



**OLIVER H. PERRY ELEMENTARY
PS 34**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K034
ADDRESS: 131 NORMAN AVENUE, BROOKLYN NY 11222
TELEPHONE: (718) 389-5842
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 34 SCHOOL NAME: Oliver H. Perry Elementary

SCHOOL ADDRESS: 131 Norman Ave Brooklyn NY 11222

SCHOOL TELEPHONE: 718-389-5842 FAX: 718-389-0356

SCHOOL CONTACT PERSON: Alicja Winnicki EMAIL ADDRESS: awinnic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alain Beugoms; Teri Mascioli – co-chair

PRINCIPAL: ALICJA WINNICKI

UFT CHAPTER LEADER: TERI MASCIOLO

PARENTS' ASSOCIATION PRESIDENT: Kelly Witkowski

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 SSO NAME: Community LSO

SSO NETWORK LEADER: Ada Orlando

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Alicja Winnicki	*Principal or Designee	
Teri Mascioli	*UFT Chapter Chairperson or Designee SLT Chairperson	
Kelly Witkowski	*PA/PTA President or Designated Co-President	
Peggy McCarthy	Title I Parent Representative <i>(suggested, for Title I schools)</i> SLT Secretary	
June McNeill	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ewa Czekanski	Parent and After School center representative (School Settlement)	
Maria Aguirre	Parent	
Debra Williams	Parent	
Nowal Alborati	Parent	
Brett Marianetti	Parent	
Alain Beugoms	Teacher/ SLT Co-Chairperson	
Sarah Andonov	Teacher	

Iwona Borys	SETTS Teacher	
Cynthia Hahn	Teacher	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 34 is a true community school where students, teachers, parents and community organizations work together. Our school's student population includes a large group of English Language Learners who come predominantly from Poland, Mexico, and Asian countries. Almost 75% of households speak English as a second language, with about 50% of students coming from a Polish background. Our school is located in a landmark building that was built in 1867 as a hospital. The lay-out of the building lends itself to open classrooms where hallways do not exist. We are a school without walls.

Our students are happy to come to school every day (check our high attendance rate!). We celebrate student success in monthly assemblies in which we recognize Students of the Month, Readers, Writers, and Mathematicians. Our Character Counts! Education program spawned a Principal's Award for Character which is also awarded at our assembly. This is our second year in the Character Counts! program which fosters academic and socio-emotional development. In October, we participated in the National Character Counts! Week and a different character trait is highlighted each month through classroom and school wide activities. A new aspect of our character education program has been our service projects in collaboration with The League which began in January 2009. Each grade participates in a specific service project within our school, local and global communities. Money has been raised for organizations such as: Pennies for Peace, Foundation for Children with Cancer, and Breast Cancer Research.

The results of the Learning Environment Survey are the best testimony to the school being a true community of learners. Our motto remains "High Expectations of Today Nurture Successful Citizens of Tomorrow"; we added "Excellence for Every Child in Every Classroom". Celebrating Flag Day as a community event has been a distinctive school tradition for over 60 years. In addition, we have established new traditions such as Family Nights, Heritage Week, Spirit Week, an Art Parade, and an Art Show.

Our vision is to teach the child, not the curriculum, through rigorous academic programs, high expectations, character education, and many enrichment and extracurricular activities provided for all the students. This year, we launched the implementation of the Renzulli School-wide Enrichment program; all students K-5

have a full access to the wealth of this website. With our dynamic PTA, we are committed to excellence for every child, in every classroom. In our school “without walls”, the teachers and staff dedicate their skills to recognizing each child’s strength and talent and developing them into life-long learners.

Our school has an Open Door policy. We welcome parental and community participation in many student-parent events and we seek their feedback and collaboration.

Academic Programs

P.S. 34 stands for academic excellence. Our academic focus is on teaching rigorous literacy and mathematics. We implement the workshop model of balanced literacy along with our core McGraw Hill/Macmillan programs in reading and math. These subjects are enriched by a strong visual arts program, social studies and science curriculum.

In addition, our students benefit from the following programs:

- **Computer Technology in a brand new computer lab**
- **Renzulli (School-wide Enrichment Model)**
- **Art**
- **Science**
- **ESL (Beginner, Intermediate, & Advanced)**
- **Small Class Size**
- **Academic Intervention Services for identified students**
- **Collaborative Team Teaching Classes (CTT)**
- **Character Counts! Program**
- **Physical Education**
- **Music classes in grades K-1, 3-4**
- **Theater classes in grade 2**

Academic Enrichment Programs

In addition to the regular school day, P.S. 34 offers the students the following programs to enrich their educational needs. These programs are held before and after school hours.

- **Morning Academic Program (MAP)** is tailored to fit the learning needs of recommended students. All MAP groups are small (less than ten students) in order to maximize instruction. It is inclusive of enrichment for select students.
- **After-school Enrichment Program** offers a variety of activities, including music, foreign languages, arts and crafts, and dance. It is offered in Spring pending funding availability.
- **After-school Reading/Math Program** is focused on achievement in literacy and math. It also prepares students for the New York State ELA, and Math exams.
- **After-School Title III Program** for identified ESL students in Grade 2
- **Super Saturdays Academies** are offered to help students prepare for the NY State ELA, Math, and Science exams.

