



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 29
DBN (i.e. 01M001): 31R029
Principal: LINDA MANFREDI
Principal Email: LMANFREDI@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: RICHARD GALLO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Linda Manfredi	*Principal or Designee	
Kathy Scozzare	*UFT Chapter Leader or Designee	
Marianne Wagner	*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	
Denies Moley	Member/ Parent	
Christina Marchese	Member/ Parent	
Gail Colangelo	Member/ Parent	
Gina Mohammed	Member/ Parent	
Johanna Longardino	Member/ Assistant Principal	
Annmarie Vallebuona	Member/ Assistant Principal	
Barbara Kenney	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, the percentage of fourth and fifth graders performing at a level 3 or 4 on the New York State Mathematics assessment will increase by 5%.

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.

As indicated by the 2012-2013 New York State Mathematics Assessment, 43.3% of students in grades 4-5 performed at or above proficiency (Level 3 or 4).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Continue to utilize EnVisions Math to target instruction based on student needs and data trends
2. Student work in grades K-5 will be assessed following each unit in order to plan instruction
3. Administration will provide time for teachers to meet weekly to analyze student work samples and align curriculum with student needs
4. Small group targeted instruction in grades 4-5 during extended morning sessions (RISE)
5. All students will participate in performance tasks following each unit of study in mathematics
6. Teachers will participate in professional development surrounding the Danielson Competencies to assist them in planning instruction, questioning and engaging students in learning.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers, RTI providers, Related Service Support Staff, Administration, EnVisions
2. Administrations, Classroom Teachers, RTI providers, EnVisions
3. Administrations, Classroom Teachers, RTI providers, EnVisions, CFN 604
4. Classroom Teachers, Administration
5. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
6. Classroom Teachers, RTI providers, Administration, CFN 604

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples
2. EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples
3. EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples
4. EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples
5. EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples
6. Teacher Effectiveness Data, EnVisions Unit Assessments, Performance Tasks, Baseline Math Assessment, Student work samples

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014 - Daily
2. September 2013 – June 2014 – At the end of each unit
3. September 2013 – June 2014 - Weekly
4. November 2013 – April 2014 – 3x per week
5. September 2013 – June 2014 – At the end of each unit
6. September 2013 – June 2014 - Weekly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher salary, Administrators Salary, NYSTL Textbook
2. Teacher salary, Administrators Salary, NYSTL Textbook
3. Teacher salary, Administrators Salary, NYSTL Textbook
4. 2x/Week, 18 weeks, 5 teachers – Per Session
5. Teacher salary, Administrators Salary

6. Teacher salary, Administrators Salary

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, the percentage of fourth and fifth graders performing at a level 3 or 4 on the New York State English Language Arts assessment will increase by 5%.

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.

As indicated by the 2012-2013 New York State English Language Arts Assessment, 44.7% of students in grades 4-5 performed at or above proficiency (Level 3 or 4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. Teachers in grades K-5 will assess students at least 4 times a year using Teacher College Running Records in order to plan instruction
3. PS29 will implement the New York City suggested core curriculum, Ready Gen, in order to provide students with instruction aligned to the Common Core Learning Standards
4. Students will participate in Common Core aligned performance tasks reflective of the new Ready Gen curriculum
5. Teachers will participate in professional development surround the Danielson Competencies to assist them in planning instruction, questioning and engaging students in learning.
6. Administration will provide time for teachers to meet weekly to analyze student work samples and align curriculum with student needs
7. Small group targeted instruction in grades 4-5 during extended morning sessions

8. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers, RTI providers, Related Service Support Staff, Administration

2. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
3. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
4. Classroom Teachers, RTI providers, Administration
5. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
6. Classroom Teachers, Administration

9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
2. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
3. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
4. Teachers College Running Records, ELA Performance Assessments, Student Work Samples, Teacher Effectiveness Data
5. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
6. Teachers College Running Records, ELA Performance Assessments, Student Work Samples

