Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 029 JOHN M. HARRIGAN**

Principal: **REBECCA FAGIN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 29 School Number (DBN): 15K029

Grades Served: PreK to 5th

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:

Parents' Association President:

SLT Chairperson:

Title I Parent Representative (or Parent Advisory Council Chairperson):

Student Representative(s):

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street, Room 501 Brooklyn, NY 11201

Director's Email Address: BFitzge2@schools.nyc.gov .

Phone Number: 718-225-5199 Fax: 718-935-4314

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Elisabeth Stephens	*UFT Chapter Leader or Designee	
Amy Metsch	*PA/PTA President or Designated Co-President	
Roseann Giglio	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Sara Thorne	Member/ Teacher	
Kim Van Duzer	Member/ Teacher	
Brigitte Burgler	Member/ Teacher/ SLT Co Chair	
Emily Butler Smith	Member/ Parent	
Steven Landis	Member/ Parent	
Paula Heitman	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gillian Simmons	Member/ Parent	
Gabriella Di Piazza	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	

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 new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.
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.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 th 2014 for which we received "Well Developed" with our final 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 were our areas of focus for the 2014-2015 school year. We will continue to deepen and strength this work in the 2015-2016 school year.

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 our in house staff development will focus on vertical teams that focus on cycle of inquiry based on a particular topic that is aligned with our school goals such as: student voice, assessment and technology.

This year, we will continue with our 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 continue to 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). Our goal for the 2015-2016 school year is to extend this work to our general education and specialty teachers. We will also be extending Fundations into our 2 nd grade classrooms. Starting this year Fundations, a multi-sensory phonics program will be in all kindergarten, 1 st grad and 2 nd grade classrooms. Further, this year's 2 nd graders will be our first cohort that has had explicit instruction in phonemic awareness and phonics in kindergarten and 1 st grade.

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 a number of years, and she will be assisting with training our 4 th graders in the fall of 2015, while our 5 th grade peer mediators will also play a role as "trainers." 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 Salvadori 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 will be our third year of producing a 5 th 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.) As we move into the 2015-2016 school year, we are taking this idea one step further by systematically threading *student voice and agency* as we've done this year – in addition to *diversity* and *service* into the community events that we have throughout the school year. Further, our families have been extremely supportive and we are fortunate to continue our school-initiatives that place value on these qualities – student voice, agency, diversity, and service - through the "29 Post," our student newspaper, our school-wide recycling program, brown bag lunches 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 implemented this curriculum and in the spring reflected on this work and continued to make revisions to grow and develop a strong and cohesive social studies curriculum. This year we will continue to find opportunities for new service projects to support and build upon the work the grades are doing in their planned units of study. This year we are also thinking about ways to support and plan opportunities for more student leadership through voice and agency (e.g. pre-k students will teach each other a topic of inquiry as part of their neighborhood study; 2 nd graders will create brochures and teach family members about the Brooklyn Bridge; kindergarten classrooms will study a particular aspect of the neighborhood and then act as tour guides when other classes and families visit; 4 th grades will create oral history reports that they record and share.) With regard to technology, we are very proud of what we have accomplished this past school year. We 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. All grades have successfully integrated Drive into how they collaborate with colleagues. Our upper grade teachers have used Drive as a tool with their students. This work has played a transformative role in strengthening intra-school communication; leveraging the resources from within by easing the exchange and preservation of ideas; and increasing transparency. For the 2015-2016 school year will continue to build on our technology goals. We will put more devices into classrooms for students use to support small group work and student independence. Staff members and grade teams will continue to use the PS 29 Google Drive to share materials, lesson plans and student work throughout all curriculum areas. This work and the work we will continue to do this year will pave the way for the ultimate focus of strengthening intra-school communication, leveraging the resources from within by easing the exchange and preservation of ideas and increasing agency.

15K029 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**844**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**N/A**	**% Attendance Rate**	**96.3%**
% Free Lunch	**10.0%**	**% Reduced Lunch**	**0.9%**
% Limited English Proficient	**2.9%**	**% Students with Disabilities**	**13.7%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.1%**	**% Black or African American**	**3.5%**
% Hispanic or Latino	**13.1%**	**% Asian or Native Hawaiian/Pacific Islander**	**7.3%**
% White	**72.5%**	**% Multi-Racial**	**3.5%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**2.18**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**12.4%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.4%**	**Average Teacher Absences (2013-14)**	**7.89**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**76.5%**	**Mathematics Performance at levels 3 & 4**	**79.8%**
Science Performance at levels 3 & 4 (4th Grade)	**100.0%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**YES**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**YES**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**YES**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

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

Section 5A – Framework for Great Schools 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

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–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. • Summarize your school's strengths and needs relative to this 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 trends and 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, 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. Students will become "experts" and teach others (students and/or famiy members) in at least 1 social studies and /or writing unit of study for the 2015-2016 school year. In addition, by June 2016 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

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Implement school-wide programs outside of the classroom that promote student voice and agency: Peer Mediation, Newspaper, and Green Team.	1 st – 5 th grade students	September 2015 - Ongoing	Administration, Peer Mediation Coordinator, Morningside Center staff developer, select teacher coordinators, select 4 th & 5 th grade student peer mediators, select student reporters, select student Green Team leaders, parent volunteers
Continue student-led conferences in 4 th & 5 th 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 2015 – May 2016	Administration, select 4 th & 5 th grade teachers
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. Grade teams will plan for cumulative projects and activites that include opportunities for students to be the teachers.	All classrooms teachers and students	September 2015– June 2016	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 2015 - Ongoing	Administration, teachers, staff developers, vertical team leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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; & staff development
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
All classrooms teachers will have at least one cumulative project/activity in which students share and teach others what was learned in the unit. The peer mediation program, Green Team leaders, and newspaper programs will be in place with regular meetings each week.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school's strengths and needs relative to this 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 trends and sources.
In our 7 th 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. Further, we are interested in truly collecting and analyzing data to better understand the needs of our school community with respect to conflict and how to responsively approach resolution given the data.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, 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.) In addition, teachers will use strategies from the peer mediation program and 4Rs curriculum to provide a supportive atmosphere and classroom community.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Interview, select, and train 3 rd and 4 th grade candidates for peer mediation program. 3 rd and 4 th 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 th and 5 th 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 rd & 4 th graders; 4 th & 5 th graders	Interview Spring 2015 – and done each spring for the following fall; Train during Fall 2015 – and done each fall per year	Administration, Peer Mediation Coordinator, Morningside Staff Developer
Present PowerPoint and video to all 1 st through 5 th 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 st - 5 th grade students and teachers; parents present at PTA meeting	September 2015 – November 2015	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 2015 – and each Fall per year	Peer Mediation Coordinator, staff developer
Launch new year of Peer Mediation program school-wide. Based on referrals, students are scheduled in pairs to mediate conflict in a designated peer mediation room.	1 st – 5 th graders & Peer Mediators	October 2015 – and ongoing	Administration, Peer Mediation Coordinator, Peer Mediators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and 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.

