

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R029

School Name:

P.S. 029 BARDWELL

Principal:

LINDA MANFREDI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 29 School Number (DBN): 31R029
Grades Served: Pre-Kindergarten – Fifth Grade
School Address: 1581 Victory Boulevard, Staten Island, NY 10314
Phone Number: 718-556-4400 Fax: 718-556-4429
School Contact Person: Annmarie Vallebuona Email Address: avalleb@schools.nyc.gov
Principal: Linda Manfredi
UFT Chapter Leader: Juliane Cottone
Parents' Association President: Mona Serhan
SLT Chairperson: Johanna Longardino
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace, Staten Island, NY 10314
Superintendent's Office Address: _____
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 52 Chambers Street, New York, NY
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8375 Fax: 718-391-6109

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)
Linda Manfredi	*Principal or Designee	
Juliane Cottone	*UFT Chapter Leader or Designee	
Mona Serhan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sylvie Jimenez	Member/ Parent	
Denise Moley	Member/ Parent	
Toni Spinella	Member/ Parent	
Johanna Longardino	Member/ Assistant Principal	
Annamarie Vallebuona	Member/ Assistant Principal	
Melissa Rosenthal	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Samia Saady	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Bardwell Bengals pride themselves on being a " Rare Breed ." PS29 is a school of the highest quality, providing a strong foundation of valuable learning experiences in a caring and nurturing environment. The Bengals strive for distinction in all areas.

PS29 recognizes the importance of strong family and community ties . Our PTA is a main source of support for our school both financially and in the personal time they dedicate to our school community. We have partnerships with the YMCA, Staten Island Zoo, the Staten Island Foundation, the Jewish Community Center, the Cespino Russo Post of the American Legion, the Staten Island Advance, Little Kids Rock, Music and the Brain, New York 1, Meals on Wheels and other local food pantries. We also participate with the Local Justice/Court System, St. George Theater, local Karate and Dance schools and our neighboring Todt Hill Community Center where we participate in a wide variety of activities and events. We have a strong partnership with the local high schools, colleges and universities providing students with unique experiences and opportunities to broaden their education. Our teachers have secured grants from Donor's Choose to support their students. We are always looking for new and unique ways to expand our students' education by thinking out of the box and working with the community at large.

Over the past several years we have prided ourselves on creating a supportive environment by establishing a school culture where students feel safe, supported and challenged by their teachers.

Our " Pay it Forward " campaign has enhanced the spirit and pride within the school and the greater community, building on our motto to " Work Together, Learn Together , Succeed Together " for the benefit of everyone around us. Our students participate in a multitude of community outreach projects, connecting them to a variety of individuals and organization throughout Staten Island. Through this community outreach, our smallest Bengals learn that they have the power to make a difference, learning how to help those in need and give thanks to those that help them.

Our academies, BAM (K-1) and ABC (2-5) enhance our curriculum by providing students opportunities in the arts, broadcasting and community outreach. Our BAM students begin everyday with a healthy breakfast and discussion around healthy habits, as well as an introduction to music, technology and physical fitness.

In order to encourage students to persevere, P.A.C.T. (Perseverance and Challenge Time) has become a part of our school day. The purpose of P.A.C.T is to encourage students to continue working through a task even though they may feel it is difficult. Students continue to develop a sense of resiliency and persistence, refusing to give up on the problem presented .

During P.A.C.T. we provide students with a challenging task to be worked on independently or in a group. Our teachers allow wait time for the students while giving timely and effective feedback to encourage them to persist in problem solving. The learning becomes about the process and not about the right answer. Teachers lead students with questions, but do not pick up a pencil. They guide the students in making headway in the task themselves. In short, P.A.C.T encourages our students to understand the problem, find a way to attack it, and work until it is done!

By using P.A.C.T., as well as formative assessments, we are on our way to building a stronger, more supportive culture for learning as well as providing opportunity for more engaging learning activities.

QuEST (Questioning ~ Understanding ~ Exploring through Science and Technology) is PS29's adaptation of the Department of Educations' program for the talented and gifted. It is a springboard of innovative ideas and a playground

for creative minds. It is a program that offers authentic, purposeful and inspirational experiences for students in grades 3-5. This program continues to provide a supportive environment for those students who require a compacted curriculum and more advanced challenges than their grade-level peers.

We believe that effective school leadership is what nurtures the professional growth of teachers and staff. Over the past four school years, our staff has heavily focused on the Danielson Framework for Teaching and how it supports effective instruction. Dedicated time for professional development has allowed us to ensure that our teachers have a strong understanding of the Danielson Rubric as well as how it is being used to evaluate teacher effectiveness. Teachers and administrators have discussed each of the rubric's domains and continue to refine our understanding through collaborative discussions and model videos.

The implementation of instructional rounds has afforded our teachers the ability to observe their colleagues in action. These sessions have led to rich discussion around specific teaching strategies and have allowed our teachers to share those skills that they do best. This collaboration enhances our planning sessions as teachers are able to visualize new ideas because they have seen them in action.

At PS29 students are actively engaged in developing critical thinking skills in every classroom. Throughout our school, teachers are using a variety of assessment practices to inform instruction. Teachers are conferencing with students, using a variety of checklists and questioning, and are employing "E-Slips" (entry/exit slips) to gain a greater understanding of student strengths and weaknesses which ultimately may result in providing RTI services for small groups of students by trained paraprofessionals.

Relying on our knowledge of balanced literacy and a concern about our students' progress, it was necessary to make some adjustments to the Ready Gen program over the past two years. We fine-tuned our Ready Gen pacing calendar in kindergarten and first grade, to include reading strategies that are a necessary part to any early childhood reading curriculum. We also made changes to how we are teaching writing, with teachers in second through fifth grade analyzing the Ready Gen writing lessons and incorporating them in a workshop model so that students are able to follow the writing process and create standards-based student work. Our kindergarten and first grade teachers found that without the foundation of the writing process, students had difficulty with Ready Gen writing. They have returned to the writer's workshop approach to teaching writing so that their students have the foundation to move forward in the upper grades.

This year 2015-2016 we plan to continue working on providing students with rigorous instruction. We have already begun planning comprehensive units of study for readers' and writers' workshop. We are complimenting those units with the close reading of complex texts to afford our students the opportunity to think critically while reading and supporting their ideas with evidence from the text. We are anticipating a partnership with the Teachers College Reading and Writing Project to support our work in this area and we look forward to continuing on this path to stronger, more rigorous classroom instruction and more engaging learning activities as we continue to address the demands of the Common Core.

31R029 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	744	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
				N/A
School Composition (2013-14)				
% Title I Population		0.3%	% Attendance Rate	94.0%
% Free Lunch		38.4%	% Reduced Lunch	7.1%
% Limited English Proficient		3.3%	% Students with Disabilities	17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	8.9%
% Hispanic or Latino		17.6%	% Asian or Native Hawaiian/Pacific Islander	13.8%
% White		58.7%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	8.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		48.9%	Mathematics Performance at levels 3 & 4	51.1%
Science Performance at levels 3 & 4 (4th Grade)		96.7%	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			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	YES
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	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
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	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		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.

