

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):** 15K029

**School Name:** PS 29

**Principal:** REBECCA

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 15K029  
School Type: Public Grades Served: Pre-K – 5<sup>th</sup> grade  
School Address: 425 Henry Street Brooklyn, NY 11201  
Phone Number: 718-330-9277 Fax: 718-596-1887  
School Contact Person: Rebecca Fagin Email Address: rfagin@schools.nyc.gov  
Principal: Rebecca Fagin  
UFT Chapter Leader: Nicole Nadeau  
Parents' Association President: Kristin MacQuarrie and Jessica Henson  
SLT Chairperson: Brigitte Burgler & Maura Sheehy  
Student Representative(s): N/A

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street  
Superintendent's Email Address: ASkop@schools.nyc.gov  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 102/113 Network Leader: Alison Sheehan

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Fagin	*Principal or Designee	
Nicole Nadeau	*UFT Chapter Leader or Designee	
Rhonda Keyser	*PA/PTA President or Designated Co-President	
Roseann Giglio	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	
Maura Sheehy	Member/ Parent / SLT Co-Chair	
Brigitte Bürgler	Member/ Teacher / SLT Co-Chair	
Kim Van Duzer	Member/ Teacher	
Sara Thorne	Member/ Teacher	
Tamar Smith	Member/ Parent	
Lisa Walsh	Member/ Parent	
Michelle Kupper	Member/ Parent	
Paula Heitman	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### ***PS 29 Vision***

*At PS 29, our multicultural community thrives in a highly collaborative and supportive environment that embodies a commitment to continuous learning and innovative practice. Fueled by powerful connections among our children, families, and staff, P.S. 29 cultivates intellectual curiosity and develops student voice and diverse perspectives, motivating children to take risks, respectfully challenge each other's thinking, and discover their own unique ability to make positive change in the world.*

PS 29 is a "successful school" as indicated by the published Quality Review in 2011 and our most recent Quality Review on November 17<sup>th</sup> 2014 for which we received preliminary feedback. Our students' 2013-2014 ELA and Math State Exam results put our school in the top tier in terms of proficiency and progress. While we take tremendous pride in these accountability measures, we are most proud of the work we have accomplished with respect to fostering greater opportunities for our students to express their voice and demonstrate agency. We have found that by taking ownership over their learning process, our students are more invested and engaged, which we believe, has impact on student achievement: formative and summative assessments measured every day in the classroom as well as the standardized exams. Our student-oriented curriculum and opportunities for student voice and agency both in and out of the classroom are areas of key growth for PS 29 – and also continue to be focus areas for 2014-2015 as we work to strengthen and improve upon this work.

We also take tremendous pride in our partnerships with a broad range of organizations that serve the purpose of satisfying the diverse needs of our school. For example, we have a longstanding partnership with Teachers College Reading Writing Project (TCRWP) through which we support our teachers with literacy instruction in the form of in-house staff development and outside workshops that align with our student-centered, inquiry-based approach. Our students' use of student-facing rubrics and checklists referenced in our CEP goals is driven by the work that we have been doing with TCRWP. Our TCRWP staff development has supported us with increasing rigor by providing more opportunities for our students to take the lead on their learning through self-assessment and reflection.

This year, we developed a new collaboration with GoldMansour and Rutherford to support our ICT partnerships with strengthening the alignment between our goals and objectives for students with specific co-teaching models. This alignment will help us to target our students' diverse needs and support our work with leveraging the resources from within (i.e., the multiple teachers in the classroom).

We have continued our partnership with Morningside Center for Social Responsibility, which has assisted us with building our school-wide peer mediation program that began last school year. The Morningside Center staff developer has worked with PS 29 for many years, and she helped to train our 4<sup>th</sup> and 5<sup>th</sup> grade student mediators for a second year. Morningside Center has also supported our 4R's work (i.e., social emotional learning curriculum) by providing in-classroom support of teachers, curriculum planning with teachers, and specific new teacher training.

Our school's collaborations with Brooklyn Academy of Music (BAM), Brooklyn Conservatory of Music, Let's Play Chess, Dancing Classrooms, and the Salvatori Center have deepened our students' experience with a broad range of disciplines including the arts – dance, drumming, band, chorus, drama – and science, technology, engineering, and math. Our on-staff technology teacher and new partnership this school year with a media literacy consultant have supported the school-wide goals around use of Google Apps for Educators as a way to facilitate our intra-school communication and exchange and preservation of ideas. Our teacher and consultant have also been supporting our school with authentic (i.e., inter-disciplinary, application-oriented) integration of technology in the classroom to enhance teaching and learning. Our on-staff drama teacher teaches grade-specific curriculum in theater arts while collaborating (i.e., providing about 12 weeks of instruction) with various grades. Further, this is our second year producing a 5<sup>th</sup> grade school play, which is the application of these skills that our comprehensive curriculum teaches from the earliest grades.

As our school community (i.e., students and families) grows in size (i.e., an increase of 25% in 5 years), one of our challenges is to maintain coherence, clarity, and alignment among the vision of PS 29, our school-wide goals, and the work of our many programs, committees, and initiatives. Our SLT has thus been revisiting (and refining) the vision and mission of our school to ensure that we are meeting the needs of our ever-growing and ever-changing community – and then putting a plan in place (i.e., one of our CEP goals) to ensure that our SLT Committees (i.e., Education Action, Technology, Wellness, etc.) are supporting the school-wide goals. As parent

involvement increases with the increase in number of students, we have found that the emphasis on *student-driven initiatives* is critically important. Thus, among the tasks of our SLT has been to help to identify student-led components for each of the events that takes place at PS 29 (e.g., the book fair include student writing; the holiday fundraiser includes a contest of student-made pies; the coat drive includes student-made fact cards about homelessness in NYC, etc.) Further, our families have been extremely supportive of our school-wide initiatives such as “29 Post,” our student newspaper, our school-wide recycling program, and beyond.

Our work last year with developing our social studies and technology vertical teams (i.e., teacher representatives across the grades who come together around a particular content area) – in addition to the literacy, math, and social emotional learning teams that already existed – have positioned us well to take our work to the next level this year. For instance, last spring our social studies team worked to create a more coherent and cohesive curriculum with embedded community service projects and deeper alignment with the CCLS. This year, we have been supporting our grade teams with planning and implementing this work (e.g., kindergarteners will visit the local nursing home in their neighborhood study and they have already adopted trees around the perimeter of our school through integrating their tree study in science; 1<sup>st</sup> graders have already been collecting cans for a food drive connecting to their family study, etc.) With regard to technology, we have already met the goal (since September 2014) of distributing a dedicated device to each staff member and developing a PS 29 Google Drive (with a “library” of our shared documents and resources) and a PS 29 email account. We are proud of the accomplishments made in the first few months this school year – as a result of targeted and focused planning last school year. This work has paved the way for the ultimate focus this year of strengthening intra-school communication; leveraging the resources from within by easing the exchange and preservation of ideas; and increasing transparency.

Finally, building on last year’s focus on executive functioning, this year we are improving upon our planning and implementation of lessons in order to provide access for all learners (e.g., GoldMansour partnership, professional development for paraprofessionals, child study & special education consultation meetings each month, etc.)

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school, we have engaged in inquiry and discussion for a number of years with respect to what rigor actually means and how a school can provide a “rigorous curriculum.” We understand that what is rigorous for one child may be “too easy” for another, and thus our focus has been more around differentiating our instruction to meet the diverse needs of our students. We emphasize inquiry because we believe that this pedagogical approach more deeply allows for instruction to target individualized needs. By building opportunities for student reflection into our curriculum, we empower students to take ownership over their learning process and thus be more invested. This year our teachers have been focusing on modifying the curriculum to challenge and more deeply engage all of our students. We are also cognizant of making the balance between explicit instruction and opportunities for incorporating inquiry. As seen below – we have also incorporated this work in the form of in-school clubs and programs: newspaper, peer mediation, Green Team, science inquiry club, the art club, chorus, and beyond. We believe that this work increases rigor.

We have also been studying what it means for teachers to move from “effective” to “highly effective” (using the terms of Charlotte Danielson’s framework), since all of our teachers fall into one of those two categories. What we have found is that “highly effective” indicators tend to emphasize student-led or student-focused qualities. Ultimately, we want our students to internalize what they’re learning and to be able to transfer these skills to various contexts with independence. This is also consistent with preparing our students for middle school and beyond (i.e., college and career readiness). As such, we have been thinking critically about how we can provide greater opportunities for student voice and agency in the classrooms and throughout the school at large.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will embed opportunities for student voice and agency into all units of study. This will result in greater independence and the transference of skills in various contexts. In addition, by June 2015 all students will have the opportunity to take part in clubs and extracurricular activities, affording them additional forums for voice and independence.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> </ol>			