10. Timeline for implementation and completion including start and end dates

1. September 2013, December 2013, March 2014, June 2014
2. September 2013 – June 2014 - Daily
3. September 2013 – June 2014 - Monthly
4. September 2013 – June 2014 - Weekly
5. September 2013 – June 2014 - Weekly
6. November 2013 – April 2014 – 3x per week

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher salary, Administrators Salary, NYSTL Textbook
2. Teacher salary, Administrators Salary, NYSTL Textbook
3. Teacher salary, Administrators Salary, NYSTL Textbook
4. Teacher salary, Administrators Salary
5. Teacher salary, Administrators Salary, NYSTL Textbook
6. 2x/Week, 18 weeks, 5 teachers – Per Session

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, 50% of students in grades K-3 will meet the benchmark on the Teachers College Reading Assessment.

Comprehensive Needs Assessment

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

As indicated on the 2012-2013 Progress Report, less than 50% of our students met proficiency on the New York State English Language Arts exam. An analysis of our baseline data for TCRWP shows a decrease in students meeting the benchmark for September 2013 as compared to the 2012 September data. In relation to the Common Core Learning Standards students are expected to comprehend and evaluate complex text across a range of types of disciplines.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in grades K-5 will assess students at least 4 times a year using Teacher College Running Records in order to plan instruction
2. PS29 will implement the New York City suggested core curriculum, Ready Gen, in order to provide students with instruction aligned to the Common Core Learning Standards
3. Students will participate in Common Core aligned performance tasks reflective of the new Ready Gen curriculum
4. Teachers will participate in professional development surround the Danielson Competencies to assist them in planning instruction, questioning and engaging students in learning.
5. Administration will provide time for teachers to meet weekly to analyze student work samples and align curriculum with student needs
6. Ready Gen phonics instruction and independent reading time

2. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
2. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
3. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
4. Classroom Teachers, RTI providers, Administration
5. Classroom Teachers, RTI providers, Related Service Support Staff, Administration
6. Classroom Teachers, RTI providers, Related Service Support Staff, Administration

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
2. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
3. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
4. Teachers College Running Records, ELA Performance Assessments, Student Work Samples, Teacher Effectiveness Data
5. Teachers College Running Records, ELA Performance Assessments, Student Work Samples
6. Teachers College Running Records, ELA Performance Assessments, Student Work Samples

4. Timeline for implementation and completion including start and end dates

1. September 2013, December 2013, March 2014, June 2014
2. September 2013 – June 2014 - Daily
3. September 2013 – June 2014 - Monthly
4. September 2013 – June 2014 - Weekly
5. September 2013 – June 2014 – Weekly
6. September 2013 – June 2014 - Daily

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher salary, Administrators Salary, NYSTL Textbook
2. Teacher salary, Administrators Salary, NYSTL Textbook
3. Teacher salary, Administrators Salary, NYSTL Textbook
4. Teacher salary, Administrators Salary
5. Teacher salary, Administrators Salary, NYSTL Textbook
6. Teacher salary, Administrators Salary, NYSTL Textbook

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. **Timeline for implementation and completion including start and end dates**
 - 1.
5. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
 - 6.
- **Key personnel and other resources used to implement each strategy/activity**
 - 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- **Timeline for implementation and completion including start and end dates**
 - 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Fundations Leveled Literacy Intervention Benchmark Reading Mondo Literacy Voyager Extended Day RISE Morning Program	Small Group	During the School Day Before School After School
Mathematics	Reflex EnVisions Intervention Guided Math	Individual (computer assisted) Small Group	During the School Day
Science	Guided Reading Extended Day RISE Morning Program	Small Group	During the School Day After School Before School
Social Studies	Guided Reading Extended Day RISE Morning Program	Small Group	During the School Day After School Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation Counseling	Small Group Small Group/Individual	During the School Day During the School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 029
School Name PS 29 - The Bardwell School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Linda Manfredi	Assistant Principal Annmarie Vallebuona
Coach Barbara Kenney	Coach type here
ESL Teacher Laurie Rinaldo	Guidance Counselor Nicole Gavaris
Teacher/Subject Area Megan McNichol	Parent type here
Teacher/Subject Area	Parent Coordinator Jennifer Falcone
Related Service Provider type here	Other Johanna Longardino
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	763	Total number of ELLs	26	ELLs as share of total student population (%)	3.41%
--	------------	----------------------	-----------	---	--------------

Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	0	1	1	1		1								4
Push-In	1	1	1		1	1								5
Total	1	2	2	1	1	2	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	3
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	22		2	4		1	0			26
Total	22	0	2	4	0	1	0	0	0	26

Number of ELLs who have an alternate placement paraprofessional: 1

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
Yiddish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	1	1	4	1	3									10
Chinese														0
Russian	1													1
Bengali														0
Urdu						1								1
Arabic	1	3	3		2	4								13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	4	4	7	1	5	5	0	0	0	0	0	0	0	26

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	0	2	2	0	0	2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	2	0	2	1								7
Advanced (A)	3	1	3	1	3	2								13
Total	4	4	7	1	5	5	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4	5	0	0		
5	1		1		
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	2		3						
5			1		1				
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 29 currently uses the Teacher's College Reading Assessment to assess reading and the Words Their Way program to assess spelling. This assessment uses letter and sound recognition, concepts of print, sight word lists and running records to gain a complete profile of each students' reading abilities. At the time of the current benchmark assessments, thirty percent of our ELLs are at or above the benchmark. Our primary ELLs struggle with letter/sound recognition, while our upper grade ELLs are having difficulty with comprehension. We have five new immigrants, three of which are in testing grades. This information is shared with the ESL teacher, who often assists in the completion of the TC assessments. She is able to work with the students in their areas of need during their mandated times. We are confident that with Foundations and the ReadyGen curriculum, we will see an improvement in benchmark levels for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels reveal that our students have made gains on the reading and writing modalities of the NYSESLAT. However, they did not meet benchmarks on the speaking modality of the 2013 NYSESLAT. This is a change in trend for PS 29. Our students have historically done well on the Listening and speaking modalities of the NYSESLAT. Although gains have been made in Reading and Writing, not as many students have met the benchmark as in the past.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Due to a small percentage of ELLs in our testing grades, we do not have a group that is measured using Annual Measurable Achievement Objectives. The RNMR report is unavailable to dissect the modality scores on the 2013 NYSESLAT.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our 2013 NYSESLAT and LAB-R results indicate that listening and writing are areas of strength amongst our ELLs. The greatest area of concern lies within the speaking modality, especially in our lower grades. Lower grades have shown an improvement in the reading modality and the school as a whole has improved in the writing modality.

Math tests can be orally translated at the school level into Spanish and Arabic only. When students are offered these assessments, they are performing better on the English versions. We are providing them with bilingual glossaries instead.

The results of the ELL Periodic assessment reveal that work is needed in the areas of reading with a close lens and being able to critically analyze the reading to write a response. State tests reveal the same results and instruction has been aligned to meet the gaps in these areas.

The periodic assessments specifically help with the formative instruction for our third graders and new immigrants who have never tested before. The results of this assessment serve as a starting point for our work with these children. Our periodic assessment for ELLs is offered only in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our teachers use data from LAB-R, NYSESLAT, TCWRP, Words Their Way, and the ELA/Math State exam scores to guide instruction. We have ongoing communication between teachers, students, and parents to discuss the progress of our ELLs. Our teachers differentiate instruction by not only using information they have gathered at our ELL professional developments, but also from our Ready Gen Reading program and the Envisions Mathematics program. Both programs offer information to teachers on scaffolding information and differentiating instruction for our struggling ELLs.

Progress is monitored by collecting data and through professional collaboration; a minimum of three times per year for students at grade level or above and three to six times per year for students at risk for reading problems. This assists in gathering sufficient information to make instructional decisions about our ELL students. Our teachers have ongoing communication throughout the school year, with our ELL students and their parents to better understand their family background and home life. Such discussions assist teachers in their instructional decisions.

With our Arabic and Spanish speaking new comers, we attempt to assess ability in their native language. If literacy skills in their

first language are adequate, but lacking in English, these students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy.