An analysis of the following sources of data provided our needs assessment: Elementary School Quality Snapshot, the School Quality Guide, Danielson Teacher Evaluations and our most recent Quality Review and Teacher and Parent Learning Environment Surveys.

- Students are approaching target in the percentage of students at a level 3 or 4 in English and Math
- Students are approaching target in Average Student Proficiency in English and Math

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

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"> • Utilize EnVision 2.0 Math to target instruction based on students needs and data trends • Create and administer common formative assessments and performance tasks to measure student performance 	All Teachers/ Paraprofessionals	Ongoing Sept-June	Administration Grade Leaders
<ul style="list-style-type: none"> • Implement Teachers College Reading and Writing Project, in order to provide students with literacy instruction aligned to the Common Core Learning Standards. • Administer Teachers College Reading assessments to measure student performance in reading. • Create and administer common formative writing assessments and performance tasks to measure student writing performance. 	All Teachers/ Paraprofessionals	Ongoing Sept-June	Administration Grade Leaders
Target small groups of students in grades 4-5 during extended morning sessions (RISE)	Select teachers	Jan - April	Administration RISE Teachers Parent Coordinator

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"> • Teachers College Reading and Writing Project • EnVisions Math 2.0

- Foundations Kits Grades K-1
- Guided Reading Materials
- Curriculum Maps
- Common Formative Assessments and Performance Tasks
- Rigorous Lesson Plans
- Scheduling to accommodate Instructional Rounds

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		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.

We expect to see an increase of at least 2.5% of students meeting standards in ELA and Math as measured by the January 2016 common formative assessments. These assessments will take place during the last two weeks of January 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 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.

An analysis of the following sources of data provided our needs assessment: Elementary School Quality Snapshot, the School Quality Guide, Danielson Teacher Evaluations and our most recent Quality Review and Teacher and Parent Learning Environment Surveys.

- School Survey – Instructional Core exceeds the target
- School Survey – School Culture exceeds the target
- School Survey – Structures for Improvement meets the target
- Students are approaching the target in Attendance Rate

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, Public Schools 29 will increase our attendance rate to at least 95.5%.

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) <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"> • Monitor students with excessive absences • Provide outreach to parents to develop plan to increase attendance (504, Counseling) • Provide incentives to classrooms and students with 100% attendance 	<p>Students with more than 5 days absent</p>	<p>Ongoing Sept – June</p>	<p>Administration Classroom Teacher School Aide Parent Coordinator SLT Attendance Monitor</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"> • Weekly/Monthly attendance incentives • Partnerships with Community Based Organizations • Guidance Counselor • Social Worker 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

Attendance will be monitored weekly to determine our progress toward meeting our goal. It is expected that our rate of attendance from September – January will be at least 95%.

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.

An analysis of the following sources of data provided our needs assessment: Elementary School Quality Snapshot, the School Quality Guide, Danielson Teacher Evaluations and our most recent Quality Review and Teacher and Parent Learning Environment Surveys.

- Staff must continue to align assessment practices to curricula, generate data that further supports instructional and pedagogical changes on the grade and individual student level in order to maximize learning for all students (QR 2013-2014)
- Students are approaching target in English and Math early grade progress
- Students are approaching target in the percentage of students at a level 3 or 4 in English and Math
- Students are approaching target in Average Student Proficiency in English and Math

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 to understand student needs and plan rigorous, targeted instruction in supportive professional learning communities on a weekly basis

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"> • Professional development provided by Teachers College and professional development team to create strong learning communities. 	<p>All teachers/ paraprofessionals</p>	<p>Ongoing Sept - June</p>	<p>Administration PD Team Grade Leaders BFSC Parent Coordinator TC staff developers</p>
<ul style="list-style-type: none"> • Professional development on looking at student work protocols and planning instruction 	<p>All teachers/ paraprofessionals</p>	<p>Ongoing Sept - June</p>	<p>Administration PD Team Grade Leaders BFSC Parent Coordinator</p>
<ul style="list-style-type: none"> • Continued refinement of Common Core performance tasks and rubrics 	<p>All teachers/ paraprofessionals</p>	<p>Ongoing Sept - June</p>	<p>Administration PD Team Grade Leaders BFSC Parent Coordinator</p>
<ul style="list-style-type: none"> • Feedback to teachers on observations • Cabinet debriefs to discuss school-wide strengths/weakness 	<p>All Teachers</p>	<p>Ongoing Sept - June</p>	<p>Administration PD Team</p>

			Grade Leaders
			Parent Coordinator

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"> • Protocols for teacher team work • Common Rubrics for Common Assessments • Collection of student work and data • Refinement of units of study and lesson plans <p>Teachers College on-site professional development and calendar days</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		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 January 2016, 75% of teachers will be using protocols to look at student work and plan targeted, rigorous instruction.
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.

An analysis of the following sources of data provided our needs assessment: Elementary School Quality Snapshot, the School Quality Guide, Danielson Teacher Evaluations and our most recent Quality Review and Teacher and Parent Learning Environment Surveys.

- Staff must continue to align assessment practices to curricula, generate data that further supports instructional and pedagogical changes on the grade and individual student level in order to maximize learning for all students (QR 2013-2014)
- Staff must continue to plan rigorous instruction reflective of the important concepts of the discipline and provide feedback to further student learning (Danielson 1a & 1e)
- Students are approaching target in English and Math early grade progress
- Students are approaching target in the percentage of students at a level 3 or 4 in English and Math
- Students are approaching target in Average Student Proficiency in English and Math

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, 50% of classroom teachers will consistently align learning targets and success criteria with the Common Core Learning Standards and embed them into their instruction.

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Development to support teachers in determining learning targets and success criteria. · Professional Learning Community meetings to review units of study and embed learning targets into the units. * Ongoing professional development through BFSC and DOE events.	All teachers	Ongoing Sept - June	Administration PD Team Grade leaders BFSC
· Observation cycles using Danielson and including face to face feedback to encourage dialogue around value of learning targets and success criteria * Scheduled common planning	All teachers	Ongoing Sept - June	Administration PD Team Grade leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Schedule to incorporate common planning time • Teachers College Professional on-site professional development and calendar days • EnVisions 2.0 math program and professional development days • Scheduled observations cycles and debriefing sessions 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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 January 2016, at least 30% of classroom teachers will have aligned learning targets and success criteria to the Common Core Learning Standards in their instruction as reflected in their lesson plans.

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.

An analysis of the following sources of data provided our needs assessment: Elementary School Quality Snapshot, the School Quality Guide, Danielson Teacher Evaluations and our most recent Quality Review, classroom walkthroughs and informal student conferences.