In 2014-2015, we provided every staff member with a device, worked with a literacy media consultant throughout the year, assigned a technology leader on each grade leader, and began to provide classrooms with various devices for student use. Every staff member was assigned a ps29bk.org email address and PS 29 Google Drive was used by grade teams and staff members to share meeting notes and forms.

We are very proud of the progress we have made in terms of technology at PS 29. As we continue to assess and determine next steps for our school's technology needs, we continually meet with tech leaders and survey the staff. After this year our findings have indicated that while we have begun to systematically acquire more devices in the classrooms, there is still a need for greater student access in terms of using devices to support their learning. We have also determined that staff members benefit from having laptops rather than Chromebooks to support the work they are doing – and thus will be using grant money to acquire laptops for instructional use and divert the Chromebooks to the classrooms for student use. Staff members have begun to use the PS 29 Google Drive to share grade meeting notes and forms; however, there is still a need to build on this forum for communication, exchange and preservation of the work we're doing collaboratively on an on-going basis.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, the school will have a meaningful integration of technology for intra-school communication, exchange of ideas, and sharing of practices. By June 2016 100% of teaching staff will utilize the Google Apps for Educators as a way to communicate, share resources, and learn from one another beyond just sharing grade team meeting notes.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Each grade team will continue to share grade team minutes and professional learning (i.e., both in-house and outside professional development) notes as well as examples of lesson plans and student work via Google Drive.	Grade level teacher teams	September 2015 – June 2016	Grade Leaders, Tech Leaders, Administration
Continue to distribute a dedicated device to all classroom teachers and support staff members.	Classroom teachers, cluster teachers, service providers	August 2015 – November 2015	Administration, Tech teacher
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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, two thirds will share their materials, plans, forms and/or student work from at least 2 different units of study in addition to their minutes and professional learning via Google Drive. By May 2016, all grade teams will share their materials, plans, forms and/or student work in addition to their minutes and professional learning notes via Google Doc.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and 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. We built upon this work with those teachers who selected Option 3 as part of ADVANCE MoTP. Those teachers who selected this option opened their door to their colleagues and once again the response was very positive. We will continue to build on this for the 2015-2016 school. Additionally, in collaboration with our PD committee we developed 2 cycles of staff led professional development opportunities that included developing a question of inquiry to study and research, book clubs and facilitated professional learning workshops. The topics and foci of the groups were based on teacher interest and student need. 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. Due to the change in contract, we no longer have our "Early Risers" program in place. This past year we had a great number of students transfer to our school as part of the Student Choice program. While we do not receive Title I funds we continue to focus on leveraging the skills, expertise, and resources from within our school to lift the level of targeted, Tier-1 instruction within the classroom. We feel that there is still an on-going need to support our ELLs, enrolled Title I students and those who are not meeting grade level standards and require on-going at risk support.

Thus, we will continue our partnership with GoldMansour and Rutherford. This past year the staff developer worked specifically with the ICT teachers to 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 during the 2013-2014 school year for the whole school. We have found that there is also a need for this work to apply to teachers and students in general education settings. We felt that there is a need to extend this work beyond just our ICT teams, which we intend to incorporate in the 2015-2016 school year. We will extend the multi-sensory phonics program Fundations to 2 nd grade so that it will now be part of the curriculum in K, 1 st and now 2 nd . This means that this school year's 2 nd graders will be our first cohort to complete its third year of Fundations. 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, 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, ELLs and those who are at-risk of meeting grade level standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
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		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 and selected general education teachers. GoldMansour staff development (10 days throughout the year) is specific to created adaptive material and modified lesson plans in identifying and supporting individual student goals; para-professionals receive monthly professional development around their role in supporting individual student needs; Fundations staff development (1 full day & 4 throughout the year) for 2nd grade; 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		Administration, GoldMansour staff developers, service providers, ICT teams, Fundations staff developer
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	ICT Teams, service providers, classroom teachers, parents students		Administration, service providers, special educators

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.			
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		Administration, Technology teacher, classroom teachers, service providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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; Fundations staff developers; outside staff development (e.g., conferences & workshops)

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and 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.

During the 2014-2015 school year the SLT talked about making sure that each committee's mission statement was aligned to the vision and goals of PS 29. This ensured that events and programs brought into the school had a purpose and goal that aligned with the school. We will extend this work during the 2015-2016 school year by asking each committee to complete an event form that asks member to answer a series of questions and a checklist that explains how the event is aligned with our school's vision and goals, especially those around diversity, service and student voice. Additionally every member of SLT is required to be a member of at least one committee. The PTA Executive Board has added two positions for the 2015-2016 school year: Vice President of Green and Healthly and Co-Secretary of Diversity.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all events hosted by the 10 SLT committees will be aligned to the vision of the school. Committees will be responsible for completing an event form, which will be reviewed by the SLT members. This will continue to strengthen the alignment goals between the committees and PS 29.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Develop a committee event form with our SLT.	PS 29 community		SLT members and administration
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		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		SLT members representing committees
Develop ways to include student voice in the planning of events that focus of service and diversity. For example, "How should we talk about diversity?"	PS 29 community		Committee members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**		**In Kind**	X	**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The SLT will create an event form that each committee will have completed for at least one scheduled event by February 2016 & shared with SLT. SLT will provide feedback to ensure that each committee's event is aligned with the vision of PS 29.

Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.)
English Language Arts (ELA)	TCRWP reading level; state tests; report cards, rubrics and on-demand writing	Guided Reading, e.g., LLI; Word Study, e.g., Fundations, 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. Before school-dependent on money allocation (per session)
Mathematics	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
Science	Mid and end-of-unit assessments; lab reports; report cards; 4 th 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
Social Studies	Projects; unit assessments; report cards	Guided reading; Vocabulary; Reading comprehension;	Targeted or strategy, small-group; one-to-one	During the school day within the regular daily classroom lesson

		Writer's workshop; Reader's workshop		
At-risk services *(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:

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

Part 1: Title I Status

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

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 activities and strategies for high quality professional development for teachers, principals, 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[1]. To be eligible for the flexibility consolidation of Federal funds, 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[2]. **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 '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

[1]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:

- 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.
- 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.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1 st 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 st 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 with 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 to 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John M Harrigan School- PS 29	DBN: 15K029
This school is (check one): ☐conceptually consolidated (skip part E below) ☒NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 21 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☐3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 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 strengthing 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 Fundations. 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 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

Part C: Professional Development
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 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 Guiterrez-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 Guiterrez-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 faciliated 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 Guiterrez-Kirwan and the PTA. Individual meetings will be scheduled to support 5th grade students and 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) • Per session • Per diem	$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 • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$ 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	_____	_____
TOTAL	**$11,200**	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 029
School Name John Harrigan School		