Our ESL teacher, Laurie Rinaldo, incorporates Foundations, a foundational reading skills program, into her beginning groups. These students, most specifically our new admits from other countries showed progress in their English language development using these strategies. It is our hope that through these interventions, we can assess what students benefit from this instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
To build a strong multi-tiered instructional model for ELLs, their language learning must be fully supported. It requires that educators have a basic understanding of the theories of language acquisition and how the intersection of language and learning influences their academic development. Classroom teachers are given professional development in these areas.
When choosing mentor texts for literacy units, teachers are mindful of the languages and cultures that are housed within their classrooms. Grades that study Asia and the Middle East as well as Latin and South America choose to study specific countries relative to their students cultures.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?PS 29 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is measured in many different ways. One way is through summative assessment. As our ELLs reach upper primary grades, they are showing steady gains on the NYSESLAT and our current fifth graders have made gains on NYS ELA and Math Assessments.
We evaluate the success of our programs for ELLs by analyzing trends in data. Our goal was for 40% of our ELL students to achieve Advanced proficiency on the NYSESLAT. Not only was that goal met, but it was exceeded. Two students achieved Proficient on the 2013 NYSESLAT. As they become former ELLs, they will be seen by academic intervention providers to assess their individual strengths and weaknesses. Not all former ELLs will need services, but will receive the same testing accommodations as the ELLs for the next two years.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
In order to identify our ELL's, first we must administer the Home Language Identification Survey the parents, who are enrolling their child into our school. During this time an informal oral interview is conducted with them to assess the dominant language of the child. Laurie Rinaldo-our ESL certified teacher- conducts the initial screening and conducts the HLIS. Mrs. Rinaldo also conducts the HLIS in Spanish and when needed calls the Translation Unit to conduct the HLIS in other languages in which the HLIS is not translated. She then reviews the first page of the HLIS which has 8 questions divided into two sections. If the parent indicates a language other than English for one response in questions 1 to 4 and for two responses in questions 5 to 8, this will make their child eligible for Language Assessment Battery-Revised testing. Page 2 of the HLIS, which indicates past schooling, will help in the identification of Students with Interrupted Formal Education. Our ESL teacher, Mrs. Rinaldo or other trained pedagogue then indicates on the HLIS whether or not the child is eligible for LAB-R testing and signs the survey. The HLIS is placed in the students cumulative record folder. The LAB-R is then given to those students who are eligible for testing within 10 school days of initial enrollment. We then review the LAB-R scores and create a list of entitled ELL students. If the student's

home language is Spanish and they do not meet the cut score for the LAB-R, the Spanish LAB is administered as well.

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.

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 with our ESL teacher, Mrs. Rinaldo, which is held within 10 days of admittance. At this meeting, 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. At the present time, we do not have enough students to qualify for a TBE program. If the program becomes available, the parents who chose this option will be contacted through written and oral communication to see if they are still interested and start the program. Once we have identified our English Language Learners we promptly send out letters of Entitlement to each of the parents. In this letter parents are invited to attend a Parent Orientation with our ESL Teacher, Laurie Rinaldo. Our ESL teacher uses the Home Language Identification Survey to identify the language they prefer notes sent home. The letters are then sent home with the students. Included in this letter is the Program Selection Choice form in their spoken language. A letter in their spoken language advises them to read the form without making a choice. This allows parents time to review the choices before attending the meeting. During this meeting parents are given the choice to inquire about all three program choices. A video is also shown. This video thoroughly explains the three program choices in the languages spoken by our parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once the English Language Learners have been identified, our ESL teacher Mrs. Rinaldo sends home a notice regarding a parent orientation. 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. A parent orientation is held at the beginning of the year and 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. In the event that the Parent Survey is not returned and the parent does not choose an ELL program, the default program is Transitional Bilingual Education. According CR Part 154 schools are required to form Bilingual Education classes in grades K-8 when there are 15 or more ELL's of the same language in two contiguous grades. However, if there are not enough students to form a Transitional Bilingual Program parents will be given the option to transfer their child to a school that has a TBE (Transitional Bilingual Education) program in their region. A copy of the completed survey and the Selection Form is placed in the students cumulative record folder and in a binder in a central location.