Partnerships

P.S. 34 has established many collaborative partnerships with the following organizations:

Brooklyn-Queens Conservatory of Music- Kindergarten and 1st grade participate in an “orchestra” program. In the 3rd and 4th grades, students study and play recorder. In addition, Brooklyn Conservatory offers a lunchtime chorus club to upper grade students.

Studio-In-A-School art program in our Kindergarten and 1st grade classrooms. The children have worked with various media such as clay, paint, and collage. The teachers have received intensive training in the implementation of the arts.

American Ballroom Theater works with our 5th Grade students. The annual student dance performance is part of senior activities for each graduating class. In addition to learning traditional ballroom dances, the students are taught respect for self and partner.

Periwinkle Youth Theatre teaches students to explore storytelling and poetry through drama. 2nd grade students prepare for performance with resident artists.

Character Counts! is part of a nationally recognized character education program. Six pillars of character are taught through cycles and monthly assemblies. This program encourages positive, healthy, and well-balanced social-emotional development.

Math Olympiads is a national program offered to students who excel in math. Each week students are asked to solve and explain a series of challenging math problems. The champions receive trophies and diplomas.

The Metropolitan Pool/ Recreation Center together with City Aquatics offers a Learn to Swim program to students in grades 3. Located in Williamsburg, Brooklyn, it is easily accessible by school bus. The students learn water safety, swimming techniques, and are instructed by trained swimming teachers.

School Settlement/ Out-of-school program offers an after-school center for 100 children. It operates daily from 3:15 PM to 6:15 PM and during the winter and spring recess and summer vacation. It is housed in P.S. 34.

Other Partnerships

Greenpoint/Williamsburg Gazette
Greenpoint Lions Club
Greenpoint Monitor Museum

Brooklyn Public Library
94th Precinct- NYPD
FDNY

Special Events at P.S. 34

- Penny Harvest
- Toys For Tots
- Coat Drive
- Parents Read to Students Days
- Principal for a Day
- City Harvest
- Scholastic Book Fair (twice a year)
- Annual Flag Day community celebration
- Heritage Celebration Week
- Character Counts Week
- Student of the Month Assemblies

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 034 Oliver H. Perry									
District:	14	DBN:	14K034	School BEDS Code:	331400010034					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	33	36	34		95.4	95.5	TBD			
Kindergarten	66	83	85	Student Stability - % of Enrollment :						
Grade 1	84	66	83	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	76	85	68		95.7	96.2	TBD			
Grade 3	66	75	76	Poverty Rate - % of Enrollment :						
Grade 4	69	70	76	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	62	72	65		63.8	63.8	TBD			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		0	4	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number :						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		10	12	6			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	2	(As of October 31)	2007-08	2008-09	2009-10			
Total	456	487	489							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	11	13	16	Superintendent Suspensions	0	1	TBD			
Number all others	24	22	23	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	35	37	TBD			
# receiving ESL services only	94	86	86							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	11	Number of Administrators and Other Professionals	6	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	97.3	TBD
				% more than 2 years teaching in this school	74.3	78.4	TBD
				% more than 5 years teaching anywhere	57.1	64.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	96.1	98.2	TBD
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	2.4	3.3	3.7				
Hispanic or Latino	23.2	21.4	20.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.8	4.5	4.9				
White			0.0				
Male	50.4	50.5	49.3				
Female	49.6	49.5	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	86.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	15			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	46.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends:

- PS 34 continues to be a high performing school where 88.5% of students read at or above grade level and 97.7% of students score at or above grade level in mathematics.
- Almost a quarter of the student population learns English as a Second Language; ELLs continue to perform strongly on the NYSESLAT (33% achieved the level of proficiency in Spring 2009) and on the NYS ELA and Math exams (exemplary gains).
- The results of the Learning Environment Survey remain strong in all categories.
- Percentage of students making at least one year progress in ELA rose from 58.5% to 66% in 2009.
- Percentage of students making at least one year progress in Math rose from 72.1% to 79.6% in 2008.
- 56.3% of SE students made exemplary gains in ELA while 33.3% of SE students made them in math.

Accomplishments:

- Maintaining high student performance level in ELA and Math as evidenced by NYS standardized assessment results
- High student performance in all sub-groups, especially SE in ELA and math
- Structure for implementation of professional development plan (Instructional Cabinet, Grade-Level Lead Teachers, Grade Level Conferences) supported by creative use of resources for time allocation
- Development and implementation of rigorous curriculum in literacy and math in alignment with NYS standards
- Development of a strong AIS program and Inquiry Team
- Maintaining high student attendance rate
- Instituting effective extended day learning time: Super Saturdays, After School Programs, Morning Academic Enrichment Program (UFT 37.5 minutes)
- Teacher and student programs are organized for effort (common preps are scheduled every day on each grade level)
- Enrichment program provides instruction in arts, science, and computer technology; it is organized in cycles to provide equal access for all students

- Excellence Award for 2006-07 and 2007-08 school years
- Outstanding rating on the Quality Review
- Differentiated Instruction strategies implemented within each classroom
- Strong collaborations with CBOs despite budget cuts
- Newly renovated playground