- Discussion with students show that many students need a better understanding of the criteria needed to master the standards.
- Walkthroughs show that teachers need a better understanding of criteria necessary to master the standards.
- Many students are unable to identify next steps for their learning.

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, 25% of students will host their families in student-led conferences at least once during the school year.

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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Professional development to understand and support student led conferences 	All Staff and students	Ongoing October - June	Administration Teachers/Paras Students
<ul style="list-style-type: none"> • Model student led conferences with students and practice with peers/learning partners throughout the year 	All Staff and students	Ongoing October - June	Administration Teachers/Paras Students
<ul style="list-style-type: none"> • Develop evaluation tools for parents in order to monitor the effectiveness of student led conferences for parents and students. 	All Staff and students Parents	Ongoing October - June	Administration Teachers/Paras Students Parents

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"> • Schedules to accommodate partnerships • Parent volunteers • Teacher volunteers • Materials required for special events (copies, laptop, projector, elmo)
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>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.</p> <p>By January, 2016 at least 10% of students will have had at least one student led conference with their families and teacher as shown by parent completed surveys.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	ELA State Test TCRWP Common Formative assessments/performance tasks	Foundations Leveled Literacy Intervention Benchmark Reading Mondo Literacy Voyager RISE Morning Program	Small Group	During the school day Before School
Mathematics	Math State Test Common Formative assessments/performance tasks	Reflex EnVisions Intervention Guided Math	Individual (computer assisted) Small Group	During school day
Science	Common Formative assessments/performance tasks	Guided Reading RISE Morning Program	Small Group	During school day Before School
Social Studies	Common Formative assessments/performance tasks	Guided Reading RISE Morning Program	Small Group	During School Day Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance Suspensions Behavior plans	Peer Mediation Counseling	Small Group Individual	During School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

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 31	Borough Staten Island	School Number 029
School Name The Bardwell School		

B. Language Allocation Policy Team Composition

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

Principal Linda Manfredi	Assistant Principal A. Vallebuona/J. Longardino
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Laurie Rinaldo	School Counselor Nicole Gavaris
Teacher/Subject Area Christine Gambardella	Parent Mona Serhan
Teacher/Subject Area type here	Parent Coordinator
Related-Service Provider Lori Rodriguez	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	737	Total number of ELLs	22	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	<input checked="" type="checkbox"/> 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 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

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	22	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	12	0	3	10	0	8	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	2	4	3	1								0
Chinese	1	0	2	0	1	0								0
Russian	1	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	1	0	0								0
Haitian	0	0	1	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	2	1	1	0	0								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)	1													0
Emerging (Low Intermediate)		1	1	1	2	0								0
Transitioning (High Intermediate)			2			1								0
Expanding (Advanced)	2	1	3	4	3	0								0
Commanding (Proficient)				1	1	0								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1	1									0

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 PS 29 currently uses the Teacher's College Reading Assessment. This assessment uses letter and sound recognition, concepts of print, sight word lists and running records to gain a complete profile of each students' reading abilities. At the time of the current benchmark assessments, twenty seven percent of our ELLs are at or above the benchmark. Our primary ELLs struggle with letter/sound recognition, while our upper grade ELLs are having difficulty with comprehension. This information is shared with the ESL teacher, who often assists in the completion of the TC assessments. She is able to work with the students in their areas of need during their mandated times. We are confident that with Foundations and the Teacher's College balanced literacy program, we will see an improvement in benchmark levels for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across proficiency levels reveal that our students have made gains on the speaking and listening modalities of the NYSESLAT. However, they did not meet benchmarks on the writing or reading modalities of the 2015 NYSESLAT. There were a large number of students entering new grade bands for the 2015 NYSESLAT. Our beginner students made large gains on the listening and speaking, while all students struggled with writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 29 uses information about Annual Measurable Achievement Objectives to design effective instructional programs and interventions for our ELL students. We did not meet AMAO 1 or AMAO 2 targets on the Spring 2015 NYSESLAT. Our AMAO 2 was 11.76% which fell below the target of 15%. The majority of our ELLs (64%) placed in the Expanding level on the modalities of the NYSESLAT, with most only 2-3 questions away from reaching the next proficiency level which is commanding. However, the students are struggling with the Reading/Writing modalities of the assessment. Therefore, the main focus for instructional decisions, based on NYSESLAT patterns across modalities, is to create strong Reading and Writing workshops structured around English acquisition.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Patterns across performance levels and grades reveal that most ELLs are performing below grade level in Reading and Math. Although our ELLs are offered assessments in their native language, the students prefer to take the assessments in English. ELL periodic assessment results are analyzed by both the ENL teacher and the classroom teacher. The information is used for instruction for small group work as well as the for the ENL teacher to have an interim assessment between the NYSESLAT administrations. Administration uses the results to track trends across teachers as well as students. Bilingual glossaries are provided for students to use on content area assessments. Literature in the home language is used when available for specific languages.

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*.] Speaking and oral language are the areas most in need of remediation as assessed by the NYSITELL and NYSESLAT. This has also been noted through teacher observation. Both the ESL teacher and classroom teachers focus on teaching specialized or academic vocabulary. These Tier II and III words help to build background knowledge and schema for assistance with comprehension and speaking about reading. Close reading is modeled through an interactive read aloud. Our Teacher's College curriculum allows for Team Talk, where students have collaborative discussion and debates. Our classes put on assemblies where role playing and rehearsed oral performances are part of their assigned duties. Teacher supply language frames for ELLs that aid in speaking and listening.
6. How do you make sure that a student's new language development is considered in instructional decisions? At P.S.29, we ensure that a child's second language development is considered in instructional decisions. Our staff uses NYSITELL, Spanish LAB-R, and NYSESLAT scores to understand their English language proficiency, as well as, their academic areas of weakness. To build a strong multi-tiered instructional model for ELLs, their language learning must be fully supported. It requires that educators have a basic understanding of the theories of language acquisition and how the intersection of language and learning influences their academic development. Classroom teachers are given professional development in these areas. When choosing mentor texts for literacy units, teachers are mindful of the languages and cultures that are housed within their classrooms. Grades that study Asia and the Middle East as well as Latin and South America choose to study specific countries relative to their student's cultures. Our teachers also have ongoing communication with our ELL students and parents to discover their linguistic capabilities. This will allow teachers to know where to begin their instruction and how to build upon what they already know.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 8. The success of our ENL program is measured in many different ways. One way is through summative assessment. As our ELLs reach upper primary grades, they are showing steady gains on the NYSESLAT and our current fifth graders have made gains on NYS ELA and Math Assessments. We evaluate the success of our programs for ELLs by analyzing trends in data. Our goal was for 40% of our ELL students to achieve Advanced proficiency on the NYSESLAT. Not only was that goal met, but it was exceeded. Two students achieved Proficient on the 2013 NYSESLAT. As they become former ELLs, they will continue to receive at least 90 minutes of ENL services as well as be seen by academic intervention providers to assess their individual strengths and weaknesses. Not all former ELLs will need services, but will receive the same testing accommodations as the ELLs for the next two years.