B. Language Allocation Policy Team Composition

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

Principal Rebecca Fagin	Assistant Principal Halee Hochman
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Nicole Nadeau	School Counselor Cara Turnbull
Teacher/Subject Area Melissa Golden/ SETSS	Parent
Teacher/Subject Area	Parent Coordinator Monican Guterriez-Kirwan
Related-Service Provider January Cali Mark	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent Anita Skop	Other (Name and Title) Dawn Pender/AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	841	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	**Newcomers** (ELLs receiving service 0-3 years)	30	**ELL Students with Disabilities**	6
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	3	**Long-Term** (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
DL										0
ENL	30		4	3						0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

Freestanding English as a New 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	3	5	2	2	1									0
Chinese	2													0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	2	1									0
Haitian														0
French		1	1	1		1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		5	2		2									0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2	2	1	2									0
Emerging (Low Intermediate)		3												0
Transitioning (High Intermediate)	2		2											0
Expanding (Advanced)	1	6	1	3	2									0
Commanding (Proficient)		1	1	1		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1											0

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3					1				0
4			1						0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4							1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. Kindergarten, 1st grade and newly enrolled students are also assessed on Concepts of Print, letter identification (upper and lower case), letter-sound recognition and sight word 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. In addition we use Fundations in grades K-2. Assessment is built into this program and the data collected from the assessments is used to inform instruction. Students are assessed on phonics and spelling patterns throughout the year as they complete each unit in the Fundations curriculum. 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.

   As a school we have gathered insights from looking at the data of our ELL students. The data indicates that our ELL students are able to devlop letter/sound correspondence and answer literal comprehension questions accurately. The students struggle most with inferential questioning, vocabulary and applying real life context to develop understanding. Based on the results, classroom teachers, in accordance with the ENL 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 performance levels (on the NYSITELL and NYSESLAT) and grades?

After reviewing and analyzing the data, we do notice some patterns across performance levels. With the expection of three students, all students made progress. Of our three students, who are Entering based on NYSESLAT results, two are select mutes and one was new to the United States last year and started school in November. These students did not move levels on the NYSESLAT but made progress in their classwork. Based on the NYSESLAT test results, of our 21 current students, 10 (about 50%) are at the Expanding level. 5 students tested out and are considered Commanding based on the NYSESLAT results. 13 of our students were classified as Intermediate or Advanced based on the NYSITELL or 2014 NYSESLAT. Eight of these students tested at the Expanding level based on the 2015 NYSESLAT results. One student was considered Transitioning and two went down levels to Emerging. One student moved from a Beginner (based on the NYSITELL results) to Expanding on the 2015 NYSESLAT. This student was in the country and our school for less than a year. Students in the Expanding level range in grade levels. Transitioning, Emerging and Entering levels is comprised mostly of students in grades K-3. Two of those students have IEPs.

Newly enrolled students who took the NYSITELL range in levels from Entering to Expanding. There were 12 out of 17 newly enrolled students who tested into ENL based on their NYSITELL results. Six students (2 in Kindergarten, 1 in 1st grade, 1 in 2nd grade and 2 in 4th grade tested in at the Entering level. They are new to the country and speak little to no English. Three of our newly enrolled students tested at the Transitioning level (2 in Kindergarten and 1 in 2nd grade). Three students (1 in Kindergarten and 2 in 1st grade) tested in at the Expanding level. 9 of our newly enrolled students are new to the United States. Based on the testing data we have a range of ENL learners.

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

Kindergarten:

-One student moved from Advanced to Commanding.

-Two students who were Advanded at the start of K tested at Expanding- remaining on the same level.

-One student moved from Intermediate to Expanding- moving up levels.

-Three students moved down levels from Intermediate to Emerging- staying at the same level of Low Intermediate. One student has an IEP.

-One student, who is a select mute, remained as a Beginner and tested at the Entering level on the NYSESLAT.

1st Grade:

-One student moved from Intermediate to Commanding. The student moved two levels.

-The two other students remained at the ENL level of Expanding and Transitioning.

-One student who has an IEP and a select mute moved down levels from Intermediate to Entering.

2nd Grade:

-One student who was Advanced moved to Commanding.

-One student moved 4 levels from Beginner to Expanding.

-Two students remained at Advanced and are Expanding.

-One student who had no English skills till the Spring remains as a Beginner and is Entering. The student has made siginificant progress with social interactions and oral skills.

3rd Grade:

-The two students remained Advanced and are Expanding. One student has an IEP.

4th Grade:

-The one student moved from Advanced to Commanding.

5th Grade:

-One student moved from Intermediate to Commanding.

-One student remained Advanced and tested Expanding.

-One student who spoke no English upon entering our school in November remained as Entering.

Anaylsis of Data:

-Most of our Entering and Emergining students are in grades Kindergarten through 3rd grade. Our two 4th grade students who are at the Entering level are new to the country and just begun receiving ENL services. All of other students have been receiving ENL services for less than three years. The 2nd grader who moved from Beginner to Expanding has been receiving services for less the one year. Of our students who did not move up in levels two have IEPs. The majority of our students moved levels and made progress with almost 50% of our total ENL population testing at Expanding. Five of our students reached Proficient/Commanding, which is the most we have had in one school year.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

Our school uses the information about the Annual Measurable Achievement Objectives for different purposes. Our school will use the data and information from the results of the 2015 NYSELAT to analyze and determine patterns for our students. The NYSESLAT results in the reading, writing, listening and speaking demonstrates that we will continue to put an emphasis on the teaching of reading and writing and developing strong oral lanuage skills in order to help our ENL students meet standards. Our ENL teacher and administration review the data to for groups and this information is shared with classroom teachers who have ENL students in

their rooms. Related Service providers also assist in making instructional decisions when a student is mandated for a related service. The AMAO tool compiles the information for all students and provides us with information about our students including test scores, years of ELL service, and at-risk status. We use this information to set goals, provide additional at-risk services and to monitor student progress and need.

4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. The majority of our ENL students were in the lower grades last year. Of our 33 current ENL students more than half of them (17) are in the Expanding or Commanding level. All ENL students meet their goals for end of year reading assessments. All but two were in testing grades last year. Of our four current 4th graders only one took the 2015 NYS ELA exam. The student scored a high level 1. Our one fifth grader who is at the Commanding level scored a level 3 on the 2015 NYS ELA exam. This student scored a level 4 on the NYS Science exam. Both students who took NYS exams scored slighlty higher on the 2015 NYS Math exam. All students took the exams in English. The students who take exams take the tests in English.

b. PS 29 does 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 ENLs are a part of. We look at students' decoding abilities and how they fared answering the comprehension questions. The ENL teacher, in collaboration with classroom teachers, directly use the information on a daily basis as they form strategy groups, plan for conferences and plan for differientiation. We use the results of the assessments to form small groups, determine lesson plans, intervention lessons and determine goals for particular children.

