

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

25Q029

School Name:

P.S. 029 QUEENS

Principal:

JILL LEAKEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 29 School Number (DBN): 25Q029
Grades Served: Pre-K - 5
School Address: 125-10 23rd Avenue College Point NY, 11356
Phone Number: (718) 886-5111 Fax: (718) 461-6812
School Contact Person: Jill Leakey-Eisenberg Email Address: jleakey@schools.nyc.gov
Principal: Jill Leakey-Eisenberg
UFT Chapter Leader: Jennifer Wainberg
Parents' Association President: Christina Fitzgerald
SLT Chairperson: Barbara Podmore
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yuri Moran
Student Representative(s): N/A
N/A

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing NY, 11354
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: (718) 281-7650 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: QPN Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: TBD Fax: (718) 391-8320

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)
Jill Leakey-Eisenberg	*Principal or Designee	
Keith Johnson	*UFT Chapter Leader or Designee	
Christina Fitzgerald	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Yuri Moran	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Vacancy	Member/ parent	
Milagros Gomez	Member/ parent	
Yuri Moran	Member/parent	
Adam Crabtree	Member/parent	
Chris Shahgholi	Member/parent	
Patricia Rafai	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meaghan Joyce	Member/teacher	
Stefanie Carillo	Member/teacher	
Angela Cipriano	Member/teacher	
Barbara Podmore	Member/teacher	
Patricia Hendry	Member/Assistant Principal	

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.

P.S. 29 is a multicultural Elementary School located in College Point Queens. It is composed of 813 students. We have a diverse group of learners with 54% Hispanic, 30% Asian, 13% White and 3% Black. P.S. 29 values the cultural contributions of such a diverse population. With 32 classrooms Pre-K – grade 5, we serve 25% English as Second Language Learners, and 18% of Students with Special Needs. In addition, we are a Title I school who provides 90% of our population with free or reduced lunch. P.S. 29 has many partnerships with outside organizations that help build Strong Family and Community Ties by supporting our families and students academically, socially and emotionally. Some of these community partnerships include a CASA grant from Poppenhussen Institute, a QTELL theater program which enhances English Language speaking skills for our ELL students, Dancing Classrooms, and Studio in a School. All of these partnerships aide in fostering community collaboration and cultural experiences for our students while increasing self-esteem and confidence to be more successful in all academic areas. Our partnership with the YMCA, provides an on site after school program for 100 of our students in grades 2-5. We continue to work hard as a community to improve our school culture. A voluntary committee of staff members works collaboratively on their own time to developing a Positive Behavior Intervention System and a motto that encompasses our shared values and goals to ensure we are raising socially responsible and aware students. P.S. 29 "ROARS", (R-Respect O-Organization A-Acceptance R-Responsibility S-Safety) our motto, is helping to improve our school culture and working as a foundation for building our family here at P.S. 29.

Through Effective Leadership, our administrative team has led the work in collaboratively creating an instructional focus that is guiding our mission and the collective work of our building to improve student outcomes and prepare all students to be college and career ready.

Instructional Focus: Deepening our work in grounding reading, writing, thinking and discussion through data and assessment.

Last year, through our collaborative Teacher Teams we focused on the alignment between curriculum, assessment and instruction to the Common Core Standards and the Instructional shifts. Our goal was to close the achievement gap and ultimately improve student outcomes and teacher practice. This year in addition to our Rigorous Instruction we are focusing on the use of data to drive our work through continuous assessment and revision. We will be using DataCation and PupilPath to assist with the organization and communication to make this happen. Our 80 minutes of Professional Development has given us the opportunity for a redefined emphasis around analyzing data and developing a culture of collaborative Professional Learning Communities. We have shown a great deal of improvement as demonstrated in our Framework for Great Schools Report 2015, where we received a score of 87 for our collaborative teachers. Our work assisting teachers in a Supportive Environment has helped to build knowledge of curriculum and blended our pedagogy and curricula to ensure consistent strategies and scaffolds that will engage students in higher order thinking, participation, and ownership of their learning. This year we have placed a particular emphasis on providing multiple entry points for our ENL's and SWD's through small group instruction and intervention. We are supporting teachers in this small group work by providing professional development and time to grow using Fountas and Pinnel Guided Reading kits, and Leveled Literacy Intervention kits. According to our Framework for Great Schools Report 2015, there has been significant growth in trust. parent-teacher trust has received a score of 97, parent-principal trust received a score of 96, teacher-principal trust received a score of 93 and teacher-teacher trust received a score of 91. All referenced areas fell above average when compared to other city schools.

Based on the Framework for Great Schools Report 2015, a major area of focus for us is around Strong Family-Community Ties. We are only at 67% which is 10% less than the citywide average. One way we hope to improve in this

area is by bringing DataCation and PupilPath to our community. Additionally, through our Parent Advisory committee, we are highlighting liaisons from all different cultures to act as a voice and help us conduct different needs assessments to find out what our families need and want. According to the NYS ELA results, 31% of our students at level 3 & 4, which is a 4% increase from the previous year. According to our NYS Math results, 43% of our students are at level 3 & 4, which is a 2% increase from the previous year. We believe our focus on using data and assessments as well as targeting our sub groups will help us to show gains again this year.

Our English as New Language Learners did not make gains in ELA or Math therefore there is a need to support our ENL's in a more structured and explicit way.

25Q029 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	809	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		73.8%	% Attendance Rate	93.7%
% Free Lunch		74.6%	% Reduced Lunch	12.2%
% Limited English Proficient		22.7%	% Students with Disabilities	16.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	3.0%
% Hispanic or Latino		55.5%	% Asian or Native Hawaiian/Pacific Islander	28.6%
% White		12.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.05	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	5.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		27.7%	Mathematics Performance at levels 3 & 4	40.9%
Science Performance at levels 3 & 4 (4th Grade)		81.6%	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	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
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.

- We analyzed the item skills analysis from the NYS Math and found our African American students showed a decrease 20%. Our ENL's showed a decrease of 3%. In ELA, our Hispanic population showed a decrease of 2%. Our SWD's also showed a decrease of 1%. Our ENL's showed a decrease of 1%.

- According to our MOSL we identified students who are reading below grade level and have began small focused instruction in Guided Reading and LLI to focus and improve performance in Literacy.

- Using the MOTP data from the 2014-2015 school year we have identified 3D - Assessment, and 1E - Planning and preparation as a target for PD on Mondays

- According to our Quality Review from 2014-2015 there is a need to further align assessments to curricula

Our strengths include:

- A well developed in our structured professional learning teams using an inquiry approach according to our Quality Review.
- According to the NYS data in Math, our Hispanic students showed a 2% increase, our Asian students showed a 2% increase, our SWD's showed a 2% increase and our Caucasian students showed a 16% increase.
- According to the NYS data in ELA, our African American students showed an increase of 11%, our Caucasian students showed a 9% increase and our Asian students showed a 12%
- Our teachers overall ratings in 2013-3014 showed 25 Effective, 14 Developing and 4 Ineffective before the safety net. This year we have 3 Highly Effective and 45 Effective which shows a large increase in teacher effectiveness and rigorous instruction.