4. Activities that address the Capacity Framework element of Trust			
Implement school-wide programs outside of the classroom that promote student voice and agency: Peer Mediation, Newspaper, and Green Team.	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Spring 2013 - Ongoing	Administration, Peer Mediation Coordinator, Morningside Center staff developer, select teacher coordinators, select 4 <sup>th</sup> & 5 <sup>th</sup> grade student peer mediators, select student reporters, select student Green Team leaders, parent volunteers
Pilot student-led conferences in 4 <sup>th</sup> & 5 <sup>th</sup> grade classrooms. Teachers prepared students to review and reflect on their work, identify areas of strength and set goals in each content area. Students created presentations based on these reflections that were shared with families during the conferences. Unlike traditional parent-teacher conferences, these piloted teachers, students, & families were thus active participants in these conferences.	Teachers, students, parents	October 2014 – May 2015	Administration, select 4 <sup>th</sup> & 5 <sup>th</sup> grade teachers
Inquiry is embedded in all social studies units of study across grades. With the development of the social studies vertical team, planning days, grade meetings, etc., grade teams planned for more hands-on learning activities and opportunities to deepen our students' understanding of concepts and content. Our social studies curriculum is purposefully planned to include community service, field trips relevant to the social studies units, and projects that have incorporated inter-disciplinary connections across all grades.	All classrooms teachers and students	January 2014 – June 2015	Administration, teachers, network curriculum support, TCRWP staff developers, social studies vertical team leaders
Students are using Common-Core aligned rubrics and checklists across content areas for reflection and revision of their work. Teachers and students use these rubrics to provide relevant and constructive feedback to students for next steps to raise the level of their work.	Classrooms teachers, service providers, and students	Fall 2014 - Ongoing	Administration, teachers, staff developers, vertical team leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Morningside Center staff development, peer mediation training, newspaper & Green Team staff members & parent volunteers, schedule adjustments: teacher coverage, time for meetings; TCRWP staff development; network per session & staff development

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

All classrooms teachers will have student checklists in place for at least one unit of study in literacy and math. The peer mediation program, Green Team leaders, and newspaper programs will be in place with regular meetings each week.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In our 6<sup>th</sup> year of collaboration with Morningside Center for Teaching Social Responsibility, we found that our school is well-versed in the 4R’s curriculum. We are ready to shift our focus from explicit instruction by teachers to student-to-student work and support. Further, we found that much of the “real-world” conflict experienced among our students happened during the lunch period without the presence of classroom teachers. Teachers were reporting a large number of unresolved conflicts, many of which were exacerbated during lunch/recess and carried over into the classrooms, impeding instruction. As such, there is a need for a school-wide approach to conflict-resolution that takes the onus away from teachers and puts more responsibility on students.

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, the peer mediation program will provide a safe and supportive forum for students to communicate openly with other students about an issue or conflict as well as the reduction of teacher-reported conflict as measured by peer mediation data (e.g., content of referrals, outcomes, reflections, teacher feedback, etc.)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Interview, select, and train 3 <sup>rd</sup> and 4 <sup>th</sup> grade candidates for peer mediation program. 3 <sup>rd</sup> and 4 <sup>th</sup> graders apply to be a peer mediator during the spring and are trained in SEL skills and peaceful mediation strategies during the following fall as 4 <sup>th</sup> and 5 <sup>th</sup> graders. Training takes place over two full days. Note: Students who show interest in conflict-resolution but are not selected as peer mediators are trained as “Recess Helpers” to assist in the school yard during lunch.	3 <sup>rd</sup> & 4 <sup>th</sup> graders; 4 <sup>th</sup> & 5 <sup>th</sup> graders	Interview Spring 2013 – and done each spring for the following fall; Train during Fall 2013 – and done each	Administration, Peer Mediation Coordinator, Morningside Staff Developer

		fall per year	
Present PowerPoint and video to all 1 <sup>st</sup> through 5 <sup>th</sup> grade students (one assembly for each grade). The video shows a “mock mediation” with the purpose of informing students and families about the peer mediation process. This video is also shown at a PTA meeting. Students from each grade have the opportunity to ask questions about peer mediation of peer mediators.	1 <sup>st</sup> - 5 <sup>th</sup> grade students and teachers; parents present at PTA meeting	September 2014 – November 2014	Administration, Peer Mediation coordinator, parent coordinator, & parent volunteers
Complete the logistics in order to launch the program: create and distribute referrals forms and the schedule for peer mediators; review the mediator report form and feedback form with the peer mediators.	25 Peer Mediators	Fall 2013 – and each Fall per year	Peer Mediation Coordinator, staff developer
Launch Peer Mediation program school-wide. Based on referrals, students are scheduled in pairs to mediate conflict in a designated peer mediation room.	1 <sup>st</sup> – 5 <sup>th</sup> graders & Peer Mediators	November 2014 – and ongoing	Administration, Peer Mediation Coordinator, Peer Mediators

#### **Part 4 – Resources Needed**

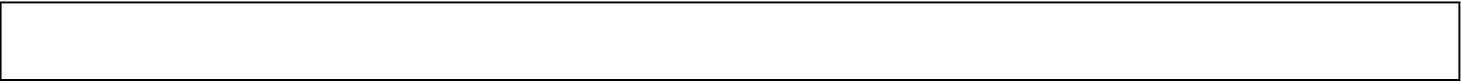
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Morningside Center staff development, scheduling training sessions for peer mediators and weekly blocks of time for peer mediations, scheduling information session assemblies with each grade within the school day, designating a dedicated room for peer mediation, training staff member for peer mediation coordination.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Review & analysis of peer mediation data will show that students feel supported to voice their concerns and work to resolve conflict, and there will be a reduction of conflicts in classrooms as reported by at least 50% of our teachers. Ultimately, we will survey students for measuring their awareness of the program, the accessibility of mediations, and specifically we will measure the success (i.e., the resolution of the issue) as reported by those who have been through a mediation.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In 2013-2014, we created a technology “think tank” to identify our school’s technology needs and vision. The “think tank” involved representatives across grades and administration. Some members attended conferences and meetings to “collect data” that would inform our vision and next steps. We also administered surveys and questionnaires to provide opportunities for our staff members to reflect on their own needs with respect to technology and big ideas for our school.

Our findings indicated that there had been unequal access to and experience with technology among staff members and across grades. There had been a lack of a platform for which to share information easily across grades and the whole school. In the past, we’ve relied on sending emails with attached documents and distributing hard copies of notes and resources, often leading to reinvention of the wheel each year. Thus, there has been a need for a forum to communicate, exchange, and preserve the work we’re doing collaboratively on an ongoing basis.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, the school will have a meaningful integration of technology for intra-school communication, exchange of ideas, and sharing of practices. By June 2015 100% of teaching staff will utilize the Google Apps for Educators as a way to communicate, share resources, and learn from one another.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
Each grade team will share grade team minutes and professional learning (i.e., both in-house and outside professional development) notes via Google Drive.	Grade level teacher teams	November 2014 – June 2015	Grade Leaders, Tech Leaders, Administration
Distribute a dedicated device to all classroom teachers and support staff members.	Classroom teachers, cluster teachers, service	August 2014 – November 2014	Administration, Tech teacher

	providers		
Develop a PS 29 Google Drive (with a library of our shared documents and resources) and PS 29 email account.	All PS 29 staff members	December 2013 - ongoing	Administration, tech Intern, tech teacher, tech consultant, all staff members
Develop a vertical Tech Team with members from each grade team.	1 selected representative across grades	Spring 2014 - ongoing	Administration, tech teacher, tech consultant

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Purchase of hardware (i.e., Chromebooks and MacBook Air); 10 days of media literacy specialist; scheduled monthly tech meetings; Application for Google Apps for Educators PS29bk.org site; creation of ps29bk.org accounts

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By November 2014, one third of our grade teams will share their minutes and professional learning notes via Google Drive. By February 2015, two thirds will share their minutes and professional learning via Google Drive. By May 2015, all grade teams will share their minutes and professional learning notes via Google Doc.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on feedback from our staff members through reflection and questionnaires, we found that there was a strong desire to capitalize on the strengths of one another within PS 29 in addition to relevant outside professional development opportunities. We also found that our staff had a need for professional development that targeted the needs of our students – in addition to the curriculum-based professional development. In the spring of 2014, our staff members voluntarily created an inter-visitation program which allowed for teachers to visit other teachers’ classrooms. There was positive feedback in response to this initiative and unanimous enthusiasm about sustaining it for the following year. Building on this work, we have an option for highly effective teachers to open their classrooms for inter-visitation (i.e., Option 3). We value collaboration and in continuing this work, we are leveraging one another’s strengths to build capacity, which, in turn, impacts both teacher and student learning.

For the past two years, we have been focusing on strategies and supports around targeted instruction with a particular focus on our at-risk students. We improved upon our “Early Risers” program by making it targeted around student needs that were matched with specific programs. Due to the change in contract, we no longer have our “Early Risers” program in place. This year, we are focused on leveraging the skills, expertise, and resources from within our school to lift the level of targeted, Tier-1 instruction within the classroom.