Part IV: ELL Identification Process

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

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. Upon registration, parents are asked to complete the Home Language Identification Survey (HLIS). Informal oral interviews are conducted with the parents and students if the parents indicate that languages other than English are spoken at home. Present at registration are the ENL teacher, Mrs. Rinaldo and the Spanish fluent secretary to assist in conducting the informal interviews. An Arabic speaking paraprofessional is also available if needed. Mrs. Rinaldo also conducts the HLIS and when needed calls the Translation Unit to conduct the HLIS in other languages in which the HLIS is not translated. She then reviews the first page of the HLIS which has 8 questions divided into two sections. If the parent indicates a language other than English for one response in questions 1

to 4 and for two responses in questions 5 to 8, this will make their child eligible to take the New York State Identification Test for English language Learners (NYSITELL). If it is decided that a language other than English may be the dominant language for the child, the NYSITELL is administered by the ENL teacher within ten days of registration. If the language spoken at home is Spanish, the Spanish LAB is administered to the student. If the students are deemed eligible for language services, the parents receive options for placement in the various language programs in the region. If ENL is chosen, the students are added to the teachers schedule and assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of the same school year.

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).

In order to identify SIFE students, the first piece of information to be utilized is the HLIS. The parents are asked to complete the "prior schooling" portion. If the child is a newly identified ELL, in grades 3-5 and the NYSITELL results are beginning/entering or low intermediate/emerging level, the child may be SIFE. The ENL teacher will administer the oral interview questionnaire. If the home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher will administer the Literacy Evaluation for a Newcomer SIFE (LENS). The results of this initial SIFE status will be indicated in ATS within 30 days of enrollment. During the course of the school year, student work and assessments will be used in making final SIFE determination. Schools have 30 days from initial enrollment to make an initial determination.

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

If a newly enrolled ELL also has an IEP, the Language Proficiency Team (LPT) will meet to decide if the child is eligible for NYSITELL. The LPT will consist of Mrs. Longardino (assistant principal), Mrs. Rinaldo (ENL Teacher), Mrs. Vallebuona (Assistant Principal/Special Education Director), the child's classroom teacher and the parent/guardian of the student in question. A translator or interpreter must be present at this meeting. At the meeting, the team will review the information gathered from the HLIS as well as the student's history of language use in the home and school community. Results of the special education testing will also be reviewed, as well as any information from the Committee on Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on all this evidence, the team will determine if the student has a second language acquisition need or whether the disability is the determinant factor affecting the student demonstrating proficiency in English. If the student has a second language need, they will be administered the NYSITELL. If the team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review, who either accepts or rejects this recommendation. If it is rejected, the NYSITELL is administered. If it is accepted, it is sent to the superintendent for a final decision. The parent must be notified within 3 school days of the final decision.

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

After the NYSITELL is administered and scored, Mrs. Rinaldo, the ENL teacher, sends home entitlement letters in the parents preferred language for students who are deemed eligible for English language acquisition services, and non-entitlement letters for those who are not deemed eligible. These letters are sent home in the preferred language of the parent on the same day on which the NYSITELL sheets are scanned and the eligibility is posted in ATS. All copies of letters are filed in two places: one stays with Mrs. Rinaldo in a binder and the other is placed in the child's cumulative folder.

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).

Parents are informed by Mrs. Rinaldo during orientation, in their preferred language of communication, that they have the right to appeal ELL status within the first 45 days of enrollment. They can appeal the status if they believe their child may have been misidentified as an ELL or non-ELL by requesting a re-identification process. We will initiate review of the ELL status determination upon receipt of a written request from the parent or the student's teacher (accompanied by parental consent).

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.

The parents are offered three programs: Transitional Bilingual Education, Dual Language or Freestanding ENL. In order to ensure that the parents are familiar with the three options, they are invited to a parent orientation within 5 days of entitlement decision. At the orientation, the three options are discussed at length by our ENL teacher Mrs. Rinaldo and a video is shown in coordinating languages. If a parent requests a translator for the meeting, every attempt is made to ensure that one is made available. Parents are notified of the orientation more than a week in advance so that these arrangements can be made. They have five calendar days to make their decision and if no decision is made, the child is placed in ENL since we do not have a bilingual program here at PS 29. If a TBE program becomes available, the parents will be notified in their preferred language about the availability of a seat.

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

Our number of entitled students is normally quite small and allows us to invite each parent up personally to review the survey and program selections. A parent orientation is held at the beginning of the year and parents complete the forms at this meeting. If parents are unable to make the meeting, numerous attempts are made by the ENL teacher, Mrs. Rinaldo, to reschedule or reach out to the family, ensuring that all forms are returned and accounted for. Our ESL teacher collects, files and stores all forms in a locked closet. If forms are not returned, the child is placed in ENL since we do not have a bilingual program here at PS 29. If a TBE program becomes available, the parents will be notified in their preferred language about the availability of a seat.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 8. The Parent Survey and Program Selection forms are distributed and signed at the one-to-one parent orientations in the parents preferred language. If they would like some time to consider their option, Mrs. Rinaldo follows up with a phone call the next day. In the instance they are not signed or returned, phone calls are made, Mrs. Rinaldo attempts to catch parents at arrival and dismissal, and enlists the help of our parent coordinator, Joann Rubano as well as teachers of the students themselves.
9. Describe how your school ensures that placement parent notification letters are distributed.
 9. At the parent orientation meeting, the parent will choose the program in which they wish their child to be placed. After the decision is made, they receive a letter in their preferred language explaining the child's placement. Most often, these letters go home with the parent on the same day of the orientation. If they needed more time to make a decision, Mrs. Rinaldo follows up with a phone call. As soon as a decision is made, within 5 days of the orientation, program placement letters are sent home with the child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All paperwork that accounts for ELL documentation is retained in the school. The original HLIS is placed in the student's cumulative file, as well as the original entitlement letter and parent preferred language of choice. Copies of all ELL documentation, including the HLIS, entitlement or non-entitlement letters, parent decision letters, preferred language letters and program choice are kept in a binder by the ENL teacher, Mrs. Rinaldo.
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.
 11. Due to the small number of ELL students tested each spring, there are not many issues with scheduling and administering the NYSESLAT. Professional development is given each school year around the Testing Administration handbook. The teachers are made aware of all mandates and norms that are involved with testing. Mrs. Rinaldo compiles a testing memo complete with a schedule so that the teachers are aware of when their students will be pulled for test administration. Mrs. Rinaldo constantly monitors the ELL population within our building, utilizing the ATS report RLAT, so she is aware of the children who are to be tested. The ENL teacher tests each child in each modality, with another trained pedagogue in her presence for recording answers during the speaking portion. Due to new administration and scoring mandates, she is no longer able to complete the NYSESLAT administration alone. We utilize two of our Integrated Co-Teachers to assist in administration and marking of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In order to ensure that continued entitlement letters and transitional support parent notification letters are distributed, Mrs. Rinaldo analyzes the results of the NYSESLAT as soon as they are returned to the school in late August. She determines who will be in need of transitional support and who will continue to be entitled for services. The letters are prepared and sent home to parents within the first week of school, before September 15. Letters are sent in the preferred language of the parent. Mrs. Rinaldo also follows up with phone calls to parents and invited them up to meet with her to discuss the score report for their child. In order to ensure that all parents of ELLs fully understand the programs that their child is receiving in school, parents are invited up at the beginning of each year to discuss the goals of the program, their child's development and progress, their child's results from the prior year's NYSESLAT and their language development needs in all areas. This meeting is conducted by the ENL teacher and any necessary translator or interpreters that may be necessary. The Translation and Interpretation Unit is utilized if necessary. Mrs. Rinaldo will utilize parent engagement time that is allocated on Tuesday afternoons to conduct these meetings.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