To address our need to continue to improve student progress as measured by our state data, MOSL, MOTP and our school wide data, we will address the following:

- Align Curriculum to the Common Core Standards
- Create Common Core aligned pre and post assessments
- Design Common Core text dependent tasks and questions
- Improve performance in NYS ELA exams
- Improve performance in NYS Math exams

- Provide scaffolds for intervention in order to best support individual student needs

We used the following sources of data: The School Quality Guide, Item Skills Analysis, Learning Environment Survey, Units of Study from last year, Student Work Samples, MOSL, Teacher Observation Trends and Grade Team feedback.

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, as a result of the professional development around strengthening our alignment of curriculum and assessments to the CCLS, we expect a 2% increase in ELA our Hispanic students and ENL'S. In Math we expect to see a 2% increase for our African American students and our ENL's as measured by the New York State Assessments.

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: <ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Professional Development Committee to build trust and shared decision making • Unpacking Teachers College Units of Study and refine alignment to the CCLS • Examine 1E and make connections to practice • DataCation 	PD team Teachers	Ongoing	TC staff developers Administration Teacher Leaders Teacher Center Staff Developer
<ul style="list-style-type: none"> • Teams of teachers collaboratively looking at student work and identifying gaps in learning • Through the use of DataCation we will analyze assessment data trends and patterns to surface achievement gaps 	Grade teams Teachers	Ongoing	TC staff developers Administration Teacher Leaders

<ul style="list-style-type: none"> • Unpack assessment tasks and develop scaffolding tasks as a means to progress monitor student learning for multiple entry points across grade teams 			Teacher Center Staff Developer
<ul style="list-style-type: none"> • Use of Leveled Literacy Intervention (LLI) for high need student sub-groups • Use of guided reading for small group instruction to improve reading levels • Use of i-Ready for grade 1-5 classrooms for periodic progress monitoring • Teachers will utilize features within DataCation such as the student grouping tool to form strategic groups for targeted instruction • Extra Help program before and after school 	<p>Struggling students and SWD's</p> <p>All Grade K-5 students</p>	Ongoing	<p>TC staff developers</p> <p>Administration</p> <p>Teacher Leaders</p> <p>Teacher Center Staff Developer</p>
<ul style="list-style-type: none"> • Imagine Learning for beginning ELL students and first time test takers • Foundations in all K-2 classrooms • Title III program afterschool & some Saturdays • Pre-K Reading challenge with families and students • CCLS parent workshops in Literacy and Math • The P.S. 29, Summer Reading, Writing and Math Challenge • i-Ready parent workshop to encourage usage and help at home • DataCation parent workshop 	<p>Beginner ELL's</p> <p>First time test takers</p> <p>All Pre-K, K, 1 & 2 students and Grade 3 self-contained students</p> <p>All 2 -5 grade students</p> <p>Parents and guardians</p>	Ongoing	<p>TC staff developers</p> <p>Administration</p> <p>Teacher Leaders</p> <p>Teacher Center Staff Developer</p> <p>i-Ready staff</p> <p>Technology teacher</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Computers and laptops • Fountas and Pinnel Guided Reading Materials • Foundation kits • Leveled Literacy Intervention kits • Additional intervention teacher

- NYS CCLS sample questions tools in ELA and Math
- CCLS performance tasks from appendix B

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

- Through the use of DataCation we will have access to all of the data, to determine if our children are meeting frequent benchmarks
- Through Supervisor Inquiry we will monitor the progress

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.

As a school undergoing a large transition, it became imperative to strengthen the supportive environment in order to build a more solid foundation upon which we promote academic achievement, staff development, and a climate of positive student behavior. The needs include:

- Align curriculum to the Common Core Standards
- Create Common Core aligned pre and post assessments
- Design Common Core text dependent tasks and questions
- Staff meetings around PBIS and our P.S. 29 “ROARS” moto
- Meetings with PD team to form Instructional Focus and overarching goals for our PD Plan
- Provide scaffolds for intervention in order to best support individual student needs

We used the following sources of data: The School Quality Guide, Item Skills Analysis, Learning Environment Survey, Quality Review from 2014-2015 school year, Units of Study from the 2014-2015 school year, Student Work Samples, Teacher Observation Trends, information for PD Team meeting and PBIS Team meetings

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, a comprehensive ongoing professional development plan will be implemented that includes a minimum of 80 minutes per week of professional development per teacher around social emotional wellness, curriculum, pedagogy and assessment refinement. This work will ensure coherence between confidence building, CCLS, teaching points, student tasks and assessments as measured by PD attendance logs, MOTP as documented on advance and teacher/supervisory inquiry reflection and refinement practices.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Continuously revise Professional Development Plan with the PD team • Continuously sharing PD plan and solicited feedback from the community • Continuously sharing the plan with the SLT and at PTA meetings • Initiate DataCation 	<p>Whole staff Parents</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Staff Developer, Network Support, TC Staff Developers, Guidance Counselor, SAPIS worker, SBST Team.</p>
<ul style="list-style-type: none"> • Continuously revising and editing plan for coherence to surface needs from current data • Editing PD plan with emphasis on professional Learning and assessment to drive instruction • Use DataCation 	<p>All students All staff</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Staff Developer, Network Support, TC Staff Developers Guidance Counselor, SAPIS worker, SBST Team.</p>
<ul style="list-style-type: none"> • Progress monitoring through observations and feedback sessions • Bridge to Practice time for Teacher Teams to collaborate • Use DataCation 	<p>All students Subgroups</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Staff Developer, Network Support, TC Staff Developers Guidance Counselor, SAPIS worker, SBST Team.</p>
<ul style="list-style-type: none"> • Collaboration and coherence to continue to strengthen trust between Administration, Teachers and outside Staff Developers, Staff and Parents in order to revise and refine professional development plan as needed. • Continuation of our P.S. 29 “ROARS” PBIS Team • Use of Cool Tool lessons 	<p>All Staff All Students Administration Parents</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Staff Developer, Network Support, TC Staff Developers Guidance Counselor, SAPIS worker, SBST Team.</p>

<ul style="list-style-type: none"> • Monthly highlighted “ROARS” activities and focus • Feedback from our Supervisory Inquiry • I-Ready • Newsletters home to parents • PupilPath to strengthen communication between parents, students and staff 			
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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.											
<ul style="list-style-type: none"> • Purchase of DataCation • PD Plan template • NYS Item analysis • Ongoing scheduled PBIS Team Meetings • 80 Minute PD on Mondays 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ul style="list-style-type: none"> • By February 2016, 80% of teachers will be effective in guided reading practices as evidenced by MOTP • There will be improvement in teaching practice as measured by advance • The number of referrals to PPT for behavioral guidance from last year will decrease by 3%
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.

