists of three children in integrated co-teaching classes and one child who receives speech and language services. Our instruction adheres with the student's IEP goals and ESL strategies are implemented based on their needs. Constant collaboration among the ICT, speech ESL teacher teachers exists so that these students are able to meet their goals in all areas.

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

Reading skills prove to be a relative strength over writing skills, as evidenced not only with our ELLs. Easy access to writing tools in the intermediate/advanced levels include, but are not limited to: various test models, word banks, high frequency words, checklists for proof reading, and ideas to help move through the writing process. Students work collaboratively in pairs and groups to provide opportunities for less competent pupils to work with more confident peers.

Courses Taught in Languages Other than English ⓘ

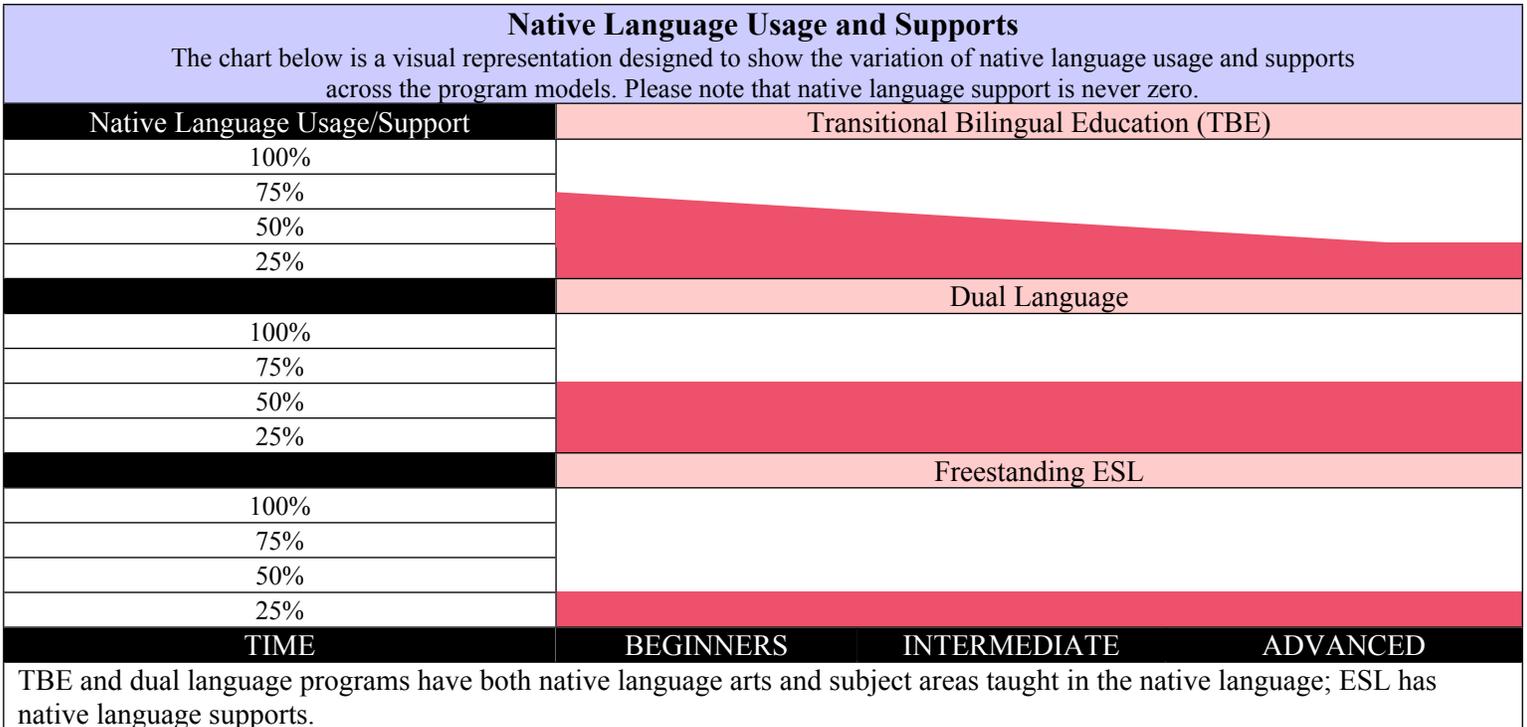
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

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

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

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

At this time, we have chosen to not renew our licenses with Achieve3000 for our ELL students. Although we found the program beneficial to an extent, our budget does not allow for renewal. The children who benefited the most from this program were not ELL children, but rather our struggling readers who are proficient in English.

All children at PS 29 are offered to participate in our afterschool PAWS/ROAR programs. This year, we introduced a WISE afterschool program which enables students to stay until 4:00 to receive assistance with their homework.

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

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

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

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

At this time, language electives are not offered to our ELL children.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Professional development is offered for all staff members, specifically new teachers and teachers of ELLs in order to meet the Jose P. mandate. Administrators are keeping track and encourage all personnel to attend professional development workshops through BETAC and OELL. This in turn allows their ESL teachers to use this information to assist their ELL's in their classrooms and it allows them to turn key this information to teachers and service providers who have ELL's in their classrooms or programs. Teachers are made aware of compliance issues for ELLs during the staff meetings in August. Teachers are alerted to the identification and placement process of ELLs upon entrance into the NYC school system. Staff members gain knowledge of the current language program offered at the school, as well as the program requirements.