c. When analyzing the assessments we use at PS 29, we are finding that our ENL students struggle mostly with inferential comprehension questions, summarizing what they have just read, vocabulary development and spelling. They fare better answering literal comprehension questions. Student also struggle slightly with elaboration and using supporting details in their writing. 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

PS 29 uses the data to guide instruction for ENLs 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 ENL teachers. When appropriate the classroom teacher is part of our Child Study team. The administration works with our ENL teacher to assist her in making her schedule so that it meets the needs of our ENL 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 phonics, vocabulary and 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. For students in K-2 who need more phonics instructions, they participate in double dose of Fundations as an additional intervention that goes along with the whole class Fundations program. 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 student's new 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 ENL teacher, make sure lessons take into account oral language skills and understanding. Lessons in all content areas are comprised of reading and writing activities. Supports (i.e charts, rubrics and checklists) are provided to the students and contain written language and in many cases visual representations for students to use and refer to during instruction. 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 target language?
    b. What is the level of language proficiency in the target language for EPs?
    c. How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our ELL program for ELLs based on a variety of factors, which include but are not limited to class work, ongoing assessments (formal and informal), running records, the state tests, the NYSESLAT, ongoing discussions between classroom teachers and administration and student input. We evaluate the success of our program for our ELL students by looking at their individual results, reading levels and growth over the course of the year. As a school we look across data for particular populations and across grade to determine the success of the work we are doing. For students who are not meeting goals we determine at-risk interventions and supports that need to be put in place to ensure the students success.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

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 NYSITELL; this pedagogue speaks English and is licensed in ESL and Common Branches. The survey is administered at registration for families that are new to or re-entering the NYC Public School system. Every family that is new to or re-entering 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 many 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 New York State Identification Test for English Language Learners (NYSITELL) test. The NYSITELL 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 NYSITELL in accordance to the NYSITELL Administration Manuals and following the memorandums and resources on the NYC DOE website. The NYSITELL 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 NYSITELL. The Spanish LAB is also given to all entitled students with a home language code of SP within 10 school days of initial enrollment. Data from the HLIS is recorded on the NYSITELL form and inputted into ATS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We will begin the process the same way we identify any child who may be a possible ELL student. After the family completes the HLIS, we will interview the family. Based on the information that we are given regarding if they have attended school in the US for less than twelve months we may consider identifying the child as a SIFE. If we believe that the child may be a SIFE we will administer the oral interview questionaire to the student. The questionaire will be administered by our licensed ESL teacher. The oral SIFE questionaire is used to determine if a child has had a gap of two or more years in their formal education. The questionaire also provides us with more insight into the student's literacy and language development. The questionaire asks a series of questions

related the the child's family, education, and language and literacy skills. If the student has a home language (as indicated on the HLIS) of Arabic, Bengali, Chinese, Haitian Creole or Spanish we will administer the LENS to determine their literacy skills. The LENS is the Literacy Evaluation for Newcomer SIFE. The LENS assesses home language literacy skills. It assists in identifying a student's strengths and weaknesses. The LENS assesses early literacy, vocabulary, reading comprehension and mathematics. We will also use formal and informal classroom assessments, such as TCRWP running records, spelling inventories and class work. The analysis of the assessments and classwork will determine the grade level of the child's literacy skills and abilities. Review of the data from the LENS and class assessments will be reviewed and discussed with the classroom teacher, ESL teacher and administration to determine if a child should be identified as SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

   If a student has an IEP and based on the HILS identifies a home language other than English the Language Profiency Team (LPT) will meet to review the student's IEP and discuss the child's learning disabilities. The LPT is comprised of the following members: Nicole Nadeau (ESL teacher), Cara Turnbull (Guidance Counselor), January Cali Mark (Speech Teacher), Melissa Golden (SETSS), Sarah Guiney (School Psychologist), Halee Hochman and Dawn Pender (Assistant Principals). An interpreter is also invited to the meeting if necessary. We ask members of our staff who speak the family's home language to assist the team with translating the information at these meetings. The team will meet with the student's parents and review the student's documents. If they do not recommend that they student take the NYSITELL they will send the recommendation to the principal, Rebecca Fagin. If Dr. Fagin agrees with the LPT, the determination will be sent to the superintendent's office for final review and determination of whether the student should or shouldn't take the NYSITELL. If they believe the student should not then the student will not go through the ELL indentification process and the parent is notified. The timeline to conduct the LPT meeting and determine if the student should or should not take the NYSITELL is 20 days. Once the decision has been submitted to the superintendent, they have 10 days to make the final decision.

   If the LPT feels that the student should take the NYSITELL then Nicole Nadeau will administer the NYSITELL within the 20 day window from registration. The ELL Identification Process would proceed like it does for all students who may require ELL services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

   After administering the NYSITELL and scanning answer documents using the RLBA function in ATS via the attendance scanner within 10 school days of enrollment, all information needed to identify students as entitled or not entitled will automatically print on the answer documents. Within 5 school days of ELL determinination, our ELL coordinator, Nicole Nadeau will inform parents of the result of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. If the student was determined to be entitled, the family will receive an entitlement letter in the preferred language within 5 days of determination. If the student was determined to be not entitled, the family will receive a non-entitlement letter in the preferred language within 5 days of determination.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).

   If a parent disagrees with the decision to not test their child using the NYSITELL they are informed by our ESL teacher, Nicole Nadeau that they can appeal the decision. Parents will be notified of the procedure, given the necessary paperwork and told that if they'd like to proceed with an appeal of the ELL status they may do so. Meetings and letters regarding the appeal process will be translated in the families preferred language. Parents are told that the finial decision will be made by the superintendent. Once a decision has been made parents are notified in their preferred language. Copies of all letters are made- they are sent home, placed in the student's file and our ESL teacher keeps a copy for her records.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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/push in 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 survey is sent home within 10 days of the student's enrollment date. A Parent Orientation is offered to families of newly enrolled ELLs after their child is identified as needing ELL services, which is based on the NYSITELL test results. The orientation is held within 10 days of the student's enrollment date. 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. Our parent coordinator, Monica Gutierrez-Kirwan is also present at the orientation. The fully licensed ESL teacher sends home an entitlement letter along with the NYSITELL score both in English and their home language, when available. In addition to the entitlement letter and NYSITELL 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 preferred 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. A number of parent orientation meetings are scheduled so that all families are able to attend. If a face to face orientation is not possible Ms. Nadeau will conduct a phone call orientation meeting in the

family's preferred home language.