Thus, we partnered with GoldMansour and Rutherford to specifically support our ICT teams (i.e., leverage the relationship among multiple teachers in the classroom to best meet the needs of our students). This work extended some of the work around executive functioning that we had initiated last school year for the whole school – but found that the depth of the work was lacking and that there was a need for more hands-on, in-the-classroom support needed. Further, we have been working towards strengthening the way in which we share and turn-key information from professional learning opportunities. As such, our Google Drive has been organized in a way that supports the exchange of information.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will leverage the skills, resources, and expertise of PS 29 staff members – in addition to outside professional development – to target the needs of our students with disabilities and those who are at-risk of meeting grade level standards.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Develop an individualized Professional Learning Community structure that is aligned to the overarching big ideas of our school – small group instruction, response to intervention, habits of an effective teacher, and social emotional learning – and framed by a process that emphasizes research, inter-visitation, and collaboration of ideas.	All teachers	August 2014 – June 2015	Administration, Professional Development Committee members (i.e., select teachers)
Provide targeted professional development and support among ICT teams, special education teachers, para-professionals, and service providers. GoldMansour staff development (10 days throughout the year) is specific to co-teaching models and identifying and supporting individual student goals; para-professionals receive monthly professional development around their role in supporting individual student needs; Foundations staff development (1 full day & 4 throughout the year) for 1 <sup>st</sup> grade (and new K teachers); teachers attend workshops offered through the special education office – Basic Writing Skills, Orton-Gillingham methods; teachers attend various conferences geared towards supporting students’ with learning disabilities, e.g., Social Thinking, Everyone Reading conference, etc.	ICT teacher teams; paras; all classroom teachers, service providers, and administration	September 2014 – June 2015	Administration, GoldMansour staff developers, service providers, ICT teams
Schedule ongoing meetings with various teams with the primary focus on supporting specific students’ needs, particularly those with IEPs and/or ELLs: Regular meetings with families to discuss the IEP and/or strategies for supporting students and monitoring progress; “ICT-Service Provider” meeting to discuss specific students with whom service providers have been working; monthly Special Education Consultation (SEC) meeting to allow for service providers, ICT special educators and administration to discuss students, strategies, IEPs, etc.; “RTI meetings” whereby teachers present concerns to a committee of special educators, service providers, and administrators who provide support on intervention strategies.	ICT Teams, service providers, classroom teachers, parents students	September 2014 – June 2015	Administration, service providers, special educators
All agendas, notes, and forms are shared on Google Drive allowing transparency, efficiency, and true collaboration to monitor and support student progress.	All staff members	Spring 2014 – June 2015	Administration, Technology teacher, classroom teachers, service providers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling meetings and staff development; substitute coverage for teachers; make-up preps; GoldMansour and Rutherford staff developers; Foundations staff developers; outside staff development (e.g., conferences & workshops)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Notes and reflections from teachers will demonstrate that professional development and meetings have positioned us to meet the needs of 50 to 75% of identified students (i.e., students with IEPs, at-risk and/or discussed in an RTI meeting, ELLs, etc.)

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We have an extraordinarily strong home-school-community connection. Over the years, we’ve worked hard to develop our SLT committees to play an even larger role at our school. For instance, our Diversity Committee hosts game nights & forums for families to discuss issues of diversity, multi-culturalism, inclusiveness, etc. The Education Action Committee led a group of families on the Climate Change March; our Service Committee has organized drives such as Toys for Tots and days of service to assist local community needs; our Wellness Committee coordinates at least 5 “Move it Morning” events with students dancing, exercising, playing volleyball among many other sports and games all before the school day begins & the Wellness Committee: Go Green has supported our school with sustainable practices including the advent of one of our treasured school-wide initiatives, the Green Team & recycling program.

As our community grows and changes over time and our committees continue to expand, we are finding the need to ensure that the goals of the committees are coherent and aligned with the vision of our school. It is essential that the work of our committees ultimately serves to foster an environment in which students can express their voice and make connections in meaningful ways between our school and the larger community. Through this work, we will reach more families to foster greater diversity of ideas and involvement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all ten SLT Committees will have revised their vision to strengthen the alignment between the committee and PS 29.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Reflect upon and revise the PS 29 vision with our SLT.	PS 29 community	January 2014 – October	SLT members and administration

		2014	
In conjunction with the SLT, the PTA hosts a "Committee Fair" in which all committees have representation and families are encouraged to join and participate.	Families and staff members	September 2014 – and each September at the start of the school year	Parent volunteers, staff members, PTA & SLT representatives
Schedule "Committee Updates" into the agendas for monthly SLT meetings with the purpose of sharing information about meetings and events.	SLT members, PS 29 community	September 2014 – and once a month throughout the school year	SLT members representing committees
Write or revise the vision statement for each PS 29 Committee, which will be posted on our website for transparency.	PS 29 community	September 2014 – June 2015	Committee members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent volunteers, community partnerships, scheduling in-school and out-of school events, coordination of DOE permits

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Each committee will have a draft of their vision statement by February 2015 & shared with SLT. SLT will provide feedback to ensure that each committee's vision is aligned with the vision of PS 29.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	TCRWP reading level; state tests; report cards	Guided Reading, e.g., LLI; Word Study, e.g., Foundations, Words their Way, Wilson; Vocabulary; Phonemic Awareness; Reading Comprehension; Writer’s Workshop; Reader’s Workshop	Targeted or strategy, small-group, one-to-one	During the school day within the classroom & occasional pull-out
<b>Mathematics</b>	Mid and end-of-unit assessments; state tests; report cards	Teacher-developed practice materials; Support/enrichment differentiated pull-out periods; Supplemental support	Targeted or strategy, small-group; one-to-one	During the school day in differentiated support/enrichment groups; During the school day within the regular daily classroom lesson
<b>Science</b>	Mid and end-of-unit assessments; lab reports; report cards; 4 <sup>th</sup> grade science exams	Modified curriculum; hands-on inquiry and investigations	Targeted or strategy, small-group; science lab; heterogeneous or homogeneous groups; one-to-one	During the school day; periodically during lunch and/or after school
<b>Social Studies</b>	Projects; unit assessments; report cards	Guided reading; Vocabulary; Reading comprehension; Writer’s workshop; Reader’s workshop	Targeted or strategy, small-group; one-to-one	During the school day within the regular daily classroom lesson
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Observations; screenings; parent-teacher meetings	At-risk counseling	Needs-based: one-on-one or small group	During the school day: pull-out model

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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 1<sup>st</sup> 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 [i](#).

**Part I: School ELL Profile**

**A. School Information [i](#)**

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>029</b>
School Name <b>John Harrigan</b>		

**B. Language Allocation Policy Team Composition [i](#)** 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 <b>Rebecca Fagin</b>	Assistant Principal <b>Halee Hochman/Dawn Pender</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nicole Nadeau</b>	Guidance Counselor <b>Cara Turnbull</b>
Teacher/Subject Area <b>Pat Garvey / Intervention</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Monica Guterrez Kirwan</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>749</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>2.94%</b>
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# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2	0	1	2								9
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>9</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	7	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	0	0	7	0	4	0	0	0	22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	15	0	0	7	0	4	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	0	0	2								6
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic	0	2	1	0	1	1								5
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian	0	0	0	0	0	1								1
Other	2	1	1	0	1	2								7
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>22</b>						

## 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)	4	1	0			1								6
Intermediate(I)		1	1			2								4
Advanced (A)		2	3		3	4								12
Total	4	4	4	0	3	7	0	0	0	0	0	0	0	22

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4				2		7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 29 used the TCRWP running records to assess early literacy skills of all of our students including our ELLs. TCRWP running records assesses decoding skills, fluency and comprehension (literal and inferential) abilities. This information helps us to assess what stage of literacy development our students are in during various times throughout the year. Students are formally assessed three times

throughout the year. Analysis of the data collected using the running records allows teachers to determine if and when students can move to higher independent reading levels as well as what they continue to struggle with in terms of reading development. In Kindergarten and 1st grade students are also assessed on Concepts of Print, letter identification (upper and lower case) and letter-sound recognition. Based on the results, classroom teachers then teach the letters and sounds students do not know in a small group or on a one-to-one basis. We use spelling inventories from "Words Their Way" to see where each student is in terms of spelling development. We use this data to group students in word study groups according to their stage of spelling development. All data informs our school's instructional plan. Based on the results, classroom teachers, in accordance with the ESL teacher, make decisions on student groupings and how individual lessons will be taught. As progress is tracked over time, a full child study committee might be assembled to collaboratively discuss how all of the support staff members at the school can best support the academic and social/emotional development of a child.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. After reviewing and analyzing the assessment data, we do notice some patterns across proficiency levels and grades. We have 22 ELLs in grades K, 1, 2, 4, and 5. This year, 13 out of 22 ELL students are Advanced, which is over half of our ELL population. 10 of our 31 ELL students that were in the ESL program last year achieved Proficient on the 2013 Spring NYSESLAT. Six ELL students are Intermediate and 3 are Beginner. We have Advanced students on every grade. We only have Beginners in Kindergarten and 1st grade. The only exception to that is one 5th grader who is in the 12:1 self-contained special education class. He has been a Beginner for three years.

Three Kindergarteners took the LAB-R and based on the results two are considered Advanced and one is Intermediate. Our other Kindergartener ELL student is repeating Kindergarten and based on the NYSELAT is a Beginner. One 1st grader took the LAB-R and is a Beginner. Based on the NYSELAT, two 1st graders are Advanced and one is Intermediate. Results of the 2nd graders who took the NYSELAT are: two are Advanced (one is a holdover) and two are Intermediate (one holdover and one going through an initial evaluation process). One 4th grader took the LAB-R this year and is Advanced. Two 4th graders are Advanced based on the results of the NYSESLAT. With regards to our 5th graders, four are Advanced, two (who are in the 12:1 self-contained) are Intermediate and one is a Beginner (also in the 12:1).