After reviewing parent choice letters all but five parents have chosen the Freestanding ENL program for their children in the past two years. Four parents chose a TBE program and one parent chose a Dual Language Program. Parents that request a program other than ENL are informed that at the moment we do not have their program of choice but we will notify them by phone when the program is available. It was explained to the parents that they had the opportunity to place their child in their choice program at other locations in the district and they declined the offer. It is evident that the parents have chosen ENL as the program most favored for their child, maintaining its place as the only second language program available at PS 29. We do not meet the mandate for having a Transitional Bilingual Education program here at PS 29.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

Our school offers two types of ENL instruction. Standalone ENL serves to develop English language skills so students can succeed in core content courses. Integrated ENL builds English language skills through content area and is delivered by both the classroom teacher and the certified ENL teacher. PS 29 will follow the New York State ESL mandates where Beginner/Entering ELLs will receive 360 minutes of instruction per week. (180 minutes Standalone, 180 minutes Integrated) Low Intermediate/Emerging ELLs will receive 360 minutes of instruction per week (90 minutes atandalone, 180 Integrated, 90 flexible). Intermediate/Transitioning ELLs will receive 180 minutes of instruction per week (90 minutes integrated, 90 minutes flexible). Advanced/Expanding ELLs will receive 180 minutes of instruction per week (180 integrated). Students who have passed the NYSESLAT and are deemed at the Proficient/Commanding level will continue to receive a minimum of 90 minutes of Integrated ENL instruction per week for two years after a proficient level has been attained. Our small number of ELLs per grade allows us to program them in one class on the grade. This makes scheduling easier for both Standalone and Integrated ENL.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not applicable
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)?
 2. The amount of minutes that each proficiency group receives is outlined in Question 1. PS 29 will follow the New York State ESL mandates where Beginner/Entering ELLs will receive 360 minutes of instruction per week. (180 minutes Standalone, 180 minutes Integrated) Low Intermediate/Emerging ELLs will receive 360 minutes of instruction per week (90 minutes atandalone, 180 Integrated, 90 flexible). Intermediate/Transitioning ELLs will receive 180 minutes of instruction per week (90 minutes integrated, 90 minutes flexible). Advanced/Expanding ELLs will receive 180 minutes of instruction per week (180 integrated). We are able to ensure that these minutes are met due to our small number of ELLs. Mrs. Rinaldo is able to push-in to only one class per grade and service all children on a grade at one time. Since our class periods are 50 minutes long, the students often receive more than the minimum number of mandated minutes.
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.

Instructional materials in the ESL classroom, as well as classrooms of ELLs include leveled libraries in fiction and non-fiction, bilingual, some native language and cross-cultural literature, as well as hands on theme kits to teach content explicit vocabulary. High-visual content area science kits, picture dictionaries and picture cards are also present in the classroom. P.S. 29's libraries include a large collection of ELL literature as well in order to boost children's pride in their native language. The Teacher's College Reading and Writing curriculum, which is fully aligned to the Common Core Learning Standards, encompasses academic vocabulary and the picture vocabulary cards are displayed in the classrooms. The teachers plan for multiple entry points for students in the content rich curriculum. All classes receive science as a cluster and are instructed in social studies, both standalone and incorporated into the literacy through trade books. The teachers have had training in using ENL methodologies when working with ELLs in their classroom. The teachers meet to plan.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We do not have any students who are eligible for ELE or Chinese Reading Test. If we did, they would be supported throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, speaking, reading and writing are essential elements of every lesson in combination with content material and cognitive skills. Teacher observation, student portfolios, teacher created assessments and the NYSESLAT measure student progress. Students are taught reading through foundational skills and comprehension strategies. Each classroom has a library leveled for appropriate book choices for all students, including ELLs. Teachers promote varied strategies to advance oral language development and content acquisition in conjunction with the student developmental levels, learning modalities and needs. Oral

language is an integral part of the Common Core Learning Standards. Beginning readers draw upon their first language. Using picture dictionaries and prior knowledge, students are asked to respond to a statement in English or draw a picture in response to a book in their native language. Students are exposed to books on tape and are instructed using the Total Physical Response (TPR) method. More advanced students may use bilingual dictionaries to aid them in skill building, classroom vocabulary and on State Assessments. ELL Periodic Assessments are also utilized for upper grade ELLs. The students in the upper primary grades take baseline, periodic and benchmark assessments in ELA and Math. They are assessed across the year.

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

SIFE: At PS 29 we do not have any SIFE students. If we did have SIFE students we would welcome them and make sure their educational experience is a positive one. They would be assessed using the questionnaire and the LENS if they are in grade 3 or higher. The SIFE student would receive small group instruction with children on his or her proficiency level. We would hope that there be at least one student in the class that will speak his or her native language to ease the child into a new system of learning and make the student comfortable and open to learning and sharing their experiences. In addition, we would keep in contact with the parents to discuss the needs of the child, as well as, provide native language support through the purchase of literature in their native language to assist them in their native language skills.

Newcomers: Newcomers are taught to draw from their first language in order to respond to literature. Using books written in their native language, children draw pictures or write short statements in English to support their understanding. Content translations in math and science are provided to assist children in uncovering the meaning in those subject areas. Bilingual dictionaries are available to help more advanced students in skill building, classroom vocabulary and on assessments. A greater emphasis needs to be placed on interactive conversation between the ENL teacher and the individual student, most specifically with the intermediate students, to provide opportunities for corrective feedback and to help build language awareness and meta-linguistic skills.

Developing: Students who are in the Emerging and Transitioning proficiency groups are taught to build on what they have learned to push themselves even further in their English language acquisition. These students are instructed with hands on materials when learning new vocabulary and are encouraged to use these words in their writing. The students work in small groups to present their own mini-plays to practice oral language skills. The students check each other's work samples to serve as peer editors.