According to the 2014-2015 Quality Review, there is a need to continuously collect school-wide data to develop trends and improve collaboration amongst all community constituents. Additionally, there is a need to continue to support teachers in building deep knowledge and ownership of curriculum in order to build coherent maps that best support the needs of learners and the expectations of the Common Core learning standards and Instructional shifts, as well as blend curricula work with pedagogical expectations to ensure consistent strategies and scaffolds that will engage students in higher order thinking, participation and ownership of their learning.

AREAS FOR IMPROVEMENT

In an effort to address this we will:

- Align curriculum to the Common Core Standards
- Design Common Core text dependent tasks and questions
- Improve performance in NYS ELA exams
- Improve performance in NYS Math exams
- Provide scaffolds for intervention in order to best support individual student needs
- Meetings with PD team to form Instructional Focus and overarching goals for our PD Plan for 2015-2016
- Teacher Teams will use DataCation reports to identify learning gaps through collaborative inquiry, adjust instruction accordingly and reassess to determine impact on student learning

We will use the following sources of data: The School Quality Guide, Item Skills Analysis, PPR, Quality Review 2014-2015, Learning Environment Survey, student work samples, trends in teacher observations and Grade Team feedback, DataCation

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, all teachers will work collaboratively within Horizontal and Vertical teams to understand student needs and deepen their skill sets in supportive professional learning communities as evidenced by Bridge to Practice, ELA and Math Lead Teacher agendas, collaborative unit and lesson planning and Supervisory Inquiry outcomes based on observations and feedback. We will progress monitor and see an increase in student performance levels through the use of DataCation by 15%

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Trust will be established by continued dialogue through structured feedback to teachers on observations and feedback from Supervisory Inquiry • Professional development on supporting and maintaining strong professional learning communities (PLC's) • Use of norms and roles in PLC's 	Teachers Students	Ongoing	Teachers, Administrators, Staff Developer
<ul style="list-style-type: none"> • Inquiry focus connected with our Instructional Focus • Professional Development on looking at student work protocols, norming protocols and alignment protocols • DataCation to collect and analyze work 	All staff Students	Ongoing	Teachers, Administrators, Staff Developer
<ul style="list-style-type: none"> • Vertical and Horizontal team meetings • Continued refinement of CCLS aligned common rubrics 	Vertical team members Students	Ongoing	Teachers, Administrators, Staff Developer
<ul style="list-style-type: none"> • Parent Advisory Committee to build collaboration and trust • Parents will be given feedback on an ongoing basis in between regular report cards through the use of PupilPath 	Administration Parents Parent Coordinator	Ongoing	Parent Coordinator Administrators

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.

- Various protocols for teacher team work
- Actions plans
- Common rubrics aligned to CCLS
- Understanding of roles in PLC’s
- Horizontal Teams
- Vertical Teams
- Time on Tuesday afternoons bi- monthly
- Collection of student work and data
- DataCation

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

- 100% % of PLC’s will use protocols for looking at student work and complete action plans by June 2016
- Bi-weekly during Supervisory Inquiry where we examine artifacts and teacher observation data

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.

According to the Framework for Great Schools Report 2015, the survey indicates both inclusive and principal leadership is at 93%. In both cases this is higher than the citywide average. The Quality Review from 2014 quality Indicator 2.2 indicates a need to align our rubrics and checklists horizontally and vertically across grades. Additionally, all of our teachers received face to face feedback for 100% of their observations demonstrating growth in 3b and 3c according to the Advance data Dashboard. We will continue to improve feedback in all areas through the following:

- Align curriculum to the Common Core Standards
- Design Common Core text dependent tasks and questions
- Improve performance in NYS ELA exams
- Improve performance in NYS Math exams
- Implementation of common grading policy

We used the following sources of data: The School Quality Guide, Item Skills Analysis, Framework for Great Schools Report 2105, MOTP data, Quality Review 2014-2015

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, staff will receive face to face feedback and written follow up observations on at least 4 observations using the Danielson Framework allowing room for professional growth and continued trust building in both non evaluative and evaluative ways. 85% of the staff will demonstrate a sense of satisfaction and professional growth as evidenced by the Learning Environment Survey.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional Development plan to support teachers in growth • Teacher Teams for peer support • Teachers will attend Professional Development from TC • Teachers will attend Professional Development from the NYCDOE • Teachers will attend Professional Development from the UFT 	Teachers	Ongoing	Administrators, Staff Developer, TC Staff, PD Team
<ul style="list-style-type: none"> • Voluntary inter-visitations • Team support for Staff Developer and Administrators • Individual coaching from Staff Developer 	Teachers	Ongoing	Administrators, Staff Developer, TC Staff, PD Team
<ul style="list-style-type: none"> • Observation cycles inclusive of face to face feedback to encourage dialogue and common understanding of best practices • Supervisory Inquiry • Scheduled common planning 	Teachers	Ongoing	Administrators, Staff Developer, TC Staff, PD Team
<ul style="list-style-type: none"> • Special Education Meetings • ELL Meetings • Literacy and Math Lead Teacher Meetings • Parent workshop on CCLS • Parent workshops on helping children be successful 	All Staff, Parents	Ongoing	Administrators, Staff Developer, TC Staff, PD Team

- Parent workshops on PupilPath

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.

- Guided Reading kits
- Leveled Literacy Intervention kits to support high need sub groups
- Imagine Learning for beginner ELL’s and struggling learners
- DataCation
- Computer station for parents to use PupilPath

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

- Improved teacher practice as measured by Advance by February 2016.
- Increase in 10% on reading levels as measured by running record assessments by March 2016

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.

After conversations with parents during Parent Advisory, during SLT and PTA meetings, as well as feedback to our Parent Coordinator, it became evident that we needed to continue to support our communication and outreach with our entire community to increase opportunities for involvement. Additionally in our Quality Review Feedback form the 2014-2015 Quality Review, parents asked for support and information in academic progress and monitoring for their children.

Our strengths are in an increase in family involvement for the 2014-2015 school year. The creation of our Parent Advisory Committee has allowed additional voices to be heard. Parents have verbalized that they feel more welcome in the school and attendance at events such as Pajama Story Night, the Social Studies Fair, and the Science Fair have been very high.