After looking at last year's data we notice the following:

Kindergarten:

- 2 students moved two proficiency levels from Beginner to Advanced
- 1 student moved one proficiency level from Beginner to Intermediate
- 1 student did not move proficiency levels. She is currently repeating Kindergarten.
- Overall 3 out of 4 ELLs moved one or more proficiency levels

First Grade:

- 3 students moved three proficiency levels from Beginner to Proficient
- 3 students moved two levels from Intermediate to Proficient
- 2 students moved one level from Beginner to Intermediate
- All eight 1st graders move one or more levels

Second Grade:

- Both of our 2nd graders moved up one level
- One student moved from an Intermediate to Advanced
- One student moved from Beginner to Intermediate

Third Grade:

- Two of our 3rd grade ELL students moved from Advanced to Proficient
- One moved from Intermediate to Advanced
- One newcomer was Advanced according to the Fall 2012 LAB-R score and achieved an Advanced level on the NYSESLAT
- Three out of the four 3rd graders moved up one level

Fourth Grade:

- All three of last year's 4th grade general education students remained at Advanced
- One student who has an IEP and is in the ICT class moved one level from Intermediate to Advanced
- One of the 4th grade self-contained special education ELL student from last year moved from Beginner to Intermediate. The student had been a Beginner for two years.
- The other two 4th grade self-contained ELLs did not move levels. One remained at the Intermediate level and the other remained at the Beginner level.
- Overall two 4th grade students with IEPs moved up one level, two students with IEPs remained at the same level and three general education ELL students remained at the same level

Fifth Grade:

- One 5th grade moved two levels from Intermediate to Proficient
- One moved one level from Advanced to Proficient
- One ELL student with an IEP in the ICT class remained at the Advanced level
- Two self-contained special education 5th graders did not move levels. One remained a Beginner and the other remained an Intermediate.

Analysis of last year's data:

-Most of our Beginners and Intermediates are in grades Kindergarten through 2nd. All of these ELL students have been receiving services for less than two years. The one 2nd grader who moved from Beginner to Intermediate has only been in the program since the end of 1st grade. All but one of the 14 students in grades K-2 moved at least one level and nine of those students moved at least two or more levels.

-All of our returning ELLs in 3rd grade moved at least one level. Our 3rd grade Newcomer is Advanced.

-The 4th grade is the only grade where the majority of the students did not move levels. However, two of the three general education students were Newcomers. This is their first time taking the NYSELAT and they both received a raw score that put them in the Advanced level. Our two remaining ELL students did move levels and remained at Advanced. One of our returning self-contained ELL-SWDs finally moved from Beginner to Intermediate. The other two ELL-SWDs remained at the same level.

-Our two 5th grade general education students moved at least one level and both received a proficient score. Our one ICT ELL student remained at the Advanced level. Our two 5th grade 12:1 self-contained special education students remained at the same levels.

When looking at the data for our students who have taken the NYSELAT at least two times, there appears to be some patterns. The lower the grade level the more levels the students were likely to move and thus more likely to test out of ESL. Students with more years of service were more likely to move fewer levels or stay at the same level.

3. How will patterns across NYSELAT 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 [AMAQ tool](#))

3. Once the AMAQ is approved, our school will use the data and information from the results of the 2013 NYSELAT modalities to analyze and determine patterns for our students. The NYSELAT results in the modalities of reading/writing and listening/speaking demonstrate that we will continue to put an emphasis on the teaching of reading and writing in order to help our ELLs meet standards. Our ESL teacher and administrators review the data—groups are formed and this information is then shared with classroom teachers who have ELLs in their rooms. Related Service providers also assist in making instructional decisions when a student is mandated for a related service.

4. 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?

A. Of our 4th and 5th graders, which total 10 of our ELL population, 7 are advanced. One is still a beginner and two are intermediate. These three students are in the special education self-contained classroom. When looking at the other state tests, we can clearly see that our ELLs need extra support meeting ELA standards. Of our three 4th graders, only one took the 2013 Common Core Aligned NYS ELA Exam in 3rd grade. The student scored a level 1. One of our current 4th graders is new to the country and did not take state exams last year. The other 4th grader was exempt from taking the NYS ELA exam last year. Five of the seven 5th graders took the 2013 Common Core Aligned ELA exam in 4th grade. These five students all scored level 1. Three of seven 5th grades are in the self-contained 12:1 class and one is in the ICT class with an IEP. Two of our current 4th graders and two of our current 5th graders were exempt from taking the ELA last year (2013). For the most part our ELL students fared better on the 2013 Common Core Aligned NYS Math exams. Both 4th graders scored a level 2 on their 3rd grade exams. Two out of the three students in the 5th grade self-contained class scored a level 1 and one student scored a level 2. The 5th grader in ICT with an IEP scored a level 3. Of the three other 5th graders who are in general education classes, one scored a level 1, one scored a level 3 and one scored a level 4. We also observed that our ELL students did better on the 4th grade Science exam. Seven students took the Science exam last school year. One student, who is in the special education 12:1 class, scored a level 1. Four students scored a level 2. Two of these students are in the special education 12:1 class, one student is in the ICT class and one is in a general education classroom. Two students in general education scored a level 4. All students choose to take state exams in English. Students took the tests in English.

B. We do not use ELL Periodic Assessments. PS 29 uses other assessments throughout the school year to assess student progress.

School administrators' review reading levels and running record assessments on an interim basis and track trends across the school and within subgroups, of which the ELLs are a part. The data is collected by our Data Specialist, Susannah Sperry. She compiles and organizes the data based on various factors, such as ELLs, reading below grade level, etc. The data is given to all classroom teachers, service providers, the ESL teacher, Nicole Nadeau and the administration. We look at students decoding abilities and how they fared answering the comprehension questions. The ESL teacher, in collaboration with classroom teachers, directly uses the information on a daily basis as they form strategy groups and plan their conferences.

C. When analyzing the assessments we use at PS 29, we are finding that our ELL students struggle most with inferential comprehension questions and summarizing what they have just read. They fare better answering literal comprehension questions. Reading levels range from meeting grade level expectations to approaching grade level expectations. All assessments are given in English. Responses both oral and in written form are done in English as well. Students have access to books in their native language and when appropriate or necessary are asked to write in their native language. However, assessments are give 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](#).)

PS 29 uses the data to guide instruction for ELLs within the Response to Invention (RtI) framework. Our Child Study / LAP team meets regularly to discuss our ELL students, analyze their data, and discuss interventions to be used by both the classroom and ESL teachers. When appropriate the classroom teacher is part of our Child Study team. The administration works with our ESL teacher to assist her in making her schedule so that it meets the needs of our ELL students, planning appropriate lessons, and discussing issues and concerns related to our ELL population. Based on our data from NYSESLAT, NYS exams, formal assessments, and informal assessments, our intervention plans focus on language development, reading development, writing development, and content area development. Interventions are put in place to support students who are not meeting grade level expectations. Interventions for reading development include, but are not limited to, developing ideas about character, setting and plot, as well as supporting answers and ideas with evidence from the text. Teachers model this work through shared reading, close reading of texts, interactive read alouds, and guided reading. Interventions to support vocabulary development is embedded throughout reading and writing activities. In writing, students are provided sentence starters, graphic organizers, and writing tools to help plan and develop ideas. Instruction is explicit and modeled before students are expected to work independently. Feedback is ongoing between teachers and students. Feedback is used to set goals and assess student progress. As interventions (Tier II) are provided to students, the teacher meets with the Child Study team. During these sessions, the teacher presents what interventions have been used, analysis of student progress and together next steps are established.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We at PS 29 make sure that a child's second language development is considered in all instructional decisions. When planning for a particular unit and specific lesson within that unit, oral language, reading, writing, and spelling development is addressed so that our ELL students are developing their second language. Teachers, in collaboration with the ESL teacher, make sure lessons take into account oral language skills and understanding. Lessons in all content areas are comprised on reading and writing activities. Teachers model, provide time for students to work collaboratively with one another, and practice these skills independently on an ongoing basis. The decisions made when planning various instructional units and lessons take into account second language development. In addition information regarding a student's educational history and background are taken into account when making instructional decisions and planning for units and lesson in all content areas.

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?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

## 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](#).)
  1. In order to identify possible English Language Learners (ELLs), the fully certified English as a Second Language (ESL) teacher at PS 29, Nicole Nadeau, administers the Home Language Identification Survey (HLIS). Our fully licensed ESL teacher, Nicole Nadeau, is responsible for conducting the initial screening and administration of the HLIS and LAB-R; this pedagogue speaks English and is licensed in ESL and Common Branches. The survey is administered at registration for families that are new to the NYC Public School system. Every family that is new to the NYC Public School system is mandated to complete the HLIS. The HLIS is a document used to identify if a language other than English is spoken at home. The HLIS is given in the individual family's preferred language. Based on the answers given when completing Part I of the survey, a student is identified as having a home language other than English when at least one of the first four questions (1-4) indicated the student uses a language other than English AND at least two of the last four questions (5-8) indicated the student uses a language other than English. In addition to having families complete the survey, our ESL teacher conducts an informal oral interview in English, and when necessary a translator conducts the interview in the child's native language. If needed, translators are available during registration to answer any questions families may have about the HLIS and other needs they may have. The home language is established by the review of the HLIS responses in conjunction with the informal interview administered to both parent and child.

Once the survey and informal interview is completed, our fully licensed ESL teacher, Nicole Nadeau, reviews the HLIS and uses the previously stated formula to identify a student as using a language other than English. She then completes the staff related sections of the HLIS and signs the document in the designated places. Once she has identified a student as using a language other than English, Nicole Nadeau, our fully licensed ESL teacher, administers the Language Assessment Battery Revised (LAB-R) test. The LAB-R is administered to a newly enrolled NYC Public School student who has been identified as using a language other than English at home within 10 days of registration. Our fully licensed ESL teacher administers the LAB-R in accordance to the LAB-R Administration Manuals and following the directives in the "NYC DOE Assessment Memorandum for the Administration of the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for General and Special Education Students". The LAB-R is given according to the grade level of the newly enrolled student. A fully licensed, Spanish speaking pedagogue administers the Spanish LAB. We follow the same procedures and guidelines for administering the Spanish LAB as stated for the LAB-R. The Spanish LAB is also given to all entitled students with a home language code of SP within 10 school days of initial enrollment. Starting on February 1, 2014, students identified as using a language other than English at home will be administered the NYSITELL, which is replacing the LAB-R test.