Long-Term ELLs : For our children receiving services from 4-6 years, all students are at the intermediate or advanced level as assessed by the LAB-R or NYSESLAT. These students' deficiencies are in reading and speaking. Students in these groups are instructed using the Cognitive Academic Language Learning Approach (CALLA) strategies. These principles teach grade level topics from the major curriculum areas, develop academic language skills and provide explicit instruction in learning strategies for content and language acquisition. Scaffolding will also be used as an instructional strategy to guide them in the writing process. Interactive Learning techniques are an important element in the ELL program. These techniques also include constructivist learning, the use of manipulatives, regalia, pictures, acting and dramatization. The focus for these students would be to build upon the solid verbal base to increase in expressive language stimulation. Once the students are fluently discussing thoughts and ideas, the instruction will revolve around writing about their experiences.

Former ELLs: Former ELLs receive 90 minutes per week of ENL services for two years after they have reached proficiency. Former ELLs are placed in the classroom with the current ELLs. When the ENL teacher pushes in, she ensures that they are understanding the content. Former ELLs are provided with transitional support. These students are offered opportunities to have extra time on all classroom and state assessments. Former ELLs are provided with Academic Intervention Services (AIS) after achieving proficiency on the NYSESLAT. AIS is provided for reading, math and content areas and students are re-evaluated for this service on a quarterly basis. Easy access to writing tools for the former ELLs include, but are not limited to: various test models, word banks, high frequency words, checklists for proof reading, and ideas to help move through the writing process. Students work collaboratively in pairs and groups to provide opportunities for less competent pupils to work with more confident peers.

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.

In order to ensure that students who have been re-identified as ELL or non-ELL based on re-identification appeal are not adversely affected, we attempt to make sure the correct determination is made in the beginning. Since our only program is ENL, the student's classroom placement will not be affected. They will remain in the same class whether status is ELL or non-ELL. The ENL teacher will continue to deliver integrated ENL services to the class. All staff will be given professional development in the

ENL methodologies and ability to recognize and assist with difficulties that non-English speakers may have. Our ENL teacher, Mrs. Rinaldo, oversees any re-identification requests with a team of trained pedagogues. The team receives written notification to initiate the re-identification process. The team reviews all documents related to the initial or reentry identification process. The team reviews the students work. The ENL teacher administers the NYSITELL if the original determination was that the student should not be administered the NYSITELL. A second NYSITELL is never administered. The team then consults with the parent or guardian. The team conducts and reviews the results of the NYSITELL. If the child is a SWD, the CSE is consulted. The team makes a decision and the principal determines whether to change the ELL status or not. If the status is to remain the same, the process ends. If the status is to change, the decision is sent to the superintendent for final review and decision. The principal reviews the re-identification process between 6-12 months from the date of the superintendent notification to the principal. The principal will consult with the ENL teacher and the team to see if the student is adversely affected by the determination.

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?

Our current ELL-SWD population consists of three children in collaborative team teaching classes, five students in 12:1 classes, one SETSS child and one child who receives speech services. Three students have alternate placement paraprofessionals. Our instruction adheres with the student's IEP goals and ENL strategies are implemented based on their needs. Constant collaboration among the CTT teachers, related service providers and the ENL teacher exists so that these students are able to meet their goals in all areas. The ENL teacher has her own copies of the Teacher's College Units of study and Envisions 2.0 math materials, which are both common-core aligned.

After carefully examining each student's IEP, we can determine the needs of our students. Certain adaptations need to be made for each child to modify grade level common-core aligned material and present both the ELA and Math curriculum in ways that will make it accessible for our ELL-SWDs. For our ELLs who have been classified as Learning Disabled on their IEPs, we provide oral directions slowly and then have our students repeat the directions. We also provide activity sheets with fewer items and provide immediate feedback. For our ELLs-SWDs who have been classified as Speech Impaired, we incorporate content area material through Readers Theater and/or poetry. In addition, printed material is enlarged, more visuals are provided to illustrate new vocabulary or to help poor readers visualize what they are reading.

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?

All students are seen in their least restrictive environment, which is most often, their classroom setting. The ENL teacher pushes into these classes which enables her to work with the special education teacher to meet and achieve IEP goals. She also pulls the students out on the common grade level so that they are able to maximize time spent with non-disabled peers. Collaboration between the ENL teacher and the classroom teacher will take place during common prep times and at scheduled professional development meetings. ENL methodologies will be explained in detail, as will specific plans for differentiating instruction when considering individual strengths and weaknesses of the students.

At the beginning of the school year, our ENL teacher collaborates with the classroom teachers and the service providers to map out the schedules of the ELL-SWDs. Our ENL teacher uses their IEP to ascertain how often she can meet them and which setting would be most suitable for them. We then discuss the best time to meet our students to avoid any scheduling conflicts. In addition, our teachers are consistently working in collaboration with the classroom teachers and service providers to assess the strengths and weaknesses of the ELL-SWDs. Our ENL teacher meets with teachers several times during the week to discuss the skills that will be taught for the following week, so that she can carefully plan her lessons. When an ELL is referred for special education, the CSE ensures that the child is tested in their home language.

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.

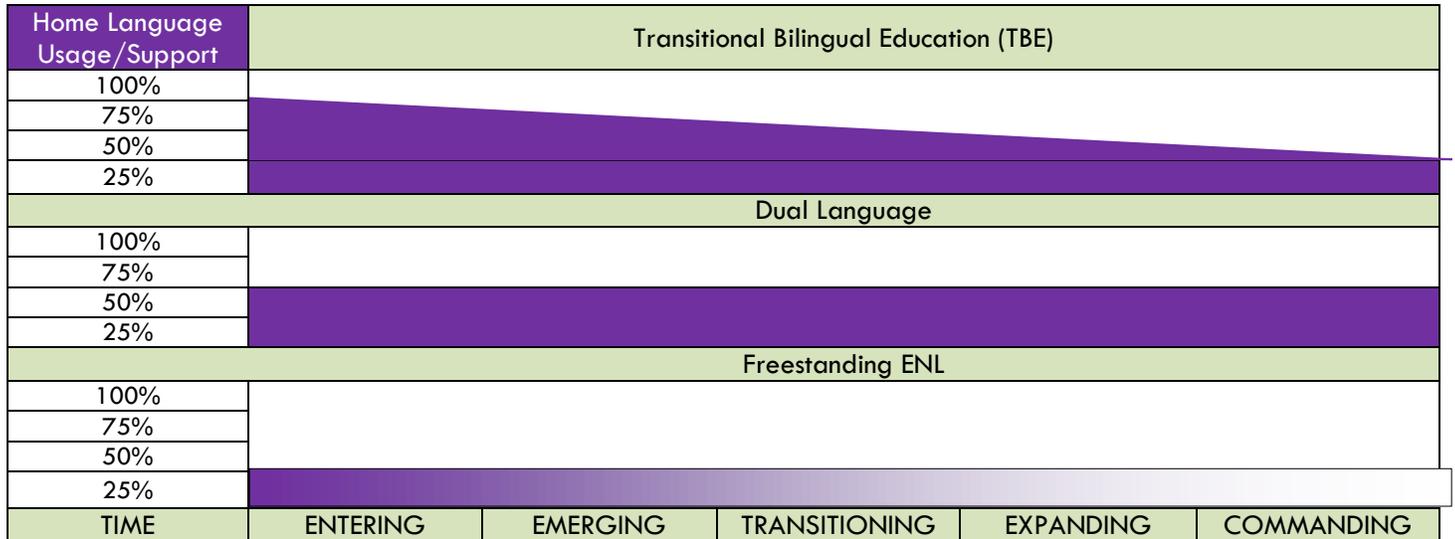


*Note “other approved services” does not apply to New York City at this time.