We will continue to gather data and consider the following data sources:

- Data gathered at SLT Meetings
- Learning Environment Survey
- Feedback at PTA Meetings
- Feedback from students and teachers involved with various community based organizations
- Attendance and feedback from prior school-wide events
- Surveys from the Parent Coordinator

We used the following sources of data: The School Quality Guide, Item Skills Analysis, Learning Environment Survey and Grade Team Feedback, Coffee with the Principal, Parent Advisory and the Quality Review

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, 60% of our families will use PupilPath, a DataCation APP to instill trust through transparency allowing parents to access and monitor their child’s academic, attendance and social emotional growth as measured by systems within parent portal.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Continued partnership with the YMCA • Continued partnership with Dancing Classrooms • Continued partnership with the CASA grant through Poppenhussen Institute • Partnership with QTLL • Implementation of DataCation training and usage 	Parents Students Staff Community	Ongoing	Administrators, Staff Developer, Guidance Counselor, SAPIS worker, Teachers, Parent Coordinator, Community Partnerships
<ul style="list-style-type: none"> • Parent Advisory Committee to help form trust and hear voices from additional parents • Parents as Reading Partners in Kindergarten • Pre-K parent involvement time • Training on using DataCation and PupilPath for the community • Access to the formation of small groups based on DataCation information • Use of i-ready and Imagine Learning once gaps are surfaced in DataCation 	Parents Students Staff Community	Ongoing	Administrators, Staff Developer, Guidance Counselor, SAPIS worker, Teachers, Parent Coordinator, Community Partnerships
<ul style="list-style-type: none"> • Parent workshops on CCLS • Parent workshops on social emotional health • Pre-K Reading Challenge • Pajama Story Night to encourage literacy 	Parents Students Staff Community	Ongoing	Administrators, Staff Developer, Guidance Counselor, SAPIS worker, Teachers, Parent Coordinator, Community Partnerships

<ul style="list-style-type: none"> • Science Fair • International Night- celebrating our diverse community • Evening ESL workshops for parents on a weekly basis • School wide plays • Bi-yearly musical concerts • Collaboration of morning arrivals with parent and administrator drop off team • Designated computer areas for parents and families to access PupilPath 			

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.											
<ul style="list-style-type: none"> • Computers • DataCation 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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, 30% of our families will be sign onto PupilPath.
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)	NYS ELA Exams	Small Group	Coaching	Before school
	MOSL Assessments	Guided Instruction	Push In	During school
	Running Records	Strategy Groups	Pull Out	After school
	Benchmark Assessments	LLI	Small Group	
	Pre and Post Classroom Assessments	Guided Reading	One-to-One	
		Extra Help Program	Online	
		i-Ready Imagine Learning Focused Reading Intervention kits Ready instruction books		
Mathematics	NYS Math Exams	Small Group	Coaching	Before school
	MOSL Assessments	Guided Instruction	Push In	During school
	Benchmark Assessments	Strategy Groups	Pull Out	After school
	Pre and Post Classroom Assessments	Extra Help Program	Small Group	
		i-Ready Ready instruction books	One-to-One Online	
Science	NYS Science Exams	Lab classes	Coaching	Before school
	MOSL Assessments	Differentiated instruction	Push In	During school
	Running records	Trade Books	Pull Out	After school

	Benchmark Assessments Pre and Post Classroom Assessments	Content based reading and writing based on CCLS	Small Group One-to-One Online	
Social Studies	NYS ELA Exams MOSL Assessments Running records Benchmark Assessments Pre and Post Classroom Assessments	Differentiated instruction Trade Books Content based reading and writing based on CCLS	Coaching Push In Pull Out Small Group One-to-One Online	Before school During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Gift forms to the PPT/RTI team Parent requests Teacher Recommendations	PBIS RTI strategies Power of One The Ned Show	Coaching Push In Pull Out Small Group One-to-One	During school

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<p>Our staff currently has 98% of our teachers who are HQT. Strategic scheduling of teachers, providing professional development and support on Monday afternoons, including time to engage in professional learning on Tuesday afternoons in Professional Learning Communities with a focus on alignment of curriculum, assessment and instruction to the instructional shifts demanded by the CCLS. Additionally:</p> <ul style="list-style-type: none"> • Providing frequent feedback to teachers and next steps for their individual growth. • Multiple common preps weekly for planning and collaboration. • Mentoring to the new teachers in the building

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).
<ul style="list-style-type: none"> • Professional development in Mathematics and ELA, which supports our Instructional Focus :” <i>Deepening our work in grounding reading, writing, thinking and discussion in evidence across content areas</i>” and the Citywide Instructional Expectations • Multiple common preps weekly for planning and collaboration • Ongoing professional development on the Danielson Framework. • Professional learning around the alignment of curriculum, assessment and instruction to create tasks and questions that are Common Core based • Ongoing staff development, including planning and modeling from Teachers College, to support Literacy, and Network support in Mathematics instruction

- Workshops at Teachers College
- Principal Meetings at Teachers College
- Network Assistant Principal and Principal Meetings
- District 25 Professional Learning Team Community
- Participation in citywide professional development
- Participation in UFT Teacher Center professional development
- DataCation Professional development

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.).

We have two full day Pre-Kindergarten classes who utilize the Work Sampling assessment which is in alignment to the CCSS. The parents are in the school participating with their children once a month for a hands on activity in the classroom. All Pre-Kindergarten families attend PTA meetings and students are honored for Student of the Month.

Pre-Kindergarten teachers share information with Kindergarten teachers about successes and areas of concern. Additionally both Pre-K teachers as well as the principal will attend a two day training this summer about the new curriculum.

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.

Teachers meet regularly with Staff Developers to work on content area planning and assessments. Our Coach also meets regularly during common planning time to discuss pre and post assessments for each unit of study. Teachers were a part of the selection committee to select the Measures of Student Learning for our school. Additionally, where applicable, teachers will meet with Administration to discuss the data from the NYS CCLS exams, looking for trends and next steps to improve instruction and student outcomes. We have also implemented a grading policy committee to ensure coherence across in our academic policies

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 codes¹. 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 consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	359,728.00	X	13,16,18,21,23,27
Title II, Part A	Federal	41,490.00	X	18, 23
Title III, Part A	Federal	23,960.00	X	18, 23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,200,333.00	X	13,16,18,21,23,27

¹Explanation/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.

²The **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.

P.S. 29 Queens
125-10 23rd Avenue
College Point, New York
11356

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. P.S. 29, 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. P.S. 29 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

P.S. 29, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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: <u>PS29Q</u>	DBN: <u>25Q29</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Title III funding for the 2014-2015 school year will help us provide two additional support programs for our English Language Learners. The proposed programs will provide additional opportunities for students to participate in English Language Arts instruction, through arts enrichment programs designed to improve and strengthen students' written, receptive and expressive language skills. The first program will meet on Wednesdays after school from 2:20pm to 4:00pm, while the second program, a theatre residency provided by Queens Theatre, will meet on Fridays after school from 2:30pm to 4:00pm. Targeted students from grades 2 through 5 will be identified using the LAB-R, NYSITELL, and NYSELAT.

The Wednesday afterschool arts enrichment program will meet for one hour and forty minutes during each session. The program will combine art, scrapbooking, cooking and theater arts to enhance students' written and oral language development. This program will be offered to targeted English Language Learners in grades 2 through 5. Students are divided into four groups; a 2nd grade group, a combined 2nd and 3rd grade group, a combined 3rd and 4th grade group and a 5th grade group. Students in these groups are at different English proficiency levels.