If students receive a raw score of 26 or less on the LAB-R, they are eligible for ESL services and will continue to receive ESL support services until they receive a "Proficient (P)" score on the New York State English as a Second Language Achievement Test (NYSESLAT). This state test is given to all continuing ELL students in the spring. Therefore, after students are identified and placed, they take the NYSESLAT every year to determine continued eligibility and progress until they score proficiency.
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.

After newly enrolled ELL students are identified, they are placed in a mainstream class where the ESL teacher will provide ESL services via a pullout program until parents choose the program in which they would like their child placed. The three language programs that are offered to ELLs in NYC are Transitional Bilingual, Dual Language, and Freestanding ESL. A Parent Orientation is offered to families of newly enrolled ELLs after their child is identified as needing ESL services, which is based on the LAB-R test results. The orientation, led by our fully licensed ESL teacher Nicole Nadeau, provides parents information to ensure that parents fully understand their rights and the three program options available to their children as ELLs. The fully licensed ESL teacher sends home an entitlement letter along with the LAB-R score both in English and their home language, when available. In addition to the entitlement letter and LAB-R scores, a packet is sent home that includes the Parent Survey, Program Selection Form, and a brochure explaining the three program choices. These forms are sent home in English, and when available the families home language. Families are instructed to bring these forms with them on the day of the orientation. Additional information is also presented to parents at a scheduled Parent Orientation.

On the day of the Parent Orientation, families watch a video in English and their home language (when available). If the video is not available in the home language needed, a translator explains the information presented in the video. The video explains the ELL services in order to further assure parents understand their choices. After the video the fully licensed ESL teacher, along with the help of translators and Parent Coordinator, Monica Guterrez Kirwan, explains the three program choices. The ESL teacher also answers any questions about the programs during and after the orientation. Translators assist in presenting information and answering questions. The fully licensed ESL teacher then goes through the Parent Survey and Program Selection Form. She goes through each question to ensure all the information has been presented and that the families understand the information. Lastly, she

explains the choices the city offers and asks the families to number their first through third choices on the selection form. It is at this time, that she explains that if PS 29 ever has enough ELL students with the same home language and their parents choose one of the two Bilingual programs as their first choice, that the school is then mandated to open that bilingual class. It is also explained that if parents choose one of the other two programs as their first choice, they have a right to place their child in another school that program is available. It is also explained that if they choose another program other than Freestanding ESL as their first choice and they do not want their child to go to another school, then their child will remain in Freestanding ESL at PS 29 until either they test out or a class with that option opens up at our school. In the future, if we should ever have the number of students needed to open up a TBE or DL program, we will notify parents in writing and by phone in both English and in the home language, when necessary, that based on their previous 1st choice (TBE/DL) for their child's language program, the program has now become available and that their child will be placed in this program based on that choice.

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 [\[see tool kit\]](#).)

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

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.  
ELL students are placed in a bilingual or ESL instructional program based on the parent survey and the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8 and 20 or more on a single grade in high school. Therefore, if we ever have 15 or more ELL students who had the same home language in two contiguous grades and whose parents chose TBE as their first choice for their child's language program or 15 or more ELL students who had the same home language in two contiguous grades and whose parents chose Dual Language as their first choice for their child's language program, PS 29 would open that class, as per parent choice and the city regulations. A placement letter is sent home in the parents' preferred languages and a copy is placed in a file called "Placement Letters" for the current year. As stated above, once we give the LAB-R to students and their test score shows they are in need of ESL services, we place the students within the first 10 days of registration in a mainstream classroom where they will receive Push-in/Pull-out ESL services. If his/her parent should choose a different program, we will place them in the program if we have sufficient numbers to enable us to open up either a Dual Language class or a Transitional Bilingual class. Should we not have enough students to open a class and the parent want their child placed in one of the bilingual classes and the parent wants to transfer their child to one of these two programs if available at another school, we will try to find the closest possible placement. When needed, translators are used to explain program choices and families' rights. The fully certified ESL teacher maintains a clerical file for every student, which is stored in a file cabinet in the ESL teacher's room. Placement letters are maintained in a file for the current school year. The continued entitlement letter records are maintained in another file for the current school year; both files are maintained in the compliance binder.
5. 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.

Various steps are taken at PS 29 when administering all sections of the New York State English as a Second Language Achievement Test (NYSESLAT). We used the RLER (ATS report) to determine which students were eligible to take the NYSESLAT. Over the month, which the state designates as the time frame to administer the speaking portion of the test, our school schedules to test students individually as specified by the NYSESLAT testing manual. For this section, a certified teacher other than the one providing students ELL services, Nicole Nadeau, administers and scores each student's exam. Pat Garvey, a fully licensed general education teacher and Melissa Bades-Golden a fully licensed special education teacher, helped administer and score the exam. During the two week window that that state designates for the administration of the listening, reading and writing sections schedules are developed to ensure that students are given all portions of the test. The schedule designates different components are given on different days to ensure that all students are administered all sections of the NYSESLAT. The portions of the exam are done in small group based on grade level. When applicable, testing modifications are in place for ELL-SWDs. The writing section of the test is scored by a group of at least 3 teachers. This team is comprised of teachers other than the teacher providing ELL services. The team is trained and scores collaboratively to ensure consistency.

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 the Parent Survey and Program Selection forms from the past few years, the trend in program choices continues to be Freestanding ESL as the first choice for our families at PS 29. Over the last three years, only two new admits chose a program other than Freestanding ESL. One kindergarten family whose first language is Spanish chose Transitional Bilingual Education (TBE) as their first program choice. This is the only family out of the 22 current ESL students who chose TBE. One of our Arabic speaking 1st grade families chose the Dual Language program (DL) last year as their first choice. Only one other student in the school chose Dual Language as their first choice and that was a family of a student whose other language is Spanish not Arabic. So, therefore, our ESL push-in/pullout program is in direct alignment with the majority of parent requests, as per the Parent Survey and Program Selection Forms. There are no more than three students who speak the same home language between two consecutive grades and only three students out of our total ESL population of 22 chose a program other than ESL. However, if we should ever have an increase in the amount of ESL students who speak the same language in two consecutive grades and enough families choose one of the bilingual programs, we will open a class that services that particular program.

## 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])?
 

At PS 29, students receive ESL services through a push-in/pull-out organizational model. The services are primarily provided using a pull-out organizational model. Students are grouped both heterogeneously (mixed proficiency level) and homogeneously (same proficiency level) based on NYSESLAT scores. Students work in small groups with the ESL teacher. Classes are organized by grade with additional ELL instruction scheduled for our Beginner and Intermediate students. Some classes are comprised of students within two grades (multi-grade).
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)?
 

At PS 29, the fully certified ESL teacher provides each ELL student with her or his mandated time of ESL instruction, 360 minutes for Beginning and Intermediate students and 180 minutes for Advanced students through the push-in/pull-out model. Scheduling is done according to proficiency level. Classes are scheduled so that Advanced ELLs get a minimum of 180 minutes a week of ELA instruction in his or her classrooms. The fully certified classroom teachers provide the ELL students with the mandated ELA minutes as per CR part 154. Our school uses a Balanced Literacy approach to learning, so students get consistent literacy input, helping them with Language Arts in English.
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.
 

At PS 29 classroom teachers deliver all content area instruction, with the exception of Science. All content areas are taught in English. We use a Balanced Literacy approach to learning. We follow Teachers College Reading and Writing Project curriculum for reading and writing. Using the workshop model, we incorporate units of study to align our reading and writing instruction. Every Kindergarten class is using Foundations to teach phonemic awareness. For spelling and word study, teachers and grades use a variety of programs. Words Their Way is one program used to teach spelling and word study. For mathematics, classroom teachers are combining the TERC Investigations curriculum and modules from NYS Common Core Mathematics curriculum. Science is taught out of the classroom. All of these programs and curricula are aligned to the Common Core Learning Standards. Science teachers use FOSS kits and additional supplemental materials.

In ESL class, a variety of content areas are addressed. Instruction is divided so that time is spent on various content area language development. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across content areas. Our ESL teacher does shared reading and guided reading with her students to work on and build upon reading strategies taught in the classroom. She specifically has been working on summarization and inferring strategies. Classroom teachers and the ESL teacher work together to support the needs of our ELL students.

Classroom teachers and the ESL teacher use technology to support ELL learning. Teachers are having students listen to books using tape players or personal MP3 players while following along in the book. They are allowing students to use computers to access online dictionaries and translating programs for writing. Students are also using computers to access math and reading websites in order to support multi-sensory learning. Additionally, teachers use technology to support multi-sensory learning of subject areas as well as, the document camera, or enlarged print document reader, to model language and skills and for shared reading and writing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

PS 29 works to ensure that when possible and relevant, ELLs are evaluated in their native language. When Spanish speaking ELLs are administered the LAB R and then are identified as needing ESL services, we administer the Spanish LAB to assess their level of proficiency in Spanish. For Beginner students, when books are available we encourage them to read in their first language while teaching them to read in English. We also encourage students to write in their first language while developing their writing skills in English. When students read or write in their first language we assess this work when appropriate. The materials and content they are reading and writing about would also reflect current units of study. If we were ever to have sufficient numbers to warrant opening a bilingual class, we would have assessments in the first language to assess listening, speaking, reading, and writing levels in the first language. The certified bilingual teacher would administer these assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year. At least three times

throughout the year ELL students are administered formal running records to assess reading development. Running records assess fluency, decoding, and comprehension (both literal and inferential). To assess writing development, students are asked to complete on-demand writing assessments at least three times throughout the year. Based on the on-demand assessments, students' abilities are assessed, goals are set, and specific feedback is provided so students can progress. Speaking and listening is assessed through various discussions and read alouds with questions. Speaking and listening skills are assessed based on how students respond to each other's ideas and questions, elaborate and build off of one another's thoughts and engage in conversations among peers.