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. When intervention is necessary for children with ELL services, the ESL teacher and the classroom teacher re-evaluate the effectiveness of the curriculum and instruction. The intervention team is consulted and a Pupil Intervention Plan (PIP) is implemented. The Pre-Referral Intervention Manual (PRIM) manual is consulted to determine if it can meet this child's need. Services such as Reading or Math RtI and intervention programs such as Great Leaps, Larsen's Math, Foundations, or Voyager are put into place. PIPs are revisited after a period of 6-8 weeks and other interventions plans are attempted. If the second plan does not show any growth, the School Assessment Team is contacted and an evaluation may take place in order to provide Special Education Teacher Support Services (SETSS) or counseling. All testing for special education is done in the native language. ELLs and former ELLs in testing grades receive AIS in order to aid in test taking strategies. All services are offered in English. The social studies and science content is addressed through literacy, both reading and writing. The common core emphasizes the non-fiction genre and the students are meeting content area requirements through the literacy block.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has always been effective in having our ELLs reach an advanced or proficient level prior to leaving for middle school. However, with the advancement of the Common Core Learning Standards, we are noticing that our ELLs are having a more difficult time meeting or exceeding these standards. Many students in upper primary grades lack the prior knowledge necessary to build upon for proper understanding of historical concepts and application of reading strategies. With our UBD and UDL units used in previous years, we focused on using vocabulary within speaking and writing. Our ELL students struggled most with critical analysis, which requires a stronger foundation in the language. Our literacy units incorporate social studies and science content area material and UDL considerations. Our math program is heavy on word problems which is always an area of concern for our ELLs.
12. What new programs or improvements will be considered for the upcoming school year?

For the coming school year, we have opted out of the core curriculum and have opted to go with the Teacher's College Reading and Writing Program. The administration and teachers feel that this option will best serve the student population, including ELLs. The program focuses on building a solid foundation in reading skills, while also teaching comprehension strategies to early readers. We are upgrading our math program to EnVisions 2.0. The program improvements include a deeper emphasis on teaching with technology and visual aids. It also has a component to help with building background knowledge for ELL students.
13. What programs/services for ELLs will be discontinued and why?

We will discontinue our use of the ReadyGen reading program as it did not allow for foundational reading skills to be taught to early readers without heavy supplement from other programs. Assessment data showed a marked decrease and low growth for reading levels across all subgroups of students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at PS 29 are welcome to join and participate in all school programs and activities, including ELLs. Our students, regardless of English speaking status, are all part of an Academy; the Arts Academy, the Broadcasting Academy or the Community Outreach Academy. When the students are leaving third grade, they complete a questionnaire that best matches them to an academy. Our students are also invited to try out for the band or chorus. All after school activities are offered to all students, including ELLs. Fliers for afterschool activities are sent home in alternate languages when available.
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.

SmartBoards are present in every room in PS 29. Our teachers utilize this interactive teaching tool during most classroom lessons. They allow for teachers to serve ELLs in the least restrictive environment along with their peers. Most of our intermediate and advanced ELLs use the SmartBoards in centers or other collaborative activities during classroom time. Classrooms also have document readers, which allow for real time revisions and to share work with the entire class without prior preparations. This enables teachers to seize teachable moments and correct language errors on the spot. iPads are often utilized for reinforcement activities such as Reflex Math or Starfall. Our emerging students enjoy Reflex math as it is a math fluency game that works on basic math facts for addition, subtraction and multiplication. The Sight Word Ninja application is a favorite of our emerging ELLs as well.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Within the classroom setting, students are seated next to students who speak the same language, when possible. This assists in transitions and in comprehending classroom routines. Google translate is used to assist students in the content areas. Mathematical digits and symbols are written in standard form and transcribed from symbolic languages (Russian, Arabic, Chinese). The ENL teacher has a native language library in her room from which the students borrow books.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

Prior to the start of the school year, a kindergarten Meet and Greet is held for incoming kindergarteners. The parents are able to visit the school with their child to view their new classroom, meet the teacher and other support personnel in the building. Available at the meet and greet are the classroom teachers, the ENL teacher, the parent coordinator, school administration, the school nurse and members of the School Assessment Team. When a new ELL is enrolled during the school year, they are introduced to the ENL teacher right away. They are placed in the class with the other ELLs with the possibility that there is a peer that speaks the same language already in the class

19. What language electives are offered to ELLs?

Language electives are not offered to any student at PS 29.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff training sessions include Strategies for Teaching ELLS, Knowing the ELL learner, Language Acquisition, Cultural Awareness, the NYSESLAT Exam, How Does the LAP Affect Me?, Academic Literacy for ELLs and professional development centered around second language acquisition. During these sessions, topics such as getting to know students backgrounds, understanding different cultural signs, using non-verbal communication and social versus academic language will be discussed. Present at these sessions are teachers, paraprofessionals, the ENL teacher, guidance counselors, the school psychologist, related service providers and assistant principals. The professional development is ongoing. Mrs. Rinaldo reviews the newsletter offered by DELLSS and registers for training that is pertinent to our school.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All PD for teachers of ELLs will be dedicated to language acquisition in alignment with core content area instruction and include a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Teachers will also be given PD on how to scaffold the content of the common core to meet the needs of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Although our ELL students are generally deemed proficient in English prior to the end of the fifth grade, support for transition to middle school is offered. Our upper elementary classes utilize the departmental model in ELA and math, which allows and prepares the students to travel from classroom to classroom. This makes for an easier transition to middle school. Parents are invited to meetings to discuss options for middle school. Translators are present if needed. Classroom portfolios are used to support both the students and the staff as the ELLs transition from one grade level to another. These portfolios contain samples of student work throughout the years. It enables both teachers and students to see rates of progress. Teachers are made aware of the alternate promotional policies for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet mandates for professional development for teachers, teachers of ELLs, and ENL teachers, we have revisited our professional development maps. Professional development for teacher and teachers of ELLs will take place once a month during portions of the Monday PD time. Agendas are sent the week prior and attendance sheets are signed and kept on file in a professional development binder kept by the assistant principal. This will ensure that the minimum 15% of professional development is ELL specific, as prescribed by CR Part 154.2. The ENL teacher attends professional development that is offered by the Office of English Language Learners that is dedicated to language acquisition in alignment with core content area instruction.