In the cooking program, students will follow a different recipe each week, allowing them to practice listening, speaking, reading and math skills. Students will read the instructions, discuss them in small groups and work in partnerships to sequence steps. In scrapbooking, students will connect the writing process to creating their own individualized scrapbook. In art and theater arts, students will have opportunities to connect spoken language to written words. ESL teachers will deliver instruction in English, linking the different media to the classroom curriculum and expectations of the Common Core Standards. Students will use a variety of materials, including read aloud books, cooking utensils and ingredients, and writing/art materials.

The program will be held on Wednesdays from 2:20-4:00 for twenty-two sessions. The program will begin on 11/12 and end on 5/20. Students will be placed in 4 classes of 15 students per class with each class serviced by a New York State certified ESL teacher. There will also be a supervisor present for every session. An additional 4 hours per week (1 hour per student) will be assigned for collaborative planning of direct instruction that is aligned to Common Core Standards and complements the the core bilingual and ESL services required under CR Part 154.

The theatre residency will be provided by Queens Theatre English Language Learner Program (QTELL). This program will meet for one hour and thirty minutes during each session. The program will develop student's language and storywriting skills while expanding their vocabulary through the exploration of physical and vocal expression in different environments and characters. Students will learn story plot and character development and collaborate as a class to create one single story. Once the story is written, students will explore staying in character while working as an ensemble to bring their play to life.

The theatre residency will meet for fifteen sessions, starting January 23rd and ending May 22nd. Students will be placed in 2 classes of 30 students per class. Each class will be taught by a teaching artist provided by QTELL as well as a New York State certified ESL teacher. There will also be a supervisor present for every session. QTELL is providing this residency at a fee of \$3900.

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: All ESL teachers are New York State certified ESL teachers. They continue to attend on site and off-site professional development in the Units of Study for Reading and Writing Workshops given by Teachers College. Additional training in Literacy, Math, ESL and Special Education is provided by CFN # 204 Content Specialists. ESL teachers will be attending workshops on "Building Academic Literacy for Bilingual Students with Disabilities" (1/20) and "Instructional Strategies for ELLs with Special Needs" (2/10) . An ESL teacher, who is acting as a mentor to a new teacher, attends meetings with the New Teacher Center. An ESL teacher is represented at all network ESL meetings facilitated by Shirley Rouse-Bey. The information learned at all meetings is turnkeyed to the rest of the staff at biweekly ESL team meetings. Additionally, the teachers consistently attend training in using Fountas and Pinnell, Foundations, and Imagine Learning (technology). Working collaboratively, the teachers will explore best practices and next steps in instruction by examining student work using the Common Core Standards as a guide. The teachers and Title III supervisor will meet one hour each week to collaboratively assess student work, and design and plan instruction.

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: Parent engagement activities will be designed and coordinated through collaboration among the teachers, the supervisor and the school's parent coordinator. Parents will be invited to the afterschool program 4 times; the fourth session, the tenth session, the fifteenth session and again at the end of the program. For the first three visits, parents will be invited to view the program and collaborate on a project with their children. The last visit will take place on the twenty-second week of the program and will be a culminating celebration. Parents will view a "museum" of the work their children created in the program and will also view a slideshow of program highlights. Parents will also be invited in for the last session of the QTELL residency to watch the performances created by their children. Parents will be notified of these parent engagement activities by letters/notifications translated into necessary languages, as well as by phone relay and our parent shutterfly.com share site. During all parent engagement activities, interpreters will be available for Spanish, Chinese and Arabic speaking parents.

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

Allocation Amount: \$20364

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

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 25	Borough Queens	School Number 029
School Name		

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 Jill Leakey-Eisenberg	Assistant Principal Patricia Hendry
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Deborah Ilberg	School Counselor Kimberly Stummer
Teacher/Subject Area Jodi Strahl/ENL	Parent type here
Teacher/Subject Area Monica Rosario/ENL	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Danielle DiMango	Other (Name and Title) type here

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	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	743	Total number of ELLs	207	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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	207	Newcomers (ELLs receiving service 0-3 years)	155	ELL Students with Disabilities	41
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	52	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									Total
	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	
TBE										0
DL										0
ENL	207		19			22				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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																
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: _____
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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	24	13	23	9	13	14								0
Chinese	32	18	16	11	7	6								0
Russian				1										0
Bengali	1	1	1		2									0
Urdu														0
Arabic	1	1		2	1									0
Haitian														0
French														0
Korean			1	1										0
Punjabi						1								0
Polish														0
Albanian														0
Other	1	2	1	2		1								0
TOTAL	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)	3	2	2	6	2	2								0
Emerging (Low Intermediate)	8	3	4	7	3	3								0
Transitioning (High Intermediate)	4	6	5	6	3	0								0
Expanding (Advanced)	34	14	24	5	8	16								0
Commanding (Proficient)	10	10	7	2	7	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	11	12	7	7	12	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	2			0
4	13	0			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	10		8		3				0
4	6		7		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		3		11		4	0	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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 Fountas and Pinnell is used to assess the early literacy skills of our ELLs. This data is used to inform individual and class progress. Periodic assessments are used by teachers to analyze results, determine growth in benchmark instructional and independent reading levels, identify intervention groups, define and implement academic improvement plans and monitor student progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to NYSITELL and NYSESLAT results, 8% of our ELLs are Entering, 14% are Emerging, 12% are Transitioning, 49% are Expanding and 18% are Commanding. According to NYSITELL results for Kindergarten, 5% of ELLs are Entering, 14% are Emerging, 7% Transitioning, 58% are Expanding and 17% are Commanding. According to NYSESLAT and NYSITELL, 6% of 1st graders are Entering, 9% are Emerging, 17% are Transitioning, 40% Expanding, and 29% are Commanding. In 2nd grade, 5% are Entering, 10% are Emerging, 12% are Transitioning, 57% are Expanding and 17% are Commanding. In 3rd grade, 23% of ELLs are Entering, 27% are Emerging, 23% are Transitioning, 19% are Expanding and 8% are Commanding. In 4th grade, 8% of ELLs are Entering, 13% are Emerging, 13% are Transitioning, 31% are Expanding and 30% are Commanding. In 5th grade, 9% of ELLs are Entering, 14% are Emerging, 0% are Transitioning, 72% are Expanding and 5% are Commanding. Overall, the majority of our ELLs are at the expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the AMAO tool to drive instruction and assess ENL learners. The NYSESLAT data from this years exam will determine the extent of our collective advancement and proficiency levels and attainment of English Language Proficiency. Current data reflecting trends in growth towards meeting achievement stated in both ELA and Math suggest that all ENL's are making progress towards meeting these standards.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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?

The data from the ELA assessment given in 2015 indicates that most students scored in levels 1 and 2. Much work needs to be done to guide students in grounding their reading, writing, thinking and discussion in evidence across content areas. Students will continue to be taught literacy skills that will support their ability to comprehend rigorous texts and respond to literature regardless of genre. Students at levels 1 and 2 need to be provided with intense academic intervention services from both ESL and classroom teachers.