Aids to continuous improvement:

- Data analysis that informs instruction, curriculum planning, development of new student programs
- Inquiry Team and Data Specialist provide teachers with on-going analysis of in-house periodic assessment in addition to analysis from the Acuity
- Faculty, administration and support personnel trained and dedicated to flexible grouping and differentiated instruction
- Professional development aligned with student and staff needs and focused on assessment analysis
- Implementation of a new academic enrichment program in grades 4 and 5 for high achieving students and in response to data analysis
- Professional study groups
- Expansion of collaborations to provide extracurricular activities in arts: Brooklyn Conservatory of Music, Studio in a School, American Ballroom Theater, Periwinkle Youth Theater, and more
- Communication among staff members that fosters student achievement, data analysis, and goal setting
- Hired Literacy Coach and collaboration with AUSSIE

Barriers:

- School facility limitations: space
- Limited access to related service providers
- Lean budget

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Math/Enrichment/High Achievers

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 71% of students will make one year of progress in ELA as compared to 66% in 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Inquiry Team will systematically analyze current assessment data (standardized tests, in-house practice tests, Acuity Predictives and ITAs, running records) and provide its analysis to grade level teams. The data will be recorded systematically as suggested by the last Quality Review. 2. Inquiry Team members will continue to be an integral part of grade level planning teams where data and differentiation of instruction practices are shared and discussed. 3. Grade levels are scheduled for common preps to facilitate planning. 4. Data Specialist has reduced weekly program and the Data Specialist funding is used for per-session. The Literacy Coach is funded from Title I to provide professional development in the area of assessment in ELA. The Literacy Coach will work alongside lead teachers to build understanding of data analysis and assessment. 5. The Principal, Assistant Principal, and Inquiry Team members meet after school to support data analysis and instructional planning, using Inquiry Team allocation scheduled for per-session. 6. Fountas and Pinnel Running Records are fully implemented and teachers use them for periodic assessment scheduled 3 times a year for all students and 5 times a year for identified, target groups. 7. The AIS Team leader will continue to facilitate Tier I interventions by working with classroom teachers and modeling strategies. 8. Principal’s and AP’s walk-through visits, mini and formal observations will be used diagnostically to move teachers toward improving their practice in differentiated instruction where high achievers are challenged and learners such as ELLs are attended to. 9. Teachers will implement differentiated instruction in test preparation and sophistication to meet each student group needs.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Allocation for a Literacy Coach ; ▪ Data Specialist and Inquiry Team allocation for per-session ▪ Reduced class size on Grade 5 level (C4E funds utilized) ▪ Data Specialist has a reduced program ▪ Special programs purchased (<i>Good Habits, Great Readers, Achieve It, Coach</i> in ELA and Math) ▪ Allocation for AUSSIE consultant (Title I 5% Set Aside allocation) ▪ TL Children First and TL FSF ▪ SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • NYS ELA exam results indicate a 5% increase for students making one year of progress. • Acuity and in-house interim assessments scheduled regularly will track student achievement and facilitate providing differentiated instruction in class. (Acuity – 4Xyear; in-house – in4-6 weeks intervals) • Class assessment records will show growth in reading skills. • Data analysis conducted by Inquiry Team and grade level teams.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of June 2010, 95% of identified Grade 3 students will score in Levels 3 and 4 on the NYS Math exam and 80% of identified 4th and 5th grade students will make one year worth of progress as measured by the NYS Math test and the NYC Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. A new McGraw Hill Mathematics program is purchased and implemented in grades 3, 4, and 5 using funds from the Pilot Grant for Voluntary Public School Choice and NYSTLE. 2. Professional development is conducted by the publisher for grade level teachers where extensions of the programs are introduced for implementation. 3. Grade level curriculum, unit and lesson planning reflects the implementation of the new, standards-based, math program. 4. September revision of plans reflects the new NYS math test and state rubrics and is supported by professional development offered by the Community LSO, Network 1. 5. Title III funds are scheduled to support ELLs and Former ELLs in the extended day programs (1 Per-session position funded for After School, 4 positions for academic content 5 Super Saturdays). 6. Title I money is scheduled for after school extended day program offering reinforcement in math for identified students. 7. Pacing calendars, grades 3-5, and in-house interim assessments are implemented and analyzed, in addition to the Acuity periodic assessment.