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, Nicole Nadeau, along with the help of translators and Parent Coordinator, Monica Guiterrez 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 licnesed ESL teacher, Nicole Nadeau, 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 if 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

   Families are asked to bring both the Parent Surveys and the Program Selection form with them when they come to school for the orientation, which is held before the 10 day enrollment period. Parents are asked to make sure that they fill out the forms and hand them into the Nicole Nadeau, our ELL Coordinator and teacher once the information has been presented and their questions have been answered. Families are asked to bring the forms in during the parent orientation. If a family does not attend the orientation or return the forms both Ms. Nadeau and Ms. Monica Guiterrez-Kirwan make the necessary phone calls until the forms are completed and returned. Ms. Nadeau collects these forms and using a spreadsheet indicates and monitors the parent program choice. Copies of forms are made. The original parent survey and selection form is put into the student's cumulative record. Copies of each are kept and stored by Nicole Nadeau, our certified ESL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

   Ms. Nadeau keeps track of those families that have completed and returned the forms. Forms are asked to be returned during the orientation. If they are not returned phone calls are made to remind parents to return the forms. Members of our staff including Ms. Nadeau and Ms. Guiterrez-Kirwan will call the homes of those families that did not return the forms. When necessary phone calls will be made in the families preferred language. Reminder memos are also sent home in the families perferred language to let them know that they must return the survey and selection form. Ms. Nadeau keeps a spreadsheet to indicate when forms have been returned. This allows her to contact families who have not returned their forms. Once the forms are returned, copies are made and the orginal is placed in the student's cumulative record.

9. Describe how your school ensures that placement parent notification letters are distributed.

   Our ENL teacher, Ms. Nicole Nadeau prints out all placement parent notification letters. Letters are handed out to the students and backpacked home in envelopes. Envelopes are addressed to the parents. If necessary letters that are sent home are translated into the family's home language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

    The orginal documentations for ELL students is kept in their cumulative records. Ms. Nadeau also makes a copy of these forms and keeps them in a file that is kept in a locked closet in her classroom. The child's teacher, ELL teacher and administration have access to the students ELL documentation. All data is captured in ATS and STARS.

11. 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 four componets of the New York State English as a Second Language Achievement Test (NYSELSLAT). We used the RLER (ATS report) to determine which students were eligible to take the NYSESLAT. The testing coordinator and Assistant Principal, Halee Hochman, creates a schedule for the speaking portion and three books for reading, writing and listening. The schedule is created in consultation with the classroom teachers, the ELL teacher and individuals who will be administering the test. The schedule is created for each grade/grade band. 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 administers and scores each student's exam. Pat Garvey, a fully licensed general education teacher has helped administer and score the exam. During the two week window that that state designates for the administration of Book 1, Book 2 and Book 3 (all comprising of a listening, reading and writing portion) schedules are developed to ensure that students are given all portions of the test. The schedule designates

different books are given in order on different days to ensure that all students are administered all books 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. Teachers who are administering the exam have a cover sheet which they complete at the end of each testing period. The sheet indicates if anyone was absent, which book was tested and if there were any issues or concerns. At the completion of each testing period the teachers had Halee Hochman all testing materials and the cover sheet. This ensures that all four components of the NYSESLAT are administered to all students who qualify to take the exam. If students are absent for any or all portions of the test they are given the test during the make-up window. The writing section of the test is scored by a group of at least 3 administrators/teachers. This team is comprised of licensed staff members other than the teacher providing ELL services. The team is trained and scores collaboratively to ensure consistency.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Nicole Nadeau prints out all continued entitlement and transitional support parent notification letters. Letters are backpacked home with the specific students. Letters are sent home in envelopes with the parent's name on them. If necessary letters are translated into the family's home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms from the past few years, the trend in program choices continues to be Freestanding ENL as the first choice for our families at PS 29. Over the last two years, only three new admits chose a program other than Freestanding ESL. The three of our French speaking families (two are siblings) chose the Dual Language program (DL) last year as their first choice. These students are in different grades. 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 ELL population chose a program other than ESL. However, if we should ever have an increase in the amount of ELL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.
   The instruction for ELLs will be delivered based on CR Part 154.2 requirements. Our fully licensed ESL teacher, Nicole Nadeau will work collarboratively with the classroom teachers of our ELL students. Based on the students' English Proficiency Level, instruction will be delivered as both push in and pull out. Our ELL students are grouped into particular classes on each grade level. ELL students in a particular grade were grouped together in one or two classes depending on the number of ELL students that we have in that grade or those mandated to be in the ICT class. The groupings in each class are of mixed proficiency levels. With support from administration Ms. Nadeau creates a schedule to service her ELL students based on the number of required push in and pull out The schedule is created in conjunction with the classroom teachers and service providers (when appropriate) to ensure that push in minutes take place during ELA periods and for students who are in the levels of Entering, Emerging and Transitioning. For the majority of our Expanding and Commanding students, push in takes place during ELA and Social Studies periods. Push in instruction will be comprised of students on the same grade but different proficiency levels. Pull out instruction will be comprised of groups of the same proficiency level but across different grades. During the times when Ms. Nadeau pulls groups of students and works in her own classroom she will provide lessons around vocabulary, phonemic awareness, reading comprehension and conversation skills. This will be in collaboration with the work and units and study that are taken place in the classrooms across grades. The classroom teacher and Ms. Nadeau will meet during a planning time or on Tuesday afternoons to collaborate and plan lessons for when she will be working in the classrooms.
   b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Following the guidelines of CR-Part 154. 2 we will deliver the required instructional minutes for students in each level. The instructional minutes will be delivered using push in and pull out methods. Our school uses a Balanced Literacy approach to learning, so all students get consistent litercy input, helping them with Language Arts in English. Students who test into an 'entering' or 'emerging' level will receive 360 minutes of ENL each week. 'Entering' students will receive 180 minutes in standalone (push-out) ENL instruction. Students will work with Ms. Nadeau out of their classroom during this time. Groups may be made up of mixed grades. They will also receive 180 minutes of instruction in integrated (push-in) instruction. Ms. Nadeau will push-in to the classroom and support the students in the work they are doing in both ENL and reading and writing. In order to meet the required minutes, some students from another classroom on that grade to push in and work with Ms. Nadeau in a small group. 'Emerging' students will receive 180 minutes of integrated (push-in) instruction similarly to the support 'entering' students will receive in the classroom. 90 minutes will be spent in the ESL classroom where students will receive specific ENL instruction outside of the classroom. The remaining 90 minutes will either be push in or pull out depending on the schedule and needs of the students who are at a level of entering. Students who are tested at a level of 'Transitioning or Expanding' will receive 180 minutes of ENL each week. 'Transitioning' students will have 90 minutes of integrated instruction. If necessary, Ms. Nadeau will pull students into a classroom from other rooms to form small group and support the students in their work with reading, writing and content area. The other 90 minutes will be standalong ENL support to focus on vocabulary skills and reading comprehension. 'Expanding' students will receive all of their ENL instruction in the intergrated model. Ms. Nadeau will push into the classrooms and wok collaboratively with the teacher to support students in ENL and reading, writing and content areas skills and strategies. For those students who are proficient, they will receive 90 minutes each week of integrated instruction. Due the nature of the required minutes for ENL we will created unique models and groupings to support the language acquistion and vocabulary developent of all of our ELL students. The minutes of instruction will be inputted onto STARS as well.