Math scores also indicate that most students scored in levels 1 and 2. Efforts need to continue to challenge our students and provide them with instruction that will push them to higher levels. Students need to be provided with intense academic intervention services focusing on mathematical vocabulary in small guided groups with both ENL and classroom teachers.

Our school does not administer the ELL Periodic Assessments.

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](#).]

The ENL team uses data from Home Language Information Surveys, NYSITELL, Fountas and Pinnell Reading Tracker as well as NYSESLAT, ELA and Math results and classroom observations to guide instruction for ELLs within the Response to Intervention framework. Students' home language and educational background is taken into account. The student's progress is compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. Knowledge of typical second language development and the student's history of first and second language is considered when setting benchmarks and interpreting progress. When evaluating instructional programs for students, we gauge achievement levels for the school's overall population and for ELLs using all available data. This gives an indication of how individual students are doing compared to their local and national peers.

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

ENL meetings are led by one of our ENL teachers, Jodi Strahl, every other Friday morning to discuss ENL methodologies and best practices, as well as align ENL strategies with Common Core Learning Standards. During meetings, teacher's focus on classroom environment for English Language Learners and research-based next steps. In addition, resources regarding second language development are maintained in the ENL room as well as posted on our school's shutterfly.com share site for all teachers to utilize.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

We administer baseline, formative and summative assessments throughout the school year. These assessments, along with the NYSESLAT, provide us with valuable information to evaluate students' progress and, therefore, the success of our ENL program.

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.

One of our three out-of-classroom ENL teachers is present at every students' registration to interview parents and assist them with completing the HLIS. These pedagogues, who are all licensed ESL teachers, are Deborah Ilberg, Monica Rosario and Jodi Strahl. Based on the parents' completion of the HLIS, it is determined if the student requires the NYSITELL and the student's OTELE code is entered in ATS. If the student requires testing, the ENL teacher responsible for that grade level administers the NYSITELL within 10 days of enrollment. The pedagogues who administer the NYSITELL, Deborah Ilberg, Jodi Strahl, and Monica Rosario, are all certified ENL teachers. Any Spanish-speaking student who tests eligible for ENL services according to the NYSITELL, will be administered the Spanish LAB to assess their native language proficiency. The Spanish LAB is administered by licensed speech pathologist Toni Petti.

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).

Determining SIFE status begins during the ELL Identification Process. If there are indications that a newly identified ENL student in grades 3-5 who is at the beginner/entering or low intermediate/emerging level of proficiency, as indicated by NYSITELL results, has had an interruption or inconsistency in their formal schooling, the Oral Interview Questionnaire provided by the NYCDOE is administered. The Oral Interview Questionnaire is used to determine if an ELL has had a gap of two or more years in their formal

schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

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).

NYSITELL eligibility for students entering school with IEPs (from within the United State) is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL by considering evidence from the HLIS, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

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.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language) which are available for download. These letters include the entitlement letter and non-entitlement letter.

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).

Within the entitlement and non-entitlement letters sent to parents, it states that parents have the right to appeal ELL status within 45 days of enrollment.

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.

Parents of students who are identified as English Language Learners are invited to attend a Parent Orientation meeting within 10 days of enrollment. At this meeting, ENL teachers and the parent coordinator distribute copies of Parent Program Selection Survey forms as well as brochures that give detailed descriptions of all of the programs for English Language Learners provided by New York City schools. All forms are translated in the languages provided by the DOE. Multiple laptops are setup where parents can view the Program Selection video in their native language. After parents have viewed the video, they are given an opportunity to select the program they feel best suits the needs of their child. Staff members are readily available to clarify any questions parents may have about the programs. Staff members fluent in Spanish and Chinese are available to translate, as needed. If necessary, we use the Translation and Interpretation Unit's over-the-phone translation service to communicate with limited-English-proficient parents who speak languages other than Spanish or Chinese. Parents are informed of the programs currently provided at the school but are also informed of their right to send their child to a program in another school if we at P.S. 29 do not have that program. Parents are provided, upon request, with the schools in the borough of Queens, that have Dual Language and Bilingual programs. We maintain records of parents who do not attend the initial orientation meeting. For those parents, another orientation is immediately scheduled and letters are sent out again, requesting the presence of the parent and stressing the importance of attendance at this meeting. If parents still do not respond, we reach out by individually calling the parents of students whose Program Selection forms we are missing and conduct the orientation on an individual basis. As per the UFT contract, the Tuesday afternoon parent communication time is utilized for ongoing orientations. It is stressed to parents via letter that if they do not complete the Program Selection form, the default program is Transitional Bilingual Education. We keep on file a list of parents who have selected Transitional Bilingual Education or Dual Language as their first choice, so that we may contact these parents if and when the program of their choice becomes available.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three program models at the parent orientation, they are provided with a Parent Survey & Program Selection Form (in their preferred language), where parents can indicate their program choice. If parents choose to complete the form at home, they are informed that they must return the completed and signed form within 5 school calendar days. The ENL teachers

maintain a record of Parent Surveys and Program Selection forms that have not been returned within the allotted 5 school days. Efforts are made by the ENL teachers, parent coordinator and other bilingual staff to call, write and email parents to urge them to return the forms in a timely manner. A record of these communication attempts is also maintained in the ENL Office. Additionally, the ENL teachers maintain a record of parent program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers maintain a record of forms that have not been completed and returned. Efforts are made by the ENL teachers, parent coordinator and other bilingual staff to call, write and email parents to urge them to return the forms in a timely manner. A record of these communication attempts is maintained in the ENL Office.
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained both in the ENL Office and copies are filed in each students' cumulative records.
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.
All certified ENL teachers in the school building are involved in administering the NYSESLAT. The Speaking subtest is administered to one student at a time. As the student's assigned ENL provider administers the Speaking subtest, another ENL provider listens and simultaneously scores the student's responses. Sessions 1-3 are administered to small groups of students. For students with disabilities, we adhere to test modifications according to their IEPs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.
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).
A review of the Parent Selection forms for the past year shows that most parents, after hearing a thorough description of the three program options, chose a Free-Standing ENL program for their children. We are continually reaching out to any parents who have not attended the orientation.
Due to an overwhelming request for a Free-Standing ENL program, this is the model in place for our ELLs. The program model offered at PS29 is aligned with parent requests.

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.
Stand-alone ENL instruction develops English language skills so that students can succeed in core content areas. It is delivered by a certified ENL teacher. Students do not receive stand-alone ENL in lieu of core content area instruction.
Integrated ENL instruction builds English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or cotaught by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and
English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL. Students are grouped by grade and are at mixed proficiency levels.
 - b. TBE program. *If applicable.*
We do not have a TBE program.

c. DL program. *If applicable.*

We do not have a DL program.