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.

During consultation with the parents, using the Translation Unit Department if a translator is requested, we discuss their program selection on the Parent Survey. After the parent has been informed of all the program choices and has made their choice, our ESL teacher, Laurie Rinaldo uses the hand scored LAB-R exams to determine the level of English proficiency for each student. She categorizes their scores using a rubric that determines which students are proficient at the beginner level, intermediate level and at the advanced level for English. Placement letters are sent out to parents in their language of preference and a copy is placed in their Cumulative folder, as well as, in a binder that is kept in a central location. Once the parents decide on a program for their child, the students are added to current ESL groups and a schedule is sent home to the parents. The ELPC screen in ATS is also updated by Mrs. Rinaldo, the ESL teacher, within 20 days of enrollment. Non-entitlement letters are sent home in September to parents of students who have received a passing score on the NYSESLAT, indicating that they will no longer be entitled to ELL services. Continuation letters for students who did not pass the NYSESLAT and will be continuing with the ESL program, are also sent home in September. If a program becomes available that honors the parents first choice for program, communication with the family is made to see if they are still interested in the program. All non-entitlement letters and continuation forms are kept in a binder and stored in a locked closet. If translation is needed and cannot be prepared at the school level, the NYC translation unit is utilized.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Due to the small number of ELL students tested each spring, there are not many issues with scheduling and administering the NYSESLAT. The ESL teacher, Mrs Rinaldo runs the RLER, the NYSESLAT eligibility report, in ATS. Durnig the year, she reivIEWS the IEPs of ELLs-SWD and check to see what testing accomodations they receive. The ESL teacher makes a testing schedule, ensuring that each child has beens cheduled for each modality. The ESL teacher tests each child in each modality. Last

year was the first year in which she was unable to do all the testing due to new mandates. We utilized two of our Integrated Co-Teaching teachers who have the ELL students within their classroom to assist in administration and marking of the NYSESLAT.

6. 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.) 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.  After reviewing parent choice letters all but 7 parents have chosen the Freestanding ESL program for their children in the past two years. Four parents chose a TBE program and three parents chose a Dual Language Program. It was explained to the parents that they had the opportunity to place their child in their choice program at other locations in the district and they declined the offer. 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. We do not meet the mandate for having a Transitional Bilingual Education program here at PS 29.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

PS 29 will follow the New York State ESL mandates where beginning and intermediate ELLs will receive 360 minutes of instruction and advanced ELLs will receive 180 minutes of instruction per week. A fully certified ESL teacher will provide the mandates utilizing both the pull-out and push-in model, to create a blended program. Six of the eleven upper primary ELLs (grades 3-5) have achieved an Advanced level as assessed by the NYSESLAT. These students are seen together in a group where students are instructed in using academic vocabulary and testing strategies. The beginner and intermediate levels are seen in both grade level and proficiency level groups. All instruction, both ESL and AIS is offered only in English.
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)?

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. By having the ESL teacher push in to the classrooms, ELA instructional minutes are met.
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 foster language development and meet the demands of the Common Core Learning Standards.

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. The new ReadyGen curriculum, which is fully aligned to the Common Core Learning Standards, encompasses academic vocabulary and the picture vocabulary cards are displayed in the classrooms. The teachers plan for multiple entry points for students in the content rich curriculum.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