3. Describe how core content is delivered in each program model. 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 Fundations to teach phonemic awareness. For spelling and word study, teachers and grades use a variety of programs. Fundations and Words Their Way are two programs classroom teachers use to teach spelling and word study. For mathematics, classroom teachers are following the modules of Engage NY and TERC Investigations curriculum in Kindergarten. 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 ENL 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, Ipads 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 and tablets 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 home 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 NYSITELL and then are identified as needing ELL services, we administer the Spanish LAB to assess their level of proficiency in Spanish. Our school aides and paraprofessionals who speak Spanish help us administer the Spanish LAB. 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. Our school aides and paraprofessionals who speak the student's home language help translate and assess student's in their native language. They work in conjunction with the classroom teachers and ELL teacher. 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). Teachers conduct on-going one-on-one reading conferences and small group instruction to informally assess reading comprehension, decoding, and fluency. To assess writing development, students are asked to complete on-demand writing assessments at least three times throughout the year. The on-demand writing assessments coincide with our writing units of study. They focus on both narrative and informational writing. 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 throughout the school day. Classroom teachers conduct various discussions and read alouds with questions. Students are asked to respond to questions, eloborate on what is being read or shared and share their thoughts and ideas. 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 each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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 or inconsistent 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 our extended day program that targets individual learning needs, which is something we hope to have this year. We would also provide them with double ESL periods during ELA time, and in-school intervention, which includes the Wilson program (such ad Fundations) for students struggling with English phonemes and LLI for decoding and reading comprehension.

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 additional "at risk" support to aid in the English language aquistion in addition to their 360 mandated ENL minutes. Support is provided by our ESL teacher or SETSS teachers depending on space in their program .

c. Developing ELL students are those students who have been receiving ENL instruction for 4-6 years continuously. In order to target the areas where ELLs need support, what looked at NYSESLAT sub-tests and overall NYS testing data. This school year (2015-2016), we will continue to provide interventions for our 4th, 5th and 6th year ELL students who have not yet met the performance standard in reading and writing. During the both stand alone and intergrated periods the fully certified ESL teacher will have students work in small groups and/or will confer one-on-one with students. The ESL teacher incorporates the units of study for reading and writing as well as integrating the grade's social studies curriculum into her lessons. 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 (2015-2016), 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 ELL push in and 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 (2 after testing Commanding) will continue to be supported in the classroom. Students will receive 90 minutes of push in ENL support in ELA or other content areas. 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 if needed. 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 reaching the Commanding proficiency level.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

If a student is re-identified as ELL or non-ELL we will ensure the process was completed within 10 calendar days of receipt of written notice. If the child is re-identified as an ELL, the child will be administered the NYSITELL (if it had not been done so already) to determine their English Profiency Level. The classroom teacher, ESL teacher, administration and members of the LAP team will review the child's assessment results and classroom work. Our LPT/Child Study team will meet to discuss the needs of the childs. A meeting will be set up with the child's parents to discuss our next steps and goals. If the team, along with the classroom teacher feels that the child needs more academic support to ensure progress then the child will work with one of our providers for an addition period at least once a week. This will be in addition to the mandated ENL hours that the student will receive with our ESL teacher. Once a final decision has been made a final decision notification letter will be sent home to the child's parents within 10 school calendar days.

If the family of the child wants to appeal the decision the window for appeals is 45 days. Ms. Nadeau will meet with the family to explain the appeal process. The information will be presented to our principal and then the superintendent makes the final decision. Once the appeal decision has been made Ms. Nadeau will meet with the family to discuss the decision.

8. 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. For shared and close reading, teachers use grade level appropriate texts. The levels of the text correspond with the appropriate grade level as based on Fontas and Pinnell leveled reading texts. Teachers engage in focused small group guiding reading 3-4 times a week. Students receive copies of text on their instructional level and the teacher focuses on specific reading strategies and skills. The text is either enlarged using the document camera or students receive their own copy of the text.

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 Boards 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, Ipads or personal MP3 players in order to immerse themselves in the English language. 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, Fundations 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. Students are able to use a variety of materials and supports throughout the day to provide access to the academic content. Teachers meet with service providers on a regular basis to discuss, plan, and modify work for our ELL-SWDs. Service providers also provide suggestions and materials for teachers to use with their students.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 or our ELL-SWDs within the least restrictive environment. (4 of our 33 ELLs have IEPs). Students are serviced per their IEPs. The School Based Support Team conducts the evaluation and based on the results of a comprehensive evaluation placement and services are determined. At this time our ELL-SWDs are in ICT classrooms. 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*2 units of study per week (360 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* other approved services*
TOTAL	*360 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

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*Note "*other approved services*" does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*3 units of study per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies.

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*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

All of our intervention programs are offered in English. Our Kindergarten, 1st Grade and 2nd Grade classrooms, which include the majority of our newcomer population, are using the Fundations 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 called Double Dose. 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 Fundations 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. Additionally students who need "at-risk" intevention support work with our SETSS teachers and ELL teacher for at least one period a week individually or in a small group setting. Intervention for the content areas of Social Studies and Science is integrated into our reading workshop.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective in meeting the needs of our ELL students. At the beginning of the year administration and our ESL teacher meets with classroom teachers of ELLs. Teachers are made aware of the students' proficiency levels and strengths and needs. We look at running records, on-demand assessments, math assessments, conference notes, testing data and teacher anecdotals. We collect data from running records (reading level, fluency and comprehension) using TCRWP AssessmentPro, writing and math rubrics and conference notes. In grades K-2 our phonics program, Fundations, has end of unit assessments. Data is collected and reviewed at the end of each unit with a unit assessment. Data for writing, math and word study is looked at, studied and discussed throughout a unit and then in depth at the end of each unit. Reading data is formally reviewed three-four times throughout the school year. Informally reading data is reviewed two-three times a month. Reviewing the data for reading, writing, math and word study provides the teacher with information to determine which area the student made progress, to set student goals and to develop strategy groups. Communication between the classroom teacher and ESL teacher is ongoing in order to incorporate aspects of grade level content and units of study.

12. What new programs or improvements will be considered for the upcoming school year?

We are constantly reviewing and improving our programs for all of our students. This year we added Fundations to our 2nd grade classrooms. 3rd and 4th grade classrooms are developing hands on phonics based programs to use in their classrooms. To support our informational reading and writing units, we have focused on supporting our libraries with a wider variety of reading levels and topics that are interested and relevant to our students. For math we follow the Engage curriculum. Grades are embedding more inquiry lessons and centers into the mathematics unit. Our social studies curriculum is constantly being refined and this year we are incorporating more opportunities for inquiry and hands on experience to raise the level of understanding and thinking.