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

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

b. We try to support the acceleration of language learning in many ways for all ELLs, but especially for our Newcomers (students who have been in US schools less than three years) because NCLB now requires ELA testing for ELLs after one year. Some of the supports we use for our Newcomers are peer "buddies," or students who speak the child's first language and/or who will prove to be an aide to the student both emotionally and academically; we will also maintain an ongoing dialogue with the families through use of translators, if needed. Our newcomers will receive six one-hour periods of ESL a week if they are considered Beginners or Intermediate. Also, when students arrive from another country and are in the New York City school system for the first time, we invite them to participate in "Early Risers", our extended day program, to give them extra language support and to help them with the adjustment to a new culture.

c. In order to target the areas where ELLs need support, what have looked at NYSESLAT sub-tests and overall testing data. This school year (2013-2014), we will continue to provide interventions for our 4th, 5th and 6th year ELL students who have not yet met the performance standard in writing. During the pull-out sessions, the fully certified ESL teacher will have students work in small groups and/or will confer one-on-one with students. The following strategies and supports will be used during these sessions to support the development of thinking and writing skills:

- Shared writing to model and support the development of writing sentences, paragraphs and essays
- Looking at mentor texts of writing with students to identify parts of sentences, paragraphs, essays and overall good writing strategies
- Pre-teaching key vocabulary words that are used in essay writing by writing them on charts and then modeling how to use these words to write an essay
- Teaching students how to use charts we created to write sentences, paragraphs and essays
- Teaching and modeling how to use graphic organizers to help develop ideas for planning and writing through the use of the document camera to enlarge a piece of text

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

This school year (2013-2014), we will also continue to provide interventions for our 4th, 5th and 6th year ELL students who have not met the performance standard in reading. During ESL pull-out sessions, the ESL teacher will work with small groups and/or confer one-to-one with students. The following strategies and supports will be used during these sessions to support the development of reading skills.

- Shared reading using the document camera and the computer based program Reading A to Z to model and practice fluency, vocabulary development and reading strategies
- Use guided reading and reading skill packets to model reading skills and strategies and to give students who need the extra support of guided and peer practice
- One-to-one conferring with students to check in and make sure they are independently using and applying new reading strategies to comprehend and deepen understanding

We are also using supports and interventions in the classroom for our mid-year ELLs. Classroom teachers use a computer based

reading program called Raz-Kids and supplement work with Reading A to Z. In order to support reading development classroom teachers have students:

- Listen to books on Raz-Kids one level above their independent level to listen and practice fluent reading and the sounds of new words. While listening to the passages, students track the words that are read aloud as they are highlighted in front of them on the screen.
- Record themselves reading books aloud after having listened to the book at least once. The student and teacher can listen to the recording for fluency and self-monitoring.
- Have students use different kinds of teacher created graphic organizers and materials to hold students accountable as they keep track of information and meaning as they read
- Use computer based programs to click on words when the student cannot use one of their reading strategies to figure out how it sounds or what it means
- Monitor comprehension through end of book quizzes and by completing their skills worksheets from Raz-Kids and Reading A to Z.

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

e. Students who are former ELLs (in years 1 and 2 after testing proficient) will continue to be supported in the classroom. Together the ESL teacher and the classroom teacher work together to support continued language acquisition. Modifications to assignments, availability and use of graphic organizers, and additional small group work in reading and writing will be provided to former ELL students. Former ELL students will be invited to attend our Early Riser program for additional individualized support. All of our transitioning ELLs are monitored through our Child Study/LAP team in order to keep track of their process. The team ensures that they receive additional support and interventions if they are not meeting grade level standards. Former ELL students in testing grades (3-5) continue to receive testing modifications (extended time and separate location) provided for them by the city and state for the first two years after testing proficient.

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?

There are many instructional strategies and grade-level materials our fully certified teachers of ELL-SWDs (Students with Disabilities) use that both provide access to academic content areas and accelerate English language development. Teachers use a variety of technology for entry points into content to access and broaden understanding. Our fully certified general education, special education, and ESL teachers use the document camera and Smart Board to provide enlarged text and visuals to support students with special needs within the context of the curriculum by modeling reading, writing, and math strategies, and for conducting shared reading and writing with students. Our special education students use the computer during reading, writing, and math for a multi-sensory approach to learning. Many of our ELL-SWDs are also using tape players or personal MP3 players. All of our teachers who work with our ELL-SWDs also use leveled texts to support the varied reading levels of our students and use either guided reading or one-to-one conferring to teach new reading strategies that will help students become stronger readers. We use the reading workshop model and Words Their Way for word study at PS 29, but we also have Wilson trained teachers who help our struggling readers and writers who need extra support with phonemic awareness. Our 12:1 self-contained special education class has just begun implementing a two year Wilson program. Teachers meet with service providers on a regular basis to discuss, plan, and modify work for our ELL-SWDs.

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?

PS 29 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. (4 of our 22 ELLs have IEPs. An additional ELL is in the referral process. Three of our ELL students are in the self-contained 12:1 classroom and one student is in the ICT classroom.) Students are serviced per their IEPs. The ESL teacher works closely with the classroom and/or special education teachers to plan appropriate supports and to use both ESL and Special Education strategies. When appropriate, we are mainstreaming our ELL-SWDs into general education environments. We service these students in the general education environment by providing them with the appropriate accommodations and modifications, such as an alternate language paraprofessional. The ELL teacher services all students with IEPs in small groups with other general education ELLs with the appropriate accommodations.

**Courses Taught in Languages Other than English **

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

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

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

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

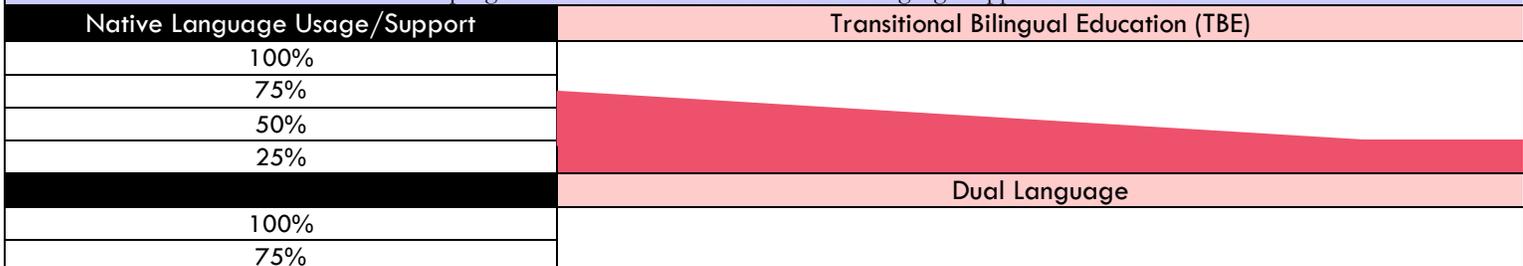
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- PS 29 offers a range of intervention programs that support the special needs of our ELLs in the content areas. All of our ELLs are invited to participate in our "Early Risers" program. Our "Early Riser" programs provides small group, targeted intervention in reading, writing, and/or math, depending on the individual needs of each student. The "Early Risers" program offers differentiated instruction based on the needs of the students. All of our Kindergarten classrooms, which include our newcomer population, are using the Foundations program to teach direct phonemic awareness instruction during the regular school day. For students who need additional support in phonemic awareness, teachers will teach additional small group lessons. ELL students in 1st and 2nd grade who need targeted interventions engage in Literacy Intervention Program (LLI) from Fountas and Pinnell. It is a targeted intervention program that focuses on reading, writing, and spelling development. Students who need targeted intervention for phonemic awareness participate in Foundations work in a small group setting. The lessons also provide strategies for working with ELLs. ELL students in 4th and 5th grade do small group Wilson Intervention work focusing on reading and spelling development. All of our ELLs benefit from a computer-based reading program called "Raz-Kids" and small group Guided Reading intervention led by both the ESL and classroom teachers; teachers also confer with students 1:1. In terms of math support, students benefit from the computer-based math program, "Ah Ha Math" and "Smart Math" as an additional intervention for students. 1st and 2nd grade ELLs use "Key Skills" as another computer-based intervention to support Math learning. All intervention services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At PS 29 1/3 of the students receiving ELL services last year, tested proficient and thus tested out of ELL services. Our current program is effective in meeting the needs of our ELL students. Communication between the classroom teacher and ESL teacher is ongoing in order to incorporate aspects of grade level content and units of study.
11. What new programs or improvements will be considered for the upcoming school year?
- This year our ESL program will be entirely pullout. This is necessary to accommodate the needs of the students and scheduling. ELL students are in various classrooms on different grades. During ESL classes, more shared and guided reading lessons will be taught to address the needs of the ELL students. This is based on analysis of classroom and testing data. In addition more grades are using the Foundations program.
12. What programs/services for ELLs will be discontinued and why?
- Due to the fact that ELL students have been placed in different classrooms, the ESL program will be completely pullout. Student grouping, which is based on proficiency level, is mixed grades and another reason as to why the program can no longer be push-in. Additionally there is no space in the PTA after school program, Kids Club, so at this time none of our ELL students are participating in the program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our students, including our ELLs, are offered equal access to all school programs. Letters go home in different languages when needed and/or when they are accessible. We also use translators to help us notify parents of programs and to answer questions parents might have. All ELL students participate in class trips, publishing celebrations and class events. Translated permission slips and invitations are sent home when needed and/or accessible. We do not have Title III funds. In addition to the after school program, we have sports (running club), drama (5th grade play) and band / chorus for 3rd through 5th grade students before, during, and after school that are free and part of the collaborations we have with outside companies and programs. Almost all of our ELLs choose to be in one or more of these activities. All 5<sup>th</sup> grade students participated in Fight to Be Fit, which is an exercise program led by our Physical Education teacher Kathy Nobels. All 4<sup>th</sup> grades participated in ballroom dance, an outside program that takes place for 12 weeks once a week during the school day.
- ELL students in grades 2-5 are offered after school homework help. This program is led by our fully licensed ESL teacher, Nicole Nadeau and takes place at our school for an hour and a half. The program is free and all ESL students are invited to attend.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- There are a variety of instructional materials, including technology, used to support ELLs that have already been mentioned. All classrooms have document cameras, projectors, laptops and computers. Some classrooms have Ipads or tablets as well. Our curriculum and intervention programs in all subjects and content areas use a multisensory approach to include all types of learners. Our balanced literacy program immerses students in multiple opportunities to read independently, read with the whole class and be read to throughout the day. Books based on a child's reading level are accessible to all students. Students read books on their