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?

PS 29 provides annual individual meetings with parents of ELLs to discuss goals of the program, student's language development progress, language proficiency assessment results and language development needs in all content areas. These meetings are held as close to the beginning of the year as possible so that the parents have a clear picture of how their child progressed from the past year and what the learning plan for the coming year will be. The ENL teacher contacts each parent to set up an appointment either during the preparation period or during the Tuesday Parent Engagement Time. The Translation and Interpretation Unit is utilized if necessary.

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 ENL teacher, Mrs. Rinaldo, keeps a binder of all records pertaining to ELLs. Copies of all ELL documentation is kept in the binder, as well as records for the annual individual parent meetings. Any outreach that the ENL teacher makes to contact parents regarding orientation, parent teacher conference, program selection or re-identification is kept in a log in the binder. The Translation and Interpretation Unit is utilized if necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are encouraged to attend all events that take place in our school. They are encouraged to join the PTA and attend meetings and workshops that are held throughout the school year. The parent coordinator reaches out to parents via phone blast whenever there is an event going on at school. Mrs. Rinaldo, the ENL teacher, will host ELL parent workshops based on results of a parent survey.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Due to parental request, English classes for parents, guardians and other adults are held at PS 30, a neighboring school, twice per week. These classes are held in conjunction with the Staten Island Jewish Community Center. At these classes, the parents will acquire English, and in turn be able to better assist their children with their schoolwork. The children will be able to receive more support from home and foster a home-school connection. Staten Island University Hospital also offers health and nutrition classes for adults who are learning English. They alert us to these meetings, and we provide the information to the interested parents. Translations are always available, if needed.
5. How do you evaluate the needs of the parents?

In cooperation with the ENL teacher and other staff, parent orientation meetings are held in the fall and periodically during the year as new children arrive. PS 29 prides itself on supporting the efforts of families to be partners in their child's education. Letters to ELL parents are distributed in English, Spanish and Arabic – the predominant languages spoken in our area. State standards, assessments and expectations for newly enrolled ELL students are some of the topics addressed at parent orientation meetings. At these meetings, the parents are surveyed as to types of services they would be interested in or need, such as filling out school forms, assisting with schoolwork, and communicating with teachers.

6. How do your parental involvement activities address the needs of the parents? Many workshops are offered to parents. Our Parent Coordinator, Joanne Rubano works closely with our parents and teachers to evaluate the needs of the parents. After recent parent surveys, Literacy and Math Common Core workshops were offered to the parents. Our school works with the Translation Department Unit when needed. Most notices are available in several languages and over the phone translations are offered to parents. :

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:

Part VI: LAP Assurances

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Manfredi	Principal		6/26/15
Anmarie Vallebuona	Assistant Principal		6/26/16
	Parent Coordinator		1/1/01
Laurie Rinaldo	ENL/Bilingual Teacher		6/26/15
Mona Serhan	Parent		6/26/15
Christine Gambardella	Teacher/Subject Area		6/26/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nicole Gavaris	School Counselor		6/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Johanna Longardino	Other <u>AP</u>		6/26/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

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.

When a child is registered, the family completes a Home Language Identification Survey. After reviewing the HLIS, the parents complete a Preferred Language form so that they may indicate the language in which they prefer notices to go home. The school maintains this preference on emergency contact cards, on the parent coordinator's list, and is also noted in ATS. This is granted for all students where a language other than English is spoken in the home, not just for students who are ELLs. The RCPL report is run to see which parents prefer which language for both oral and written language needs. If oral communication is necessary, the emergency contact card is flagged to alert the person using it that the Translation Unit may need to be utilized.

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.

The languages that are preferred at PS 29 according to the RCPL are: Albanina, Amoy, Arabic, Chinese, Estonian, Russian, Sinhalese, Spanish, Urdu, Ukrainian and Vietnamese.

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.)

Testing Calendar is distributed in September. Newsletters (The Bardwell) are distributed monthly. Parent Teacher conference announcements and report cards are distributed in November and March. Progress reports are sent home in October, January and May. After School Program Information is available at the front desk. Letters from school leadership are sent home on an as needed basis.

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.

At PS 29, there are four scheduled face to face meetings with parents. The Welcome Back Night is scheduled in September. The first Parent Teacher Conference is scheduled in November. The second Parent Teacher Conference is scheduled in March. The final face to face meeting is a scheduled in May. Every Tuesday afternoon, time is set aside for Parent Engagement. Each class puts on a performance that is scheduled at some time during the year. At any given point in the year, the attendance teacher, nurse or guidance counselor may call a parent or guardian to discuss a child.

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.

We have access to Spanish, Arabic and Russian from school staff members. If translation is needed in one of those languages, the staff members assist with the translation. The parent coordinator keeps translated version of yearly documents so they may go home at the appropriate times, When a note or letter from the classroom teacher is in need of translation, the ENL teacher who is our Language Access Coordinator, will assist in getting the letter translated through the DOE's Translation and Interpretation Unit. Emergency contact cards are flagged to alert the user that the TIU may need to be contacted. Staff has been provided information on how to access proper language assistance 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.

Teachers utilize Google translate during parent teacher conferences and parent engagement time that is set aside on Tuesday afternoons. They also use the DOE's Translation and Interpretation Unit hotline. The ENL teacher assists in preparing the Translation Request Form when documents need to be translated in a language that is not readily available within the school. Teachers complete translated report cards when necessary.

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.)

During professional development in September, the LAC provides training to the staff on how to use translation and interpretation services. The teachers of students whose parents prefer a language other than English are made aware of the situation from the first day of school. The LAC provides staff with copies of the Language Identification Guide to the office staff. The over-the-phone card is distributed to school safety agents to remind them of the steps to obtain an interpreter if a visitor comes to the school in need of one. A letter is also sent to the school staff reminding them of their responsibility to communicate with LEP parents and what resources are available to them.

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

At the beginning of the school year, the LAC receives the language access kit and disseminates the contents to the proper staff members. She ensures that the Parents Bill of Rights is sent home to all parents in English and in both English and the preferred language for LEP parents. Parents also receive a copy of the Expect Success guide. Translated versions are also available and sent to the proper homes. The welcome poster is located in a prominent location near the front desk. Signs are posted regarding visitor access in the covered languages to ensure that parents are not prevented from reaching the main office due to a language barrier. The safety agent has the TIU over-the-phone card readily available in case an issue arises.

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)

A parent survey will be conducted in the Fall and Spring to assess parent satisfaction on the quality and availability of translation and interpretation services. Prior surveys have shown that parents needs have changed over the course of the year. As the parent's acquires more English, they tend to prefer oral communication to be in English. We are working on having translated phone blasts for important messages during the course of the year.