If a Spanish speaking child does not meet the cut score for the LAB-R, they are assessed using the Spanish LAB-R. ELL students who are referred for special education services are tested in their native language and have interpreter services available. Cognate lists are utilized for Spanish speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, speaking, reading and writing are essential elements of every lesson in combination with content material and cognitive skills. Teacher observation, student portfolios, teacher created assessments and the NYSESLAT measure student progress. Students are taught reading through foundational skills and comprehension strategies. Each classroom has a library leveled for appropriate book choices for all students, including ELLs. Teachers promote varied strategies to advance oral language development and content acquisition in conjunction with the student developmental levels, learning modalities and needs. Oral language is an integral part of the Common Core Learning Standards. 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.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At PS29, we currently do not have any SIFE students in attendance. However, a SIFE student would be welcomed into our school and would be offered a learning environment that is warm and inviting. We would first assess them using the LAB-R and then with an in-house Literacy and Math assessment using the Translation Department Unit to determine a baseline measure of knowledge. We would also try to have a Bilingual support staff available for the student and become familiar with the child's native language and culture. The SIFE student would receive small group instruction with children on his or her proficiency level. All attempts would be made to have at least one student in the class that will speak his or her native language to ease the child into a new system of learning and make the student comfortable and open to learning and sharing their experiences. In addition, we would keep in contact with the parents to discuss the needs of the child, as well as, provide native language support through the purchase of native language materials.

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. 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 students are at the intermediate or advanced level as assessed by the LAB-R or NYSESLAT. These students' deficiencies are in reading 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. Instruction would be differentiated for these students to allow for different and multiple entry points into the lesson. Some students have a broader knowledge base than others and it must be taken into account for individual students. The focus for these students would be to build upon the solid verbal base to increase in expressive language stimulation. Once the students are fluently discussing thoughts and ideas, the instruction will revolve around writing about their experiences.

Former ELLs are placed in the classroom with the current ELLs. When the ESL teacher pushes in, she ensures that they are understanding the content and if necessary, may take them in her group. Former ELLs are provided with transitional support. These students are offered opportunities to have extra time on all classroom and state assessments. Former ELLs are provided with Academic Intervention Services (AIS) after achieving proficiency on the NYSESLAT. AIS is provided for reading, math and content areas and students are re-evaluated for this service on a quarterly basis. Easy access to writing tools for the former ELLs 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. Former ELLs receive testing accommodations for two years after passing the NYSESLAT. These accommodations include extended time on state exams, a separate location for state exams and the use of a bilingual glossary for state Math exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Both students are seen in their least restrictive environment, which is their classroom setting. The ESL teacher pushes into these classes which enables her to work with the special education teacher to meet and achieve IEP goals. Collaboration between the ESL teacher and the classroom teacher will take place during common prep times and at scheduled professional development meetings. ESL methodologies will be explained in detail, as will specific plans for differentiating instruction when considering individual strengths and weaknesses of the students.