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)?

We have 3 full time ENL teachers who provide stand-alone and integrated ENL services. We also have several dually certified teachers who teach self-contained ENL classes. Students who are at the entering proficiency level receive 360 minutes per week of ENL instruction as required under the CR Part 154 mandate. 180 of these minutes are stand alone ENL and the other 180 minutes are integrated ENL/ELA. Students who are at the emerging proficiency level also receive 360 minutes per week of ENL instruction. 90 of these minutes are stand alone ENL and 180 minutes are integrated ENL/ELA. The other 90 minutes of ENL instruction is flexible according to student needs. Students who are at the transitioning proficiency level receive 180 minutes per week of ENL instruction. 90 of these minutes are integrated ENL/ELA and 90 minutes are flexible according to student needs. Students at the expanding proficiency level receive 180 minutes per week of integrated ENL/ELA instruction. Students at the commanding level receive 90 minutes of integrated ENL/ELA instruction for an additional two years. All ENL classes, including Integrated and Stand-alone, offer home language support.

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.

In content areas, English Language Learners are taught academic vocabulary and grammatical structures that often interfere with comprehension of content area material. ENL teachers guide students to deconstruct and reconstruct sentences through close reading, using visuals and realia, and teaching students to distinguish shades of meaning among related words. Teachers scaffold language demands to support development of syntax as well as general and domain-specific academic vocabulary. Instructional strategies also include providing opportunities for high-quality discussions and developing the skill of using evidence to support arguments in those discussions. This skill will transfer to stronger writing in literacy and math.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Home language support is provided for our ELL students. Students have access to bilingual content-area dictionaries and there is native language communication during instruction between peer translators and/or school staff where possible (paraprofessionals, teachers). Teachers also make use of cognates where possible, appropriate for their students, based on content and grade. We have multilingual books available to our ELLs. In addition, our Spanish-speaking ELLs are assessed using the Spanish LAB. ESL teachers assist students in making word cards that have an English word on one side with the translation in the student's native language on the other. Beginning students are also encouraged to write in their native language during Writing Workshop, reading response and when explaining their work in Math.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are periodically assessed in all four modalities through the school year. Reading is assessed using Fountas and Pinnell Reading Tracker and analyzed by ESL teachers to evaluate progress. Writing is assessed using baseline and published pieces for each Teacher's College unit. Listening and speaking are evaluated by teacher observation of students engagement in high-quality discussions, which are exemplified by student's responding to and extending each other's thinking.

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

ESL teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction. Newcomers receive an additional 2-4 periods of ESL instruction per week in addition to their mandated 360 minutes. Our students with interrupted formal education are serviced in strategically-planned small groups and given additional instructional supports selected by the ESL teachers. Careful attention is given to the support of these students in test taking as they are required to take state tests after only one year of residency in the United States. Students are provided with instruction on using glossaries in their native language, when allowable on certain state tests. Newcomers taking state exams are provided with testing accommodations that may include taking the test in a separate location, extended time and, on certain tests, native language test booklets and/or translators. In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the most support in. ESL teachers will provide instruction using a myriad of ESL strategies and some children may be offered Academic Intervention Services to help them overcome their academic challenges. Former ELLs receive 90 minutes of instruction each week in addition to extended time on state assessments.

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.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, Mrs Leakey, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Mrs Leakey will consult with a qualified staff member, the parent/guardian, and the student. If Mrs Leakey, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, Mrs Leakey will provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6 to 12 month period. If Mrs Leakey's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?
- ELLs with special needs will be provided with ESL services as dictated by their Individualized Educational Plan. All instructional strategies and grade-level materials are differentiated and delivered to students through small group work and individual conferencing. Teachers use manipulatives, visuals, graphic organizers and read alouds to model teaching points and scaffold vocabulary.
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?
- ESL teachers both push into classrooms and pull ELL-SWDs out of the classrooms to deliver instruction in flexible, small groups. The ESL teachers are knowledgeable of each student's Individualized Educational Plan and goals. Students whose IEPs state that they are to receive bilingual instruction have a language paraprofessional (with their native language) to ensure an appropriate program and instruction. The service provider uses the Teacher's College units of study and adapts the curriculum with ESL strategies and techniques as well as supports the students according to their specific needs as stated on their IEPs.

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.



*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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

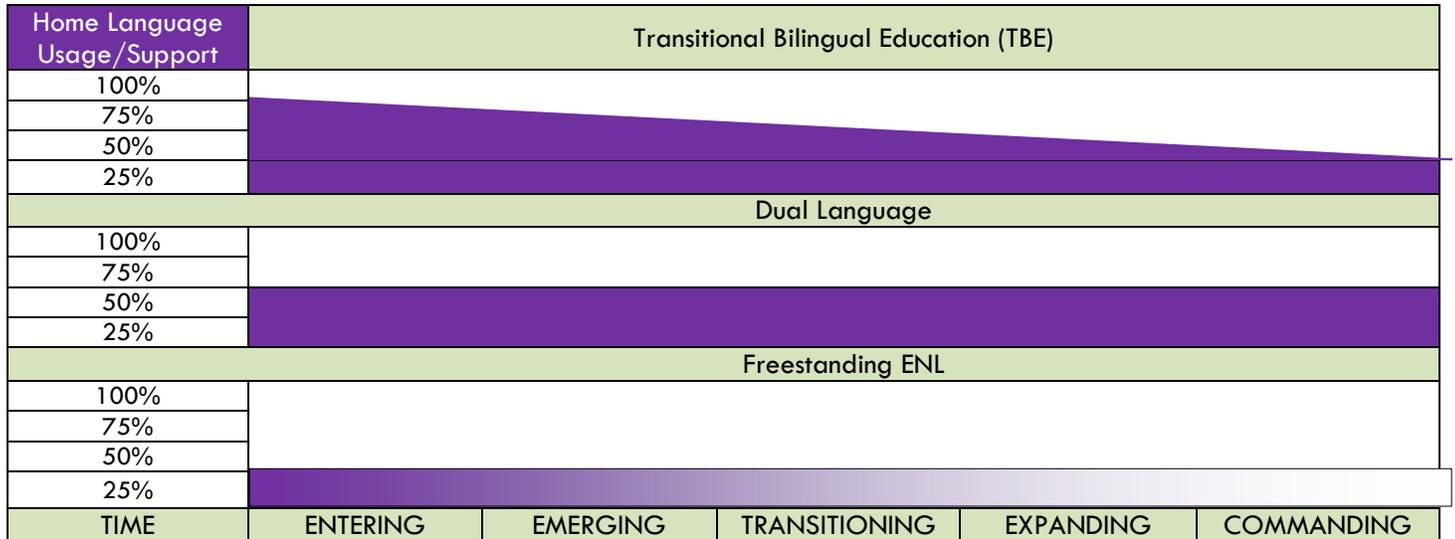


*Note “other approved services” does not apply to New York City at this time.

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.