This year will are adding an after school program for ELL students and their families. The program will take place once a week (Tuesdays 2:50-4:00) and led by our ESL teacher Nicole Nadeau. The program will focus on homework help and literacy support for not only the students but for their families as well. The program will also support families in ways they can work with their child on reading and math while at home. Invitations are being sent home to all ELL families. Monica Gutierrez-Kirwan will translate the invitation into Spanish and Lancy Lin will translate the invitation into Chinese. The program is free and will take place at the school right after dismissal. Both Monica Gutierrez-Kirwan and Lancy Lin will be present at the sessions to act as translators for family members. We are putting this program in place to support the home-school connection and provide both students and families with strategies and skills for continued academic success.

13. What programs/services for ELLs will be discontinued and why?

None of our programs or services for ELLs were discontinued. We will continue to use and implement the services and programs we have been using this year. As a school we have been happy with our programs and services. We continue to look for ways to improve them but we are not discontinuing any of them.

14. 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 all of our ELLs, are offered equal access to all school programs. Letters for programs and activities are sent home in different languages when needed and/or when they are accessible. We also use translators to help 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. 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 upper grade ELL students choose to be in one ore more of these activities. All 4th and 5th grade students participated in Fight

2B Fit, which is an exercise program led by our Physical Education teacher Kathy Nobels. All 4th graders participate in ballroom dance, an outside program that takes place for 12 weeks once a week during the school day. These collaborations and programs are free for our students. Letters from the school (from individual classroom teachers and our Parent Coordinator) are sent or emailed home to families to let them know about the programs being offered, when they take place and how their child can participate.

This year will are adding an after school program for ELL students and their families. The program will take place once a week (Tuesdays 2:50-4:00) and led by our ESL teacher Nicole Nadeau. The program will focus on homework help and literacy support for not only the students but for their families as well. The program will also support families in ways they can work with their child on reading and math while at home. Invitations are being sent home to all ELL families. Monica Gutierrez-Kirwan will translate the invitation into Spanish and Lancy Lin will translate the invitation into Chinese. The program is free and will take place at the school right after dismissal. Both Monica Gutierrez-Kirwan and Lancy Lin will be present at the sessions to act as translators for family members. We are putting this program in place to support the home-school connection and provide both students and families with strategies and skills for continued academic success.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 his or her reading level both in school and at home. Books are also provided to support the content areas. ELL students have access to books in their native language (Spanish and Arabic). This approach is extremely beneficial to our ELL students. Our Math program (TERC Investigations in K and Engage NY in 1-5) 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

    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.

17. Explain how the school ensures all required services/resources support and 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. Reading texts (both fiction and informational) are leveled. Students are provided with materials that support the curriculum and are on their independent reading level. Materials and curriculum are broken down to support the student's understanding and to promote learning. Modifications and adaptations of the materials are created and used based on the student's IEP. Students receive ESL services based on the standards.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

    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. We will also be hosting various workshops and discussions for families of ELL students. Nicole Nadeau (ELL teacher) and Monica Guiterrez-Kirwan (Parent Coordinator) will be working on putting together a series of events for families to come to school. Various staff members will alos be involved in these workshops and meetings depending on the topic.

19. What language electives are offered to ELLs?

    N/A

20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

PS 29 conducts professional development cycles on Monday afternoons for 80 minutes, as based on the current UFT contract. These take place every Monday when school is in session from September through June. These cycles are inquiry based and provide opportunities for groups to focus on different questions and topics. We have 2-3 cycles each year. The cycles focus on lesson study, student work and intervistation. The ESL teachers and teachers of ELLs 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. Additionally the ESL teachers meets with the Assistant Principal, Halee Hochman to focus on specfic goals around student learning and lesson planning. These meetings take place at least once a month usually the last Wednesday of each month during Nicole Nadeau's prep. This is one-on-one professional development that has been taking place the last two years and will continue next year as well.

The ESL teacher attends meetings with our ELL instructional support leader and other ELL teachers from various schools in Brooklyn. These meetings provide support for our ELL teachers regarding standards, lesson planning, application of strategies and methods of program delivery. The ESL teacher also engages in lesson study during her sole ELL provider meetings. During these meetings a team of ELL teachers work together to plan and implement lessons. The group visits the various schools and watch a particular teacher deliver and teach the lesson. The teacher is then provided feedback and the team works together to revise the lesson and plan future lessons.

This year we have begun to use Fundations in our 2nd grade 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 Fundations 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 will attend meetings provided by the district and borough when the focus is relevant to the students she is working with. 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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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 opportunites 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 lead by trained staff developers who are a part of the Teachers College Reading and Writing Project. There are various workshops that pertain specifically to English Language Learners. One workshop she will attend at Teachers College is called "English Language Learners: Ways to Use Nonfiction Texts to Develop Oral Language and Support Informationl Reading" This workshop focuses on grades K-2. Our ESL teacher and those teachers who have ELLs in their classroom are assigned to attend these workshops. 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 and our Borough Support Office.

The curricula we use for reading, writing, content area (Teachers College Reading and Writing Project) and mathematics (TERC and Engage) contain suggestions for modifications, adaptations, and strategies to implement when working with ELL students. These curricula are aligned to CCLS. Throughout the year, PS 29 works with two staff developers (K-2 and 3-5) from Teachers College Reading and Writing Project. During the 10 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. Our ESL teachers attends these meeting along with the grade teams. We are also incorporating cycles of inquiry into this type of staff development. A group of teachers from various grades will work together on a various topic that supports the goals for the school year. With support from each other and the staff developer at least one group will focus on topics that pertain to ELL students. In addition to the outside staff developers and support staff provided to all teachers at 29, each grade has a designated Literacy, Math, Technology, Social Studies and 4Rs 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.

This year we have will be using Fundations in our 2nd grade 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 day the week before school starts in September. Throughout the year the teachers will engage in 4 days of professional development with a

visiting Fundations 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). After this year we will have Fundations in all Kindergarten, 1st grade and 2nd grade classrooms.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school guidance counselor works with the parent coordinator to use translations 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 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 guidance counselor meets with the families throughout the middle school application process and meets with the students during the school day. Translators are present for these meetings when the preferred language is not English.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