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

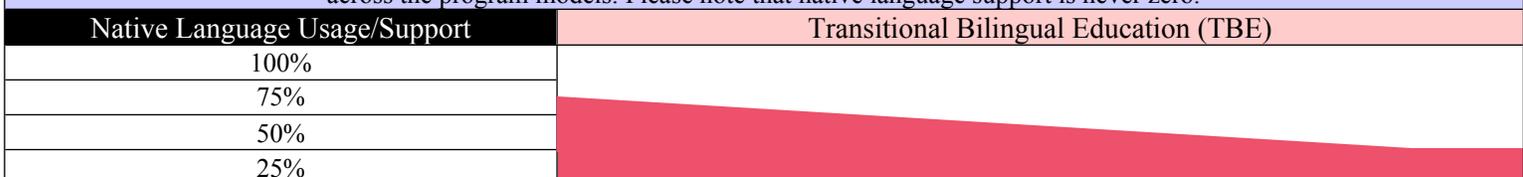
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
Our ESL students are performing far below their English speaking peers on state examinations. When intervention is necessary for children with ELL 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. ELLs and former ELLs in testing grades receive AIS in order to aid in test taking strategies. Both our math and literacy commno core curricula have scaffolded instructinal strategies for ELLs. Teacher utilize these handbooks in order to meet theneeds of the ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has always been effective in having our ELLs reach a proficient level prior to leaving for middle school. However, with the advancement of the Common Core Learning Standards, we are noticing that our ELLs are having a more difficult time meeting or exceeding these standards. Many students in upper primary grades lack the prior knowledge necessary to build upon for proper understanding of historical concepts and application of reading strategies. With our UBD and UDL units used in previous years, we focused on using vocabulary within speaking and writing. Our ELL students struggled most critical analysis, which requires a stronger foundation in the language.
11. What new programs or improvements will be considered for the upcoming school year?
This year, the school has opted into the Core Curriuculum for literacy, ReadyGen. This program is completely aligned to the Common Core State Standards. It focuses heavily on the use of academic language to support the comprehension in the content areas. The Scaffolded Strategies Handbook, touted as a resource for ELLs, enhances access for all learners with differentiated instruction focused on unlocking text and writing. We are continuing to use the ELL Periodic Assessment this year with our upper grade ELLs.
12. What programs/services for ELLs will be discontinued and why?
We are discontinuing use of our Understanding by Design Literacy Units. These units were developed by teachers to meet the needs of the students while aligning with the Common Core Standards. We are discontinuing due to the adoption of the Common Core Curriuculum, ReadyGen Literacy Program. Some aspects of the UBD units are being carried over to the new literacy program, especially the writing components.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students at PS 29 are welcome to join and participate in all school programs and activities. Our students, regardless of English speaking status, are all part of an Academy; the Arts Academy, the Broadcasting Academy or the Community Outreach Academy. Our students are also invited to try out for the band or chorus.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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. Classrooms also have document readers, which allow for real time revisions and to share work with the entire class without prior preparations. This enables teachers to seize teachable moments and correct language errors on the spot. We are in the proces of building our Native Language Libraries to support our ELLs in various languages. Bilingual glossaries are also provided for ELLs students for mathematical support.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Within the classroom setting, students are seated next to students who speak the same language. This assists in transitions and in comprehending classroom routines. Google translate is used to assist students in the content areas. Mathematical digits and symbols are written in standard form and transcribed from symbolic languages (Russian, Arabic).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Our curriculum supports all students' language development. The literacy material is grade level appropriate and appeals to the students age and interest levels. The instruction is aligned to the Common Core tandards and prepares the students to meet college and career anchor standards. The standards build upon each other by grade to help close achievement gaps.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. For new ELLs who are enrolled throughout the year, the policy mentioned above is followed as protocol. They are paired with same language students when applicable.

18. What language electives are offered to ELLs?

No language electives are offered at our school.

19. For schools with dual language programs:

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

No Dual Language Program

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher, Mrs. Rinaldo, attends ELL meetings through the office of OELL. She turn keys this information with all staff, especially teachers of ELLs, each training sessions are Strategies for Teaching ELLS, Knowing the ELL learner, Language Acquisition, Cultural Awareness, the NYSESLAT Exam, How Does the LAP Affect me?, Academic Literacy for ELLs and professional development centered around second language acquisition. During these sessions, topics such as getting to know students backgrounds, understanding different cultural signs, using non-verbal communication and social versus academic language will be discussed. Classroom portfolios are used to support both the students and the staff as the ELLs transition from one grade level to another. These portfolios contain samples of student work throughout the years. It enables both teachers and students to see rates of progress.

All teachers are encouraged to attend workshops and meetings involving the Common Core Standards. Our ESL teacher, Mrs. Rinaldo has attended ReadyGen training, as well as sessions offered through our network 604 and OELL. All professional development delivered at the school level revolves around the Common Core Standards and the shifts that must be made in both mathematics and ELA for students to be successful in achieving these standards.

Our ESL teacher, Laurie Rinaldo, attends Professional Development sessions that are offered through the Office of English Language Learners. She turn-keys her learning to teachers of ELLs and service providers at monthly meetings. Professional development is given for all staff members, specifically new teachers and teachers of ELLs in order to meet the Jose P. mandate of 7 1/2 hours for regular education teachers and 10 hours for special education teachers. We keep track of these meetings with agendas and attendance sheets. 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.

Our staff provides all students with information that will help them assist with the transition to middle school. 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 with guidance counselors. Translators are present if needed.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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, such as various fundraiser walks, a knitting committee, Father/Daughter Dance and other events offered in conjunction with the PTA. 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. Grades hold cultural feasts that allow each child to showcase their cultures food.