	<ol style="list-style-type: none"> 8. Inquiry Team, ESL teachers, and grade level teachers engage in data analysis that facilitates flexible grouping, AIS services, enrichment extension. 9. Translation and interpretation services and first language glossaries are provided for students and their families. 10. Students set goals based on periodic and class assessments, in collaboration with teachers. 11. Unit tests are analyzed as part of common assessment in each grade level.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ C4E used to reduce class size on the 5th grade level and create a class of ELLs and former ELLs; strategy of looping implemented ▪ Data Specialist and Inquiry Team allocation for per-session ▪ Enrichment position created to teach grades 4 and 5 ▪ Data Specialist has a reduced program ▪ AIS Team Leader has reduced program ▪ Extended day programs (teacher per-session) ▪ Special programs purchased (<i>Achieve It, Coach in Math</i>) ▪ TL Children First and TL FSF; Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Acuity and in-house interim assessments are scheduled regularly and results are tracked for identified target groups of students. • Item skills analysis provided by Inquiry Team in collaboration with grade level teachers, facilitate flexible grouping and differentiated instruction. • Units of study list goals for the students to meet and lesson objectives support learning as evidenced in learning walk throughs and observations. • Class assessment records will show growth and academic progress. • Acuity assignments, results of classroom unit tests, teacher assessment binders.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To launch the Renzulli School-wide Enrichment Program in support of all kinds of learners, differentiation of instruction, and development of critical and analytical skills and based on analysis of student academic needs and learning styles. By the end of October 2009 all students K-5 will be registered for the program and will create their profiles and by the end of June 2010, all students in grades 2-5 will complete at least 2 Renzulli projects and or research projects while teachers will use the program to enrich curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Renzulli subscription is purchased for all students using NYSTLE funding. 2. Renzulli cluster position is funded to support classroom teachers, student and parent in the launch of the program. 3. Principal, Assistant Principal, Renzulli cluster teacher and Literacy Coach participate in professional development opportunities offered by the Office of Curriculum, Standards and Academic Engagement and in coordination with Renzulli Learning Systems. 4. All classroom teachers, computer tech, science, and art clusters participate in in-house professional development targeting the launch of the program. 5. Parent involvement Title I funds are scheduled to offer workshops to parents. 6. “Renzulli PD Newsletter” is created and disseminated on regular basis to facilitate professional development, turn-key, and feedback from student interaction with the program. 7. The Inquiry Team uses Renzulli as a form of formative assessment. 8. Renzulli cluster teacher supports grade levels in development of research and other student projects fostering critical/analytical thinking skills and differentiation and student choice. 9. New and upgraded computer lab is utilized to fulfill the program’s demands and to enable students and teachers use the Renzulli program during school day and as enrichment in the 37.5 min. extended day program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Renzulli cluster position created ▪ NYSTLE funds ▪ Title I ▪ FSF

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Individual student profiles • Completed student projects • Teacher surveys • School Renzulli Newsletter • Agendas and minutes from meetings, workshops, and conferences • Classroom observations
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A				
1	0	0	N/A	N/A				
2	4	0	N/A	N/A				
3	6	5	N/A	N/A			1	
4	15	8					1	
5	14	8					1	2
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Extended Day programs:</p> <ul style="list-style-type: none"> ○ Morning Academic Program (37.5 minutes) – small group differentiated instruction and tutorial; ○ After School Reading Program – twice a week with focus on test sophistication; homogenous groups. ○ ELA Super Saturdays – academic support in small groups <p>AIS programs and strategies:</p> <ul style="list-style-type: none"> ○ Wilson Reading System – in grades 3-5; small group pull-out during the school day and in the MAP; ○ Achieve It! – in grades 3-5; small group pull out during the school hours; <p>Great Leaps – small group push-in; grade 2</p>
Mathematics:	<p>Extended Day programs:</p> <ul style="list-style-type: none"> ○ Morning Academic Program (37.5 minutes) – small group differentiated instruction and tutorial; ○ After School Math Program – twice a week with focus on test sophistication; homogenous groups. ○ Math Super Saturdays – academic support in small groups <p>AIS programs and strategies:</p> <ul style="list-style-type: none"> ○ Achieve It! In grades 3-5; small group pull-out <p>Fast Math Software – individual and small group strategy lessons</p>
Science:	<p>During the school day: differentiated instruction and flexible grouping; leveled libraries; AIS inclusive of ELLs with native language support;</p>
Social Studies:	<p>During the school day: differentiated instruction and flexible grouping; leveled libraries; AIS inclusive of ELLs with native language support;</p> <ul style="list-style-type: none"> ○ Extended Day programs: Morning Academic Program (37.5 minutes) – small group differentiated instruction and tutorial in grades 3-5

At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	During the School Day: socio-emotional support is provided
At-risk Health-related Services:	During the School Day: students with 504s are supported by AIS provider

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level K-5 **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** AIIIS Teachers and Educational Paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 34 services its English Language Learners in English only; the school does not have a bilingual program. It is parental choice when they opt for a free standing ESL program when making their decisions. All LEP students, from Kindergarten to Grade 5 are serviced by two licensed ESL teachers during the regular school hours. This year we have identified 87 ELLs that will receive ESL services. Our ESL program and curriculum is fully aligned with grade level curricula in literacy, mathematics, and other content areas. ESL teachers implement components of the McGraw Hill McMillan Treasures program in literacy and the workshop model in reading and writing. They frontload English vocabulary and work with identified students in a push-in and pull-out model. Our ELLs fully participate in the reading and writing workshop and in math instruction taught by classroom teachers. Those that are newly arrived and identified are pulled-out every day for ESL instruction for the beginners. To improve mathematics, our ESL teachers use a variety of materials such as bilingual glossaries, picture dictionaries, classroom word walls, and activating prior knowledge to help their students. We provide additional academic support for ELLs in the After School ELA/Math program and in Super Saturdays Academies. To improve English literacy skills, in addition to ESL teachers, all subject and classroom teachers use graphic organizers for vocabulary