reading level both in school and at home. ELL students have access to books in their native language. This approach is extremely beneficial to our ELL students. Our Math program (TERC Investigations) encourages the use of a variety of manipulatives in order to solve problems. Science is hands-on where students engage in inquiry and investigations. Science labs have a variety of animals and materials for students to observe first hand.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Though we do not have a TBE or Dual Language program at PS 29, we encourage students who are new to the program or country to read and/or write in their first language if they can do so. We encourage this until they feel more comfortable using English. We encourage parents to continue to develop the students' first language at home by having students speak, read, and write in the first language when possible. The ESL teacher has books in Spanish in her library that she lends to students and parents.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All of our required support services and resources correspond to ELLs' ages and grade levels in order to support the curriculum and standards of each grade. Students receive ESL services based on the standards.
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.  
In order to assist newly enrolled ELL students before the beginning of the school year, the ESL teacher meets with them one-to-one to introduce herself and familiarize the students with the school in order to help them feel more comfortable before school begins. The ESL teacher also conducts an informal conversation with the student to informally assess their needs and to answer any questions the student or family has about the school and the ESL program. Translators are used when necessary.
18. What language electives are offered to ELLs?  
PS 29 does not offer any language electives.
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)?

Not Applicable

## 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.

Professional Development (PD) at PS 29 is continuous and ongoing for all teachers, including the ESL teacher, and all teachers of ELLs. Throughout the year, teachers engage in professional development opportunities that address reading, writing, mathematics and Common Core Learning Standards. Teachers, including our ESL teacher, are attending professional development workshops at Teachers College. These workshops are led by trained staff developers who are a part of the Teachers College Reading and Writing Project. The two workshops specific to working with ELLs are titled: *Adapting your Primary Reading Workshop to Provide Maximum Support for Your English Language Learners (K-2)* and *Supporting English Language Learners as they Learn to Tackle Higher Level Texts, Develop Stronger Comprehension Skills and Take Ownership of Their Learning In Readers Workshop (3-5)*. Teachers who attend these workshops will turnkey the information and strategies presented to other members of their grade and staff at PS 29. Our ESL teacher will attend ELL workshops that focus on reading and writing. These workshops are being conducted throughout the school year by the Office of English Language Learners to support teachers who work with ELLs.

The curricula we use for reading, writing (Teachers College Reading and Writing Project) and mathematics (TERC Investigation) contain suggestions for modifications, adaptations, and strategies to implement when working with ELL students. These curricula are aligned to CCLS. We are also incorporating math modules from NYS Common Core Mathematics Curriculum. Since this is new, we are providing professional development opportunities during the summer and the school year to support teachers as they implement the modules. Throughout the year, PS 29 works with two staff developers (K-2 and 3-5) from Teachers College Reading and Writing Project. During the 9 sessions, with each staff developer, time is spent working with classroom teachers analyzing student work, and planning lessons to incorporate modifications and supports for our ELL students. PS 29 also works with our network's math staff developer to provide support to our teachers in implementing the curriculum and making appropriate modifications. In addition to the outside staff developers and support staff provided to all teachers at 29, each grade has a designated Literacy and Math Leader. The leaders meet continuously throughout the year with a member of the administration to focus on supporting, developing, and planning aspects of the curriculum and making sure what we do on a daily basis is aligned to CCLS. Leaders turnkey information developed, planned and discussed at these meetings with the other members of their grade. During these meetings ELL students and students with special needs are discussed and teachers share ways to support and modify work so that is accessible to all students.

PS 29 conducts professional development on 20 Mondays after school throughout the year for all teachers and includes opportunities for inquiry groups with the ESL teacher and teachers of ELLs to collaborate and discuss ideas gleaned from shared reading of professional literature, classroom practices, and student data. These sessions also provide time for teachers to discuss units of study, plan curriculum aligned to CCLS, and develop strategies when working with our ELL students. As this takes place, the ESL teacher offers suggestions, provides input on optimal conditions for language acquisition, and answers questions to ensure a classroom environment that is conducive to acquiring English in a meaningful manner.

This year we have begun to use Foundations in our Kindergarten classrooms. The classroom and ESL teachers have participated in a full day of professional development around implementing the program and using it for intervention during one of our PD days in September. Throughout the year the teachers will engage in 4 days of professional development with a visiting Foundations coach. During these days teachers will be supported in the implementation of this phonics program not only for their whole class but also as they use it with small groups (intervention, ELL support).

The ESL teacher attends network meetings every other month with other ELL teachers and the ELL coordinator. These meetings provide support for our ELL teacher regarding standards, application of strategies, and methods of program delivery. The meetings are attended by ELL teachers throughout our network and are working meetings. Additionally the Assistant Principal also attends ELL Coordinator meetings held by our network and attends meeting conducting by the Office of English Language Learners. Information obtained during these meetings is turnkeyed to members of the staff.

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

schools.

The minimum 7.5 hours of ELL training for all staff is delivered throughout the year. During the start of school, Election Day, and the Chancellor's Day in June professional development sessions, ELL staff development will be provided for all teachers. Our ESL teacher delivers training on various topics related to English language acquisition. The ESL teacher also attends and delivers professional development to each grade (K-5) over the course of the year during grade meetings. Professional development is also delivered by members of our network and Teachers College. Records for the training are maintained by keeping records of sign in sheets, agendas, and notes from professional development sessions.

## 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?

Parental involvement at PS 29 is very strong. Throughout the school year, our Parent Coordinator collaborates with families, the PTA, the classroom parents, the administration and the staff to plan events that build community among and support the needs of our diverse student population. One of our community building activities includes our school wide Families as Learning Partners (FALP) on the first of Friday every other month. During this time all families are invited and encouraged to come and join their children in their classroom as they work on a particular learning activity in a specific content area, such as Math, Reading, Writing or Social Studies. During the 2nd or 3rd week of September every grade conducted a curriculum morning or evening (Pre-K and K) followed by a welcome breakfast. Families had an opportunity to listen to classroom teachers as they presented the grade's curriculum and addressed any questions. Following the curriculum presentations each classroom had a welcome breakfast that provided time for families to socialize and get to know each other. Teachers also invite families to come to attend class-publishing parties.

At the very start of school, our ESL teacher invites parents to the state mandated meeting explaining their choice of language learning programs. Once they have chosen their option, she offers another meeting to discuss the specifics of her ESL curriculum. At this meeting parents chose a time to meet with her individually to discuss their child's specific needs. Lines of communication are kept open through regular emails and phone calls.

During the 4th week of September we held a "Meet and Greet" in our auditorium. This was an opportunity for families to meet and hear from various service providers, including our ESL teachers. Prior to the meeting notices were sent out to all families. Our Parent Coordinator and ESL teacher arranged for members of our PS 29 community to act as translators for families who do not speak English.

We also have a Pre-K family room and a "Parent Room" where parents get information and support.

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

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

We evaluate the needs of our parents through the NYC School Survey, the work of the PTA, the work of our diversity committee, and through our network of class parents, organized by our Parent Coordinator. Our Parent Coordinator is our school's main connection between parents and the administration. Translation services are organized through out the school year. The parent coordinator assures that every student receives important documents in the correct language. She continuously asks teachers if translated notices are needed by any students in a particular class. Report Cards, for example are translated. We also have several staff members who speak the same home language of our ELL students. They are available to translate meetings and conferences. Oftentimes, weekly homework sheets and newsletters can also be translated. When there is a parent who speaks a language other than those represented by a member of our school community, we use the translation services offered by the Department of Education

The activities we have at our school have come out of some need or desire of parents and faculty to build our school community. For example, this year we are looking at either expanding the work of our diversity committee or creating a multi-cultural committee. This is a committee that a parent is interested in starting at PS 29 and has been working with the PTA and SLT to get it started. We continue to have parents volunteering at lunchtime to improve the quality of the lunch experience. Several of our ELL parents do this. The Families as Learning Partners helps bridge the gap between home and the classroom in order to help families better understand what it is going on in the classroom. All parents are invited to participate in all of our activities and to voice their opinions on creating new ways to support the needs of our school community. We use translators when necessary to let parents know about events, to communicate other important information, and to ensure their voices are heard.