The minimum 15% of ELL professional development 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 and our TCRWP staff developers discuss and share strategies, plans and modifications to teachers when implementing the units of study in reading and writing. The ESL teacher also attends and delivers professional development to each grade (K-5) over the course of the year during grade meetings. The minimum 50% of professional development activities is provided to our ESL both in and out of school. In additional the the professional development opportunities that we have in the school our ESL teacher attends Sole Provider meetings, engages in lesson study that focuses on topics that pertain to ENL students. These meetings take place throughtout the year. Records for the training are maintained by keeping records of sign in sheets, agendas, and notes from professional development sessions. Teachers share their notes and resources by uploading the information onto the PS 29 Google Drive, which all staff members have access to throughout the year.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   At the start of the school year we hold a "Meet and Greet" in our auditorium. This is an opportunity for families to meet and hear from various service providers, including our ESL teacher. The ESL teacher discusses the program and the goals of the program. Our Parent Coordinator and ESL teacher arranges for members of our PS 29 commuity to serve as translators for families who do note speak and/or understand English. In addition to the mandated parent orientation and the scheduled parent teacher conferences, classroom teachers and the ESL teacher meets individually with parents of ELL at least twice a year. Tuesday afternoons as part of the UFT contract are used to meet and/or talk with parents about the child's language development progress, assessments and needs. If a translator is needed our Parent Coordinator arranges for a member of of our staff to be at the meeting to translate.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   Our ESL teacher and classroom teachers record when they meet with families and what is discussed. At the start of the school year families are asked what is the best way to communicate and their preferred language. Based on the answer, teachers schedule in person meeting, phone calls and emails. When a family's preferred language is not English letter are translated by members of our staff. Interpreters are present at meetings to translate the information being presented. Interpreters are members of our staff or family members who speak English. These meetings are indicated on each student's cumulative record as well. Copies of documents discussed are kept with the teacher and in some cases the forms are also put in the cumulative record. Forms that are required to be put in the cumulative record folder are and copies are made for the teachers and parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   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. In September each class has a "Welcome Breakfast" where all families are invited to visit the classroom and get to meet the other families in the class. 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 (FALP) helps bridge the gap between home and the classroom in order to help families better understand what it is going on in the classroom. FALP takes place the first Friday every other month in all classrooms. Teachers also invite families in the classroom for publishing parties, unit collarborations and special projects. During our Harvest Week in October families volunteer to help out with particular activities in the classroom. One activity is making tortillas, which many of our Spanish speaking parents volunteer for in our Kindergarten classrooms. Invitations and information that is sent home regarding ways parents can be involved in our school is translated by a staff member in their preferred language. Staff members also make phone calls to let families about upcoming opportunities.

   We are starting a Parents Cooking Circle this year. This is organized by our Parent Coordinator, Monica Gutierrez-Kirwan. The intention of this program is to continue to strengthen our community and to celebrate our diversity, by learning about each other than through food. The Cooking Circle will happen once a month, after drop-off, in the cafeteria. The idea is to teach a simple recipe that can be cooked in less than an hour and at the end, everyone can taste. It is similar to an enrichment cluster that we have for students but this is an opportunity for parents to come together and learn from one another.

   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. We host a number of activities that are free of charge for all families to attend. For example during the year, we host a movie night in our yard, a diversity dance, talent show, Super Science Saturday. These events are free of charge so all families are invited to attend.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

   N/A

5. How do you evaluate the needs of the parents?

   Our ESL teacher and Parent Coordinator survey the parents throughout the year to gain insight into the needs of our parents. The surveys ask parents what topics they would like to focus on and how PS 29 can support them in the education of their child. The surveys are informal and open-ended. Questions and surveys are presented in the parent's preferrred language.

   We also 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.

6. How do your parental involvement activities address the needs of the parents?

Our ENL teacher and Parent Coordinator will be conducting a series of workshops throughout the year, starting in July, that address the needs and interests of our parents. The majority of our activities that we have at our school come out of the need or desire of parents and faculty to build our school community. We are also building a homework help program on Tuesdays which is based on feedback from families. They expressed concern about not being able to help their children with the work that is sent home. We are continuously expanding the work of our diversity committee to address the needs of our parents. Surveys, forms and workshops are translated in the families preferred language when possible.

D. Additional Information

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

Paste response here:

School Name: _		**School DBN:** _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 15K029 **School Name: PS 29 John Harrigan**
Superintendent: An

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Translation needs are overseen by our Parent Coordinator with support from our ESL teacher. An initial survey of classroom teachers is
conducted each September to elicit home language information based on the Home Language Survey and to identify which families require written translation and/or oral interpretation services. We also refer to the HLIS and intiital interview conducted by our fully licensed ESL teacher to determine if parents require or would like translated communication either in writing or when meeting with staff in person. 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our data revealed that our translation needs are: Spanish, Arabic, and Mandarin Chinese. Our ESL teacher, administration 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 databse, in which she records parents who need translation services. The perferred languages for both written and oral communication are: Spanish, Arabic and Chinese. She creates a list with the languages particular families speak and it is organized by class and grade. This document is available to all staff members.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that typically require translation are : the school calendar (including testing dates)- sent out in the beginning of the year; grade specific curriculum frameworks- sent out during Curriculum night; parent-teacher conference announcements (Nov and March), report card comments (Dec, March and June), PTA letters/emails- ongoing throughout the year; "Meet and Greet" announcement- September; flyers for special events and activites- throughout the year; and memos and letters sent out from our principal- throughout the year. We have been able to have these documents translated by members of our school community.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In September we host a curriculum night when families are invited to listen to teachers and talk about the current curriculum and expectations for the school year. We also host a "Meet and Greet" for families to hear from and meet the service providers and ESL teacher. In November each family will have a one-on-one conference time with their child's teacher as part of parent-teacher conferences. This will occur again in March. In May we invite families in to hear about the curriculum for the following year as part of an "Open House". 5th grade families will meet with the guidance counselor to discuss middle schools, the application process and in the spring they meet to discuss the school that the student go in to for 6th grade. Teachers hold informal meetings thoughout the year as well. This is based on need of the students and parents. Translations and interpretations are provided by members of our school community.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents that need to be translated are done so by members of our school staff. We know in advance who requires translated material. Once a document is created it is translated so that it can be sent home at the same time as all of the letters or emails. The staff member is given the document to translate and then a member of our office staff copies the translated letter and it is given to the student to go home in his or her backpack. In most cases, especially letters regarding school events, the letters are written earlier on so there is enough time to have them translated and sent home to families. When we are able to, we print out translated versions of notices from the NYC DOE website. When appropriate we will use the documents that are translated on the Translation and Interpretation Unit's intranet site.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We provide interpretation services by members of our school staff. When we have events or meetings with individuals who require interpretation our Parent Coordinator arranges for those staff member who speak the needed languages to attend the conference or meeting. Oral interpretation services are coordinated by our Parent Coordinator and ESL teacher. They keep track of the need and who can assist in the translating for families. Our Parent Coordinator, ESL teacher and office staff have a list of staff members who speak another language and who are available to assist with interpreting meetings and events.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the school year our Parent Coordinator will speak to the staff to infor them of the translation services and over-the-phone interpretation services available to them. She will give staff members the phone number for over the phone interpretation services. She will also discuss that teachers and staff members should get in touch with her when a meeting or notice requires translation or interpretation. A follow-up email will be sent to the staff detailing the process and available services as well.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

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. Families request that duplicate documents are still sent home in English, due to the translation component not being exact (either their children or another adult can clarify the information using both documents). In addition, classroom teachers and our class parent network inform our parent coordinator about other families requiring translation services. We also will use the notification documents that are found at the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will use the NYC survey as well as our own specific surveys that will be conducted by our Parent Coordinator. Our SLT will also conduct surveys to gather feedback from parents. Our Diversity Team will also gather feedback from families across the year.