and content development, visual aids, picture and bilingual dictionaries, and leveled books. There is minimal support offered in student native languages through peers and personnel that speak a language of an ELL. ESL room has a supplemental library of books and resources in Polish and Spanish for the students to use. Classroom teachers allow beginners to write in their native language to observe for stamina and fluency. High expectations for all the students, including ELLs, are part of the rigorous academic program; our ELLs are held to the same high standards and expectations. Teachers develop differentiated rubrics in writing for beginner and intermediate ELLs. Because all of our ELLs take standardized exams a year after arrival to the USA, they also participate in test preparation programs in extended day programs and during regular school hours. Identified 2nd grade ELLs (intermediate, advanced, and proficient in transition) have an opportunity to attend extended day ESL literacy program where a teacher facilitates reading and writing skills acquisition. Bilingual, Spanish speaking para assists beginner and intermediate students in understanding content during the day and in extended day programs (Super Saturdays).

To assure success for our LEP students, we use Title III funds to provide supplemental services that help them in English Language acquisition and learning. They are: Super Saturday Academies in ELA and Math. The Super Saturday Academy will be scheduled for 5 sessions/4 hours a session preceding the standardized tests. Six teachers for this program will be funded with Title 3 LEP funds. Each teacher will get 20 hours per session (5 sessions x 4 hours/session = 20 hours). All six teachers are certified common branch teachers and some are bilingual (one bilingual Spanish and one bilingual Polish). The teachers have extensive experience facilitating English language learning and acquisition for ELL students. They will service classes of third, fourth, and fifth grade with ELL students. Of the 5 sessions, 3 will be devoted to ELA, and 2 to math. The program will be supervised by the building principal who will be onsite for all 5 sessions for 6 hours/session (5x 6 = 30 hours). The principal arrives an hour prior to the beginning of each session to prepare materials, speak to parents and supervise students who arrive early and stays 1 hour after each session ends to supervise dismissal and students who are not picked up on time and confer with parents as well as analyze assessment results from the program to communicate with classroom teachers.. A bilingual paraprofessional (5 sessions, 20 hours) is assigned to the **third and fourth grade classes and works with ELL students facilitating English language learning and acquisition.**

The After School ESL Literacy Support/Homework Help-Study Hall Program for ELL students in grade 2 will run from October 6, 2009 to April 29, 2010, 2 days/week (Tuesday and Thursday), 1.75 hours/day for 44 sessions (65 hours). One certified common branch teacher with extensive experience in servicing ELL students will be funded with Title 3 LEP funds for this program. The teacher will plan and implement literacy instruction based on the needs of ELL students and facilitate English language learning for ELL students in the program. The After School ELA/Math program will run from 10/06/09 to 4/29/10, 2 days/week (Tuesday and Thursday), 1.75 hours/day for 44 sessions (65 hours). One certified teacher funded with Title 3 LEP funds will plan and implement test preparation instruction based on the needs of ELL students included in the program.

In addition, we purchase research-based programs and materials that facilitate English language learning and acquisition. We also analyze student assessment to determine the quality of supplemental materials that we purchase for ELLs. ESL teachers and the Principal consult the AIS Team Leader and the Data Specialist and the Literacy coach when buying and implementing new programs and materials. Title III funds will be used to support our ELLs in these extended day programs. The following are samples of the materials purchased already: *Rally, Achieve It*, test preparation materials, *Good Habits, Great Readers*, and other.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PS 34 has a very well functioning professional development program that targets teaching English Language Learners. The Principal is a licensed former ESL teacher and staff developer. Therefore, two years ago, teaching ELLs was identified as her priority and Best Practice. The Principal led a year long staff development on teaching ELLs. Furthermore, the principal and two licensed ESL teachers participated in a study group led by our LIS that concentrated on a study of the SIOP method. The study group met several times for a session comprised of theory and practicum in a classroom. As in the past year, this year, the school’s professional development for the delivery of instruction and services to limited English proficient students will continue by implementing components of the SIOP lesson plans by classroom teachers and by the ESL teachers. We will continue our study and data analysis for ELLs and their implications for instruction. The ESL teachers will work closely with lower grade teachers and will provide them with specific strategies for teaching ELLs in grades K-2. Furthermore, the two ESL teachers will participate in professional development offered by the Community LSO and the DOE. Three newly hired teachers are scheduled to receive mandated PD in teaching ELLs. Title III funds will be used to provide per-diem coverages to allow for teacher attendance in workshops outside and in-house.