### **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:

School Name: John Harrigan

School DBN: 15K029

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rebecca Fagin	Principal		11/13/13
Halee Hochman	Assistant Principal		11/13/13
Monica Guterrez Kirwan	Parent Coordinator		11/13/13
Nicole Nadeau	ESL Teacher		11/13/13
	Parent		
Pat Garvey / Intervention	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		
	Coach		
	Coach		
Cara Turnbull	Guidance Counselor		11/13/13
	Network Leader		
Dawn Pender	Other <u>Assistant Principal</u>		11/13/13
	Other _____		
	Other _____		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 15K029 School Name: John Harrigan

Cluster: 1 Network: 102/113

**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**

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

Translation needs are overseen by our Parent Coordinator with support from our ESL teacher. An initial survey of classroom teachers was conducted in September 2013 to elicit home language information based on the Home Language Survey and to identify which families require written translation and/or oral interpretation services. Our Parent Coordinator maintains a database of these families by classroom and by language. She makes this information centrally available through our website so that others (school counselor, school nurse, PTA) can access the data. Throughout the year, our Parent Coordinator surveys classroom teachers to assess the needs of our parents to determine if written translations or oral interpretations are needed.

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

Our data revealed that our translation needs are: Spanish, Arabic, and Mandarin Chinese. Our ESL teacher, administrators and Parent Coordinator all work closely with the staff and school community to assure that students' needs are met and that families receive pertinent information in their native language; meetings are also translated, as necessary. Our Parent Coordinator surveys all classroom teachers to determine which parents need materials and/or meetings translated; our Parent Coordinator maintains her own database, in which she records parents who need translation services. We have one family who needs Mandarin Chinese translations, four families who need Arabic translations and 6 families require Spanish translations; all 6 Spanish families and the one Chinese family require oral and written translation services through the Translation Services Unit or members of the PS 29 community. We also provide written translations for the Arabic family; they provide their own translations for oral communications.

## Part B: Strategies and Activities

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

. We use the data from the Home Language Identification Survey and the classroom survey that our Parent Coordinator conducted in September 2013 to provide written translations of notices and school information. We used this data to inform our needs of our ELL families. We ask staff members and /or family members to translate all pertinent or time-sensitive materials if there is no version available on the DOE website. When we are able to, we print out translated versions of notices from the NYC DOE website.

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

Oral interpretation for parent-teacher conferences, the ESL orientation for parents, and Service Providers "Meet and Greet" is provided by parent volunteers and school staff. Oral interpretation services are coordinated by our Parent Coordinator and ESL teacher.

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

Our Parent Coordinator is introduced at the September orientation for ESL families held by our ESL teacher. At this time, our Parent Coordinator informs families about the DOE translation unit and the ability for school communication to be sent out for translations for families who need this service. Our Parent Coordinator has a list of families that require translation and reaches out to them consistently throughout the school year to ensure their needs are being met. Families request that duplicate documents are still sent home in English, due to the translation component not being exact (either their children or another adult can clarify the information using both documents). Families are notified of who to contact when in need to translation and interpretation services by the Parent Coordinator and ESL teacher. Signs are posted in the front of the building notifying parents of translation services. Families are directed to the Department of Education's website for information regarding rights or parents to translation and interpretation services. In addition, classroom teachers and our class parent network inform our Parent Coordinator about other families requiring translation services.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: John M Harrigan School- PS 29	DBN: 15K029
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: intervention/push-in support
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program has two parts. One part will be an after school program for all English Language Learners in grades K-5. ELL students will be invited to attend this after program led by Elizabeth Kane and Nicole Nadeau. Elizabeth Kane is dually certified in special education and ESL. Nicole Nadeau is our fully certified ESL teacher. Students in grades K-2 will meet one day a week after school from 3:15-4:45. They will meet on Wednesdays with Nicole and another classroom teacher to support the group. The K-2 group will meet beginning January 8th until May 28th. The focus for this group will be on developing and strengthening phonemic awareness skills, decoding skills, and comprehension skills such as retelling. Students will also work on developing vocabulary skills in reading and social studies content. They will work on identifying and strategies for defining words to help them develop stronger understanding of the material. They will be working with guided reading texts, big books, and Foundations. The group will also work on developing number sense and math facts (addition and subtraction). They will use supplemental math books and math sheets (Mathematics Navigator, Engage NY modules). The upper grade group will be co-taught by Elizabeth Kane and another upper grade classroom teacher. They will meet two times a week after school from 3:15-4:45 on Tuesdays and Thursdays. This after school group will primarily focus on reading comprehension, both literal and inferential skills, sentence structure, writing in response to reading and solving math problems efficiently and effectively. Materials for this group will include short reading passages, Fontas and Pinnell Leveled Literacy Intervention (levels L-Q), writing prompts, story problems, NY Ready Math and ELA books, leveled text sets. The 3-5 program will begin December 3rd and go through May 28th. Social studies content will be embedded into the reading passages to support content area topics. Instruction will be delivered in English. The groups will not meet during the weeks of the State ELA and Math exams.

### Part C: Professional Development

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

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

Begin description here: The teachers who will be facilitating the program will receive professional development during the school day and after school throughout the year. Nicole Nadeau will attend a Teachers College (TC) calendar day works on topics geared towards working with our ELL students, as well as other reading and writing topics. On December 6, Nicole will attend a Teachers College workshop on supporting English language learners. The workshop will be 5.5 hours long and concentrated on developing stronger comprehension skills. Both her and Elizabeth will work with our TC staff developer 9 times throughout the year for two periods each time in conjunction with our reading and writing

### Part C: Professional Development

curriculum. The dates of these meetings will be: 11/18, 11/25, 12/2,2/10, 2/26, 3/3, 5/12, 5/19, 6/9. Elizabeth is part of a Teachers College study group that focuses on developing higher comprehension skills and content area reading and writing. This study group is led by a Teachers College staff developer. The group will meet 5 times throughout the year and is 5.5 hours per meeting. Nicole will attend professional development provided by our network for ESL at various times throughout the year. Both Nicole and Elizabeth are part of social studies professional development study group. The group will be led by a member of our network, Elise Abegg. The group will focus on content area vocabulary and making connections to reading. The group will meet 4 times during the year for an hour and a half. Elizabeth will be part of a math study group led by our network math coach, Kate Abell. The study group will meet all day at various schools. Additionally Kate will visit our school two times during the year to provide grade level professional support regarding our math curriculum and common core standards. Grades will meet with her for two periods (2 hours). Other professional development will be embedded into our school day and led by members of our school community to address common core standards and citywide expectations.

### Part D: Parental Engagement Activities

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

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

Begin description here: Activities will be provided to parents to support them and assist them in gaining a clear understanding of the curriculum, expectations, and ways to support their children at home. These parental engagement activities will take place at least three times throughout the school year often at the start of the school day beginning at 8:40. On September 24th there will be a "Meet and Greet" for families to meet and hear from various service providers. This is an opportunity for families to meet and hear from member of the school community. Nicole Nadeau will be presenting the ESL program and support she can provide students and families of ELLs. They will address the services they provide and how to best reach them with questions and concerns. Translators will be arranged by Nicole Nadeau, our fully licensed ESL teacher, and Monica Guterrez-Kirwan, our Parent Coordinator. Other parental engagement activities will cover topics that will relate to our curriculum, as well as reading, writing, and math strategies. Topics and strategies that directly pertain to ELLs will be addressed and focused on during these activities. In addition the activities will provide ELL families way they can work with and support their children at home. Grade specific Math Mornings will be held in October/November. Families will be invited to attend to learn about the math program, strategies, student expectations, and ways to work on math at home. These mornings will take place from 8:40-9:30 on 10/24, 10/25, 10/29, 10/30 and 11/1. These workshops will be presented by teacher representatives from each grade level. Families will be notified by our Parent Coordinator, Monica Guterrez-Kirwan via email and classroom teachers will notified families via hardcopies of newsletters. On Thursday, January 16th Reading Morning will take place for families. This will be facilitated by our Literacy Leaders (one teacher from each grade) and take place from 8:40-10:00. All families will be invited to attend to learn more about reading assessment, characteristics of reading levels and questions that can be asked while their child is reading at home. Families will notified by Monica Guterrez-Kirwan and the PTA. Individual meetings will be scheduled to support 5th grade students and

**Part D: Parental Engagement Activities**

families applying to Middle School. The meetings will provide an opportunity for a family member and our guidance counselor, Cara Turnbull, to review the application process and assist in completing the application. When necessary a translator will be present. Translators will be arranged by our parent coordinator or ESL teacher. When possible they will be members of our school community. Parents will be notified in writing and via email about upcoming events and workshops. Letters will be sent home to inform parents of upcoming activities. When possible, letters will be translated in a language other than English.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$7,712.73	Per session for after school program that focuses on literacy and math support 2 teacher x \$50.41 x 3 hrs x 19wks 2 teacher x \$50.41 x 1.5 hrs x 13 wks
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$ 3,487.27	Fontas and Pinnell Leveled Literacy Intervention Kit- 1 kit x \$3,320.00=\$3,320.00 NY Ready Instruction Guides (ELA) 7 copies x \$11.95=83.65 NY Ready Instruction Guides (Math) 7 copies x \$11.95= 83.65
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	\$11,200	_____