Our parent coordinator works closely with our parents and teachers to evaluate the needs of the parents. The parent coordinator is available to speak with parents by phone or in person if necessary. Our secretary speaks fluent Spanish and is able to translate when needed. Letters to ELL parents are distributed in English, Spanish and Arabic – 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 meetings. At these meetings, the parents are informally 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. This year, due to parental request, a Common Core Meeting for parents is scheduled for December 12th 2013.

Due to parental request, English classes for parents, guardians and other adults are held at PS 30, a neighboring school, twice per week. These classes are being held in conjunction with the Staten Island Jewish Community Center. At these classes, the parents will acquire English, and in turn be able to better assist their children with their schoolwork. The children will be able to receive more support from home and foster a home-school connection. Staten Island University Hospital also offers health and nutrition classes for adults who are learning English. They alert us to these meetings, and we provide the information to the interested parents. Translations are always available, if needed.

E. 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 response to question here:

Part VI: LAP Assurances

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)
Llinda Manfredi	Principal		11/15/13
Annmarie Vallebuona	Assistant Principal		11/15/13
Jennifer Falcone	Parent Coordinator		11/15/13
Laurie Rinaldo	ESL Teacher		11/15/13
	Parent		
Megan McNichol	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
Barbara Kenney	Coach		11/15/13
	Coach		11/15/13
Nicole Gavaris	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R029 School Name: The Bardwell School

Cluster: 6 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 our schools written translation and oral interpretation needs, our first step is to ensure that all parents complete the HLIS (Home Language Identification Survey) upon enrolling their child into the school. During this time, a formal interview is conducted with the parents to determine the dominant language of the child. We use this opportunity to assess which parents may require the Translation Unit Department in order to help conduct the HLIS in other languages. In addition, through this interview parents state the language they would like to receive written information from the school and in what language they would prefer to communicate orally with school staff. Our school then uses this information to provide parents with the appropriate notifications. Our school maintains a current record of the primary language of each parent in ATS and on the student emergency card

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 and Arabic speaking families. At PTA meetings the findings of our survey are announced when looking for volunteers to translate for families in need. We also found that some parents who speak Spanish prefer notifications and communication with the staff in their native language. During our Professional Development meetings, the staff is made aware of the of parents who may require notications and/or communication with staff in other languages. In addition, they are reminded to use the Translation Unit Department as well as the other translated resources that could be readily available to assist parents. They are also reminded to review the HLIS of their students to prepare ahead in meeting the needs of the parents. In addition, our staff is reminded to carefully review the HLIS of each of their students to determine whether or not they may need notifications to be translated and to prepare ahead of time for meetings with parents. In addition, our staff is also made aware of staff members who speak other languages. Our school has also posted a school sign in the main entrance of all the prominent languages, indicating the

availability of interpretation services

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.

The parent coordinator downloads available forms in the languages offered by the Department of Education. The Spanish speaking secretary, Mrs. Pisano and Arabic speaking paraprofessional, Mrs. Saad, will translate items for these languages in a timely manner. Any other languages are put in for translation through the translation unit. Parent volunteers and other staff assist as well.

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, secretaries and paraprofessionals to provide oral translations. At PS 23, our secretary, Michelle Pisano assists in Spanish translations. When the secretary is not available, our Pre-Kindergarten teacher, Jacquelyn Brodsky, assists in the Spanish translations. Our Paraprofessional, Faten Saad, assists us in the Arabic translations. We have also had parents who have been able to assist us in Russian and Urdu translations, as well. In addition, staff members are all equipped with the Translation Unit Department's telephone number to assist them with translations.

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

Our parent coordinator downloads all parent notifications available in the various translations from the website. If a specific translation is not available, she contacts the translation unit to request that it be made. In cases where the document must go home before a translation is made available, a translation notification is sent home with the English document stating that the document is important and needs to be translated. At PS 29, we are making great efforts to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. As stated previously, within the first 30 days of a student's enrollment, we conduct a formal interview with parents while conducting the HLIS to not only determine dominant language of the students but also to determine the dominant language of the parents. Through this interview, parents state the language they prefer communication. This information is then maintained in ATS and on student emergency cards. Our school provides translation and interpretation services to all parents who require language assistance.