School: P34K BEDS Code: 331400010034

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11,874 teacher \$1,566 supervisor \$580 para prof. <u>Total: \$14,020</u> \$838 teacher per diem <u>Total : \$838</u>	<ul style="list-style-type: none"> • 238 hours of per session for ESL and General Ed teachers to support ELL Students: 238 hours x \$49.89 (current teacher per session rate with fringe) = \$11874) • 30 hours of per session for supervisor: 30 hours x \$52.21 (current supervisor per session rate with fringe= \$1,566 • 20 hours of per session for Bilingual para professional: 20 hours x \$28.98 (current para per session rate with fringe) = \$580. Total per session: \$14,020 <ul style="list-style-type: none"> • 5 days per diem for ESL and General Ed teachers for professional development to support ELL students: 5 days x \$167.60 (current per diem rate with fringe) = \$838
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$142 <u>Total: \$142</u>	ESL books and tapes and general supplies for parent lending library
Educational Software (Object Code 199)		
Travel		

Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

A vast percentage of PS 34 students come from homes where Polish is their home language spoken by the parents. The Home Language Report for PS 34 (RHLA) from November 2009 indicates that 247 students' families (out of 491 total) speak Polish as their native language. At the same time, Polish is not one of the eight high frequency languages where translation is available. Based on HLIS forms, the RHLA report, and knowledge of the school community needs, PS 34 identified needs for translation and interpretation services to facilitate parents' understanding of the NCLB requirements and policies, NY State and City learning and performance standards, and school academic expectations and policies. Furthermore, to keep all parents informed about the Children First reform, we provide translation services of major NYCDOE documents and Chancellor's letters and regulations.

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

As described above, based on the community needs, we provide written translation and oral interpretation services. Parents are aware of them through posters printed in their languages, Parent Handbook in translated versions (Polish and Spanish), and school communication that are sent to parents. The SLT and the PTA are involved in parent outreach. A Translation-Interpretation Binder is kept by the principal with all services listed and provided.

Additionally, PS 34 identified needs for oral interpretation during parent-teacher conferences and conferences and meetings in general.

Part B: Strategies and Activities

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

A vast percentage of PS 34 students come from homes where Polish is their home language spoken by the parents. The Home Language Report for PS 34 (RHLA) from November 2009 indicates that 247 students' families (out of 491 total) speak Polish as their native language. At the same time, Polish is not one of the eight high frequency languages where translation is available. Based on HLIS forms, the RHLA report, and knowledge of the school community needs, PS 34 identified needs for translation and interpretation services to facilitate parents' understanding of the NCLB requirements and policies, NY State and City learning and performance standards, and school academic expectations and policies. Furthermore, to keep all parents informed about the Children First reform, we provide translation services of major NYCDOE documents and Chancellor's letters and regulations.

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

As described above, based on the community needs, we provide written translation and oral interpretation services. Parents are aware of them through posters printed in their languages, Parent handbook in translated versions (Polish and Spanish), and school communication that are sent to parents. The SLT and the PTA are involved in parent outreach. A Translation-Interpretation Binder is kept by the principal with all services listed and provided. Additionally, PS 34 identified needs for oral interpretation during parent-teacher conferences and conferences and meetings in general.

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

As per Section V11 of Chancellor's Regulation A-663, the school provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign is posted in a conspicuous location at a primary entrance in the most prominent covered languages informing parents of the availability of interpretation services. The school safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school administrative offices solely due to language barriers. The school also provides parents with forms in their covered language. Additionally, written translation is provided by bilingual staff members who translate official documents and school communications that go out to parents. Funds allocated to the school for translation purposes (Title 1 and Tax levy) are used to pay per-session for staff members that work on translations and assist parents in interpretation during parent-teacher conferences and meetings. We have parent-volunteers that help facilitate this process.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$311,294	\$196,899	\$508,193
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,113		\$3,113
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,969	\$1,969
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,565		\$15,565
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$9,845	\$9,845
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,130		\$31,130
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$19,690	\$19,690

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

To insure that all teachers in core subject areas are highly qualified, teachers who are not highly qualified will be given opportunity to attend college to take courses in core subject areas needed to become highly qualified. School will use 5% Title 1 and Title 1 ARRA set-asides to reimburse teachers (at the CUNY rate) who take courses to become highly qualified.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I Parent Involvement Policy 2009-2010

1. **PS 34, The Oliver Hazard Perry Elementary School, will take the following actions to involve parents in the joint development of the District Parent Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:**
 - The Parent Coordinator will reach out to parents through in-person conversations and phone contacts
 - School Leadership Team Meetings will be posted on monthly school calendars distributed to all students and on the official school web-site
 - Information will be translated in the languages that represent our parent population
 - The Parent Coordinator will speak at PTA meetings to inform parents

2. **PS 34, The Oliver Hazard Perry Elementary School, will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic assessment and Local Educational agency and School Improvement of ESEA:**
 - A Principal’s Bulletin, translated in to Polish and Spanish, will be distributed school-wide
 - The minutes of the School Leadership Team will be available for the entire school community, including parents
 - The Principal or her designee will attend all PTA meetings to provide school related information to all parents
 - Parents will be active members of our School Leadership Team
 - Parents will be active in the development of the CEP