Other teacher training sessions are Strategies for Teaching ELLs, Knowing the ELL learner, Cultural Awareness, the NYSESLAT Exam, How Does the LAP Affect Me?, and professional development centered around second language acquisition. During these sessions, topics such as getting to know students backgrounds, understanding different cultural signs, using non-verbal communication and social versus academic language will be discussed. Our meetings are scheduled during the afternoon Professional Development meetings that are held every Monday and Tuesday. As we continue to roll out the Danielson Framework for Teaching, we are making sure to include strategies and considerations for our ELLs. These meetings are scheduled for September 6th, October 10th, November 14th and December 12th. Two Spring trainings will also be held.

Classroom portfolios are used to support both the students and the staff as the ELLs transition from one grade level to another. These portfolios contain samples of student work throughout the years. It enables both teachers and students to see rates of progress. Although our ELL students are generally deemed proficient in English prior to the end of the fifth grade, support for transition to middle school is offered. Our upper elementary classes utilize the departmental model in ELA and math, which allows and prepares the students to travel from classroom to classroom. This makes for an easier transition to middle school. Parents are invited to meetings to discuss options for middle school. Translators are present if needed. Websites are provided to assist them in their content areas and to progress further in their English Language Proficiency. The parents of our ELL's were made aware of the Translation Department that would be able to assist them as their child moved on to middle school.

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?

The parent coordinator and other staff members endeavor to create a welcoming atmosphere at PS 29. The school is involved in many extra-curricular activities in which all parents are welcome to attend. In cooperation with the ESL teacher and other staff, parent orientation meetings are held in the fall and periodically during the year as new children arrive. PS 29 prides itself on supporting the efforts of families to be partners in their child's education. Letters to ELL parents are available in English, Spanish, Chinese, Albanian and Urdu – the predominant languages spoken in our area. State standards, assessments and expectations for newly enrolled ELL students are some of the topics addressed at parent orientation meetings. At these meetings, the parents are surveyed as to types of services they would be interested in or need, such as filling out school forms, assisting with schoolwork, and communicating with teachers. For parents who do not attend, surveys are sent home with the children. If a parent requests a meeting or is attending an IEP conference for his/her child, translators are arranged ahead of time to attend the meeting. Our ESL teacher meets parents during Parent Teacher Conferences and during these meetings she has been able to discuss the need of the parents. Such needs include: helping their child with homework, Reading, and English classes for parents.

English classes for parents, guardians and other adults are held at our neighboring school PS 30 once per week. The offer to attend these classes has been extended to our families. These classes are being held in conjunction with the Staten Island Jewish community Center. At these classes, the parents will acquire English, and in turn be able to better assist their children with their schoolwork. The children will be able to receive more support from home and foster a home-school connection. Staten Island University Hospital also offers health and nutrition classes for adults who are learning English. They alert us to these meetings, and we provide the information to the interested parents. Translations are always available, if needed. Parents are encouraged to be involved in the PTA, to attend workshops which will help them to assist their child in Reading, Math, and Writing, to attend class trips or events. Our school also provides monthly activities such as Bingo night for parents and children to attend.

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	0	3	0	0	1								9
Intermediate(I)	0	0	0	1	0	0								1
Advanced (A)	0	1	2	2	4	2								11
Total	5	1	5	3	4	3	0	0	0	0	0	0	0	21

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

At PS 29, we use the Teacher's College Reading Assessment to evaluate the early literacy skills of all students, including ELLs. As of the November assessment period, only 15 of the 21 ELLs were assessed. The kindergarten students do not begin assessing for a reading level until later in the year, and we have had new admits since the assessment window closed. Of the fifteen students, nine met or exceeded the benchmark reading level and six did not meet the benchmark reading level. All but one of the children who did not meet the benchmark reading level are in the upper primary (3-5) grades. This data shows that comprehension and retention is an issue facing our ELL children in the upper grades. The children are able to decode the words of the available text, but are not able to apply the proper strategies to make meaning of the text.

When it comes to the NYSESLAT, most of our students have achieved a proficient or advanced level within the modalities of Listening/Speaking and Reading/Writing. The Reading/Writing modality data shows more students falling within the Beginner/Intermediate levels than as indicated by the Listening/Speaking modality. This will impact our instructional decisions by allowing our teachers to work with the students relative strengths of listening and speaking in order to facilitate the development of the reading and writing. Students who can aurally comprehend are aware of the strategies needed to aid in comprehension. This will make the transition to independent reading comprehension easier for the student.

On the New York State English language Arts Assessment, our ELL students proficiency levels vary across the grades. Of the five children who took the ELA assessment, two scored below proficiency and three scored at proficiency. On the New York State Math Assessment, of the seven students tests, three students scored below the proficiency level and four students scored above the proficiency level.

The school instructional team is using the results of the ELL periodic assessment to further pinpoint the needs of our ELL students to assist in driving instruction. According to the most recent ELL periodic assessment, only one of our upper primary ELLs is projected to not meet the standards on the NYS ELA. This periodic assessment has given us insight to the strengths and weaknesses of the children, most specifically in relation to the state standards. We will utilize this data the same way in which we utilize the data from the other periodic assessments. The teachers will be able to see the areas of deficiency within their teaching as well.

Additional Information

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

Paste additional information here

School Name: PS 29 - The Bardwell School

School DBN: 31R029

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/23/11
	Assistant Principal		11/23/11
	Parent Coordinator		11/23/11
	ESL Teacher		11/23/11
	Parent		11/23/11
	Teacher/Subject Area		11/23/11
	Teacher/Subject Area		11/23/11
	Coach		11/23/11
	Coach		11/23/11
	Guidance Counselor		11/23/11
	Network Leader		11/23/11
	Other		11/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R029 **School Name:** PS 29 -The Bardwell School

Cluster: _____ **Network:** 604

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

Our parent coordinator downloads all parent notifications available in the various translations from this website. If a specific translation is not available, she contacts the translation unit to request that it be made.