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. ELLs receive scaffolded instruction in all content areas. Activities to enable ELLs to reach high standards in math include hands-on opportunities such as manipulatives, games, exemplars, and guided math groups. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for ELL students to coordinate with the studies in their classroom.
The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area are benefiting our English Language Learners. We will continue to concentrate on supporting science learning for the ELL students through a focus on activating prior knowledge, using graphic organizers, and small group instruction to build the students' schema.
Academic language is developed through students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals and deconstruction of complex texts to support students' knowledge of academic content. Teaching materials include a wide range of print, visual and digital resources designed to increase English language proficiency. Language functions and structures are taught within the context of the lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Analysis of NYSESLAT data shows that our ELLs either maintained or improved within a proficiency level from 2013 to 2014 or scored proficient overall. This demonstrates the effectiveness of the program and how it is meeting the needs of our ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
Our overall school focus is to improve student-to-student discussion as well as align all instruction to the Common Core Learning Standards.
13. What programs/services for ELLs will be discontinued and why?
We have no plans to discontinue any of the programs or services that we offer to ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs have equal access to all school programs. Students who need additional support are provided with SETTS services, guidance and speech. Our English Language Learners participate in all school programs, both curricular and extracurricular. ELLs participate in our school chorus, our 5th grade ballroom dance program, the basketball and cheerleading teams, the school government, Arts Connections, Penny Harvest, monthly parent and child crafts, drama, visual arts and gym as well as the afterschool programs provided by our local YMCA and Poppenhusen Institute. ELLs are invited through letters in English and in their native languages in addition to verbal communications with parents.
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.
Materials that provide hands-on opportunities, such as manipulatives, games, and exemplars are utilized to support ELLs. Almost every classroom has a Smart Board, which is used to engage the students and support their learning. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinates with the studies in their classroom. Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, graphic organizers and deconstructing and reconstructing of complex sentences to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency.
ELLs have access to educational websites such as starfall.com, readingtoz.com, brainpopjr.com and scholastic.com. Language functions and structures are taught within the context of the lesson. In addition, we currently have forty licenses for ELLs in grades 2-5 for Imagine Learning, which provides technology-based learning.
The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area is necessary. We concentrate on supporting science learning for the ELL students. Activating students' prior knowledge, graphic organizers and visuals are used to build the students' schema.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided for ELLs in our school. All classroom libraries contain trade books in a variety of languages for our students. Standardized tests are provided in a variety of languages and translators have been hired to assist with the tests. Our Parent Coordinator speaks Spanish and our physical therapist speaks Mandarin. Both are able to assist the students whenever needed. Students whose IEPs state that they are to receive bilingual instruction have a language paraprofessional to ensure an appropriate program and instruction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources are carefully planned and selected to correspond to ELLs' ages and grade level standards. All ESL teachers carefully plan with each grade level team to select age and grade level appropriate materials and resources. In ELA,

students are instructed through the Teachers' College Reading and Writing Program and read books on their independent reading levels. Students' age, grade level and English proficiency is carefully considered when choosing vocabulary, structures and language prompts specific to the unit being taught.

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).

One of our three certified ESL teachers is present at every students' registration to complete the informal interview. During this interview, the ESL teacher screens each newly enrolled ELL student. There are no other activities before the beginning of the school year.

19. What language electives are offered to ELLs?

There are no language electives offered.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is provided on an ongoing basis for our ENL teachers and classroom teachers who provide ENL instruction for their students. ENL meetings are led by one of our ENL teachers, Jodi Strahl, every other Friday morning to discuss ENL methodologies and best practices, as well as align ENL strategies with Common Core Learning Standards. In addition, resources and notes from these meetings as well as District 25 professional development opportunities and ENL workshops are kept in the ENL room for all personnel to utilize. These resources are also posted on our school's shutterfly.com share site. In addition, teachers have the opportunity to attend Teacher's College workshops specific to ENL methodologies.
- 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?
At our bimonthly ENL meetings, ENL staff work together to analyze Common Core Learning Standards and align them with ESL strategies.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All teachers are provided with professional development in how to prepare students for the transition from elementary to middle school.
- 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.

We provide ELL-specific professional development through study groups, workshops and lab sites, in addition to bimonthly ENL meetings. Our ENL teachers model lessons including strategies that are beneficial to English Language Learners. Records of teacher attendance at ELL training are maintained in the ENL office.

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?

We meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes the school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. This meeting is scheduled during the contracted Tuesday afternoon parent communication time. Attendance records are maintained in the ENL office.

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.

The annual individual meeting includes all school staff necessary to sufficiently inform parents or guardians about the child's language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement in our school includes, but is not limited to, coffee and conversation workshops, the school leadership team, the parent/teacher association, ENL parent orientations, monthly parent and child crafts, assemblies, open school week, monthly movie nights, parents as reading partners, international night as well as free adult evening ENL classes. Specific events this year include parent/teacher volleyball and kickball. Parents are informed of these activities through fliers that are translated into Spanish and Chinese. In addition, translators are available at these activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the New York Hall of Science, Elmhurst Hospital, Brain Education, Dlal-A-Teacher and Edward Jones Financial Services to provide workshops and services for ELL parents.

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

The parent coordinator sends home parental need surveys and is in constant communication with the parents. We also maintain a parent Shutterfly.com share site where our parent coordinator posts surveys to evaluate needs of parents.

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

After evaluating the parent needs surveys, it was determined that there was a need for an ENL program for adults. Coffee and conversation topics are also chosen by looking at these surveys.

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: **25Q029** School Name:
Superintendent: **DanielleDiMango**

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.learnndoe.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.

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

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.

Parent's preferred languages include English, Spanish, Chinese, Mandarin, Arabic, Pashto, Russian, Korean, Greek, and Filipino.

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.)

School wide informational documents, calendars and workshop notices are translated in Spanish and Chinese.

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.

Formal and informal interactions with parents include parent-teacher conferences, back to school/meet the teacher night, ENL parent orientation, Parents as Reading Partners, annual individual ENL progress meeting, International Night, Pajama Storytime, Family Fitness Night and parent workshops.

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.

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

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.

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we have developed a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings a translator is available for parents who speak Chinese and Spanish. We also have the ability to utilize bilingual staff members for interpretation needs. Our parent coordinator is fluent in Spanish and assists with translation. We also have staff members who are fluent in Chinese and assist with translation. In addition, we have tapped into parent coordinators from other local schools for Korean oral translation.

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.)

Signs informing staff regarding Translation and Interpretation Unit services are posted in the main office, faculty lounge, and near outgoing phones throughout the building. In addition, staff is notified via an email at the beginning of each school year regarding these services.

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

The Welcome Poster hangs in the main vestibule of our building. In addition, the language ID guide and Parents' Bill of Rights are displayed in our Parent Coordinator's Office.

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 provide parents with a survey at the end of the school year in their preferred language inquiring about the quality and availability of services.