- The Parent Coordinator will inform parents of school related matters and will post relevant notices on our “Parent Information” board outside the Main Office and at the Eckford Street entrance to the school
 - The PTA and School Leadership Team will share information with all parents
3. **PS 34, The Oliver Hazard Perry Elementary School, will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:**
- The Universal Pre-K Social Worker will conduct parent workshops
 - Parents will participate in the Learning Leaders Program
 - Parents will participate in workshops conducted by the Assistant Principal and licensed teachers
4. **PS 34, The Oliver Hazard Perry Elementary School, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A Program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policy.**
- The PTA Executive board will survey parents to determine the needs and concerns of the parents
 - The Parent Coordinator will survey the parents to determine the needs and concerns
 - The School Nurse, Psychologist, Social Worker, and Guidance Counselor will assist parents in obtaining information and services regarding the needs and concerns of their children
 - Parent workshops will be provided regarding health issues, such as nutrition and asthma, H1N1 and wellness
 - Parent workshops will be provided by the ESL team, Pre-K Social Worker, Assistant principal and licensed teachers
 - Translations of notices will be provided in the languages represented in our school
 - Translations will be provided at PTA meetings
 - School website and Parent Handbook will be developed to strengthen parent involvement
 - Workshops for parents will be offered by specialty teachers to encourage the use of ARIS and Renzulli
5. **PS 34, The Oliver Hazard Perry Elementary School, will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities:**
- A. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- i. The State’s academic content standards;

- ii. The State's student academic achievement standards:
 - iii. The State and local academic assessments including alternate assessments:
 - iv. The requirement of Title I, Part A:
 - v. How to monitor their child's progress; and
 - vi. How to work with educators
- Parent workshops will be conducted by school administrators and teachers
 - Parent workshops will be provided by the Parent Coordinator, Pre-K Social Worker, and School Guidance Counselor.
 - Parent resource materials and parenting literature will be provided to parents
 - Parents will receive information regarding state tests, ARIS and Acuity, Renzulli SEM reports
- B. PS 34, The Oliver Hazard Perry Elementary School, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:**
- Principal's Bulletin, sent on regular basis, will be distributed school-wide
 - Library applications will distributed to parents school-wide
 - Parents of ELL children will receive 'books on tape' to use with their children at home
 - Parents of ELL students will participate in orientation sessions and will be encouraged to take part in city-wide conferences
 - Parent Workshops will be conducted by the Literacy Coach, Parent Coordinator, ESL Team, and the Pre-K Social Worker
 - Parent workshops will be offered in the areas of test preparation and implementation of the Renzulli School-wide Enrichment Model
- C. PS 34, The Oliver Hazard Perry Elementary School, with the assistance of the district and parents, educate it's teachers, pupil services personnel, principals and other staff to reach out to, communicate with and work with parents as equal partners, in the value and utility of contribution of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:**
- The Principal will conduct staff meetings to discuss positive parent-teacher communication and community relations
 - The Principal will distribute Principal's Bulletin
 - The Principal will analyze the results of the Learning Environment Survey with faculty
 - Local newspapers will be invited to report on school activities and special project
- D. PS 34, The Oliver Hazard Perry Elementary School, will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First. Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage**

participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children:

- Parents will participate in Learning Leaders Program
- Parent workshops will be conducted by school faculty
- The Universal PreKindergarten Social Worker will conduct Parent Workshops

E. PS 34, The Oliver Hazard Perry Elementary School, will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in and understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Newsletters, notices, and letters to parents are translated in Polish and Spanish
- The Parent Coordinator, PTA, and school staff will assist parents as needed
- A translator will be available at PTA meetings

Adoption:

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in the Title I, Part A programs, as evidenced by the minutes and agendas from the SLT meeting and the PTA.

This policy will be adopted by PS 34, The Oliver Hazard Perry Elementary School on September 9, 2009. The school will distribute this policy to all parents of participating Title I Part A children on/before December 1, 2009.

Principal's Signature

Date

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact 2009-2010

PS 34, Oliver Hazard Perry Elementary School, will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- The administrative and teaching staff will implement an instructional program, aligned with current New York State and New York City standards.
- Using school-wide data the administrative and teaching staff will review and revise all aspects of the instructional program to address the needs of all students, including ELLs, special needs and high achiever student populations.
- Teachers will consistently use a variety of instructional approaches that are appropriate to the curriculum, grade level and students' diverse learning styles and abilities.
- The administrative and teaching staff determines the priorities for professional development based on assessment of student outcomes, teacher need, and current school improvement research findings.

PS 34, Oliver Hazard Perry Elementary School, will:

Hold Parent-Teacher conferences in November and March during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, conferences will be held:

- Parent-Teacher Conferences - afternoon and evening conferences
Tuesday, November 10, 2009
Tuesday – March 16, 2010

PS 34, Oliver Hazard Perry Elementary School, will:

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Ongoing formal and informal assessment results are provided to parents on a regular basis through out the school year
- Student Report Cards are distributed in November, March and June
- Student work portfolios are provided to the parents at the end of the school year, as well as projects and reports
- A Science Fair is conducted annually

- An Art Fair is conducted annually
- Phone contacts and scheduled parent meetings are conducted regularly for children with academic concerns

PS 34, Oliver Hazard Perry Elementary School, will:

Provide parents with reasonable access to staff. Specifically, the staff will be available for consultation with parents as follows:

- Teachers are available to meet with parents at the parent request
- Teachers conduct phone conferences as needed
- The administration is available to meet with parents as needed
- Parent Coordinator is available to meet with parents every day

PS 34, Oliver Hazard Perry Elementary School, will:

Provide parents with opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

- During Back-to-School Open House days in September parents are invited to visit classrooms. In October, parents are invited to visit their children’s classes in session.
- Parents are invited to the “Parents Read to Kids” days in which parents volunteer to read their favorite read-aloud book to a class in a language of their choice
- Parents are invited to volunteer on class trips
- Parents are invited to share their talent with a class (example: a parent who plays the guitar visits the school to sing with the Kindergarten classes, a parent who is a sculptor works on a Paper Mache project with a class, a parent who is an artist works on a mask making project with a class)
- Parents participate in the Learning Leaders Program
- Parents are invited to Writing Celebrations, and Special Class Presentations, and assemblies
- Parents participate in school-wide celebrations: Character Counts week, multicultural week, School Spirit Week, Flag Day

Parent Responsibilities

The parents will support our children’s learning in the following ways:

- Making sure my child is on time and prepared everyday for school
- Monitoring daily homework
- Providing a home environment conducive for homework, reading, writing, and studying
- Monitoring the amount of television my child(ren) watch
- Volunteering in my child’s classroom
- Supporting the DOE and School’s Discipline Policy and school dress code
- Respecting the cultural differences of others
- Reading everyday with my child
- Participating in school activities

- Providing my child with a library card and visiting the library
- Communicating positive values and character traits
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and responding in a timely fashion
- Participating in parent workshops
- Accessing child's information on ARIS through ARIS Parent Link and Renzulli

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

It is our goal that the entire school community will work toward meeting academic needs of all students and groups of students who are identified as at risk. The SWP subcommittee of the SLT initially worked on developing the needs assessment that is currently updated to reflect this year's data and findings. The following data was analyzed to effectively implement the SWP:

- Student achievement data (state and city)
- Annual School Report (state) and NYC Progress Report (city)
- Learning Environment Survey
- Instructional walkthroughs and observations
- Peer (teacher-to teacher) assessment and feedback
- NCLB accountability reports; ARIS and Acuity reports

PS 34 is a Title I high performing school in ELA and Mathematics. Historically, our students perform better in math than in ELA. PS 34 will conduct an annual evaluation of the SWP program and results achieved by the students using hard and soft data such as: State standardized assessment in ELA, math, and science, students writing samples and subject portfolios, TC running records, and assessment tools used by the AIS team (WRAP, DRA, etc.).

PS 34 is committed to the continuation of a strong professional development. Available Title I funds will be used to supplement the existing resources and methods of professional development and will be spent to ensure academic benefits of the students. Our current needs assessment identified a need for a stronger communication of our expectations with the parents and communicating student success in a better way. To improve in this area we have begun the nationally recognized character education program, Character Counts! Through this program, students are recognized in non-academic areas of character which provides us with more means to communicate student success with the parents.

In the academic areas, our needs assessment mirrors the findings in Section IV of this document.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

All students at PS 34 are grouped heterogeneously to provide opportunities for all of them to meet the State standards. Our motto says that High Expectations of Today Nurture Successful Citizens of Tomorrow. It is our mission that all of our students have equal access to all the academic and enrichment offerings the school provides. As a high performing school we analyze the available data to push the students academically and to make sure that they all perform at their best capabilities. In grades K, 2, and 3, we are able to use the state funding to offer reduced class size to increase academic achievement. Research says that a small class size in early grades helps all the students to learn by respecting different learning styles. All teachers who teach reduced class size groups are also Tier 1 academic intervention teachers. This approach has also allowed us to offer nurturing environment where each child is valued and his needs are met.

In addition to the reduced class size, PS 34 offers several kinds of extended day programs: Morning Academic Enrichment (in compliance with the new UFT contract), After School Academic Reinforcement, After School Homework Help and ESL, and Saturday Academies. All these programs are available to all the students, including ELLs and Students with Disabilities. In the past two years we offered After School Enrichment clubs to students in grades 2-5 for several weeks; this is a student choice program from a menu of offered talent classes.

PS 34 is known from its rigorous curriculum in literacy and mathematics. To assure the high quality and high standards we implement the workshop model in reading and writing combined with a comprehensive reading program, as mentioned above. In mathematics, we follow the McGraw Hill Mathematics program that enables the creation of proficiency groups, enrichment, and acceleration.

One of the school's strengths is early identification of students at risk and beginning of academic intervention services as quickly as possible. The AIS team leader analyzes data with the AP and plans educational programs for students who are referred by classroom teachers. Special needs and ELL students are our highest priority in terms of offering them academic interventions. In addition to our AIS team, we collaborate with the IEP team, ISC support teams, and consultants from the AUSSIE to meet the needs of all the students. Teachers are involved in professional development that addresses differentiated instruction so they are equipped with teaching tools that help them reach and teach every child.

Second year in a row, based on data analysis, we have offered an academic enrichment program for identified high achievers in grades 4 and 5. Our achievement data in ELA and math indicates we have to better service our higher achievers. A position for an enrichment teacher was posted and filled.

3. Instruction by highly qualified staff.

According to the 2007-2008 BEDS report, 34 out of 36 of our teachers are highly qualified. 96.1% of classes were taught by HQ teachers. Our teachers are encouraged to continue their education in specialized areas so that they can become of a better asset to our students. 100% of teachers, however, is fully licensed and permanently assigned to the school.

To increase the percentage of highly qualified teachers to the goal of 100% PS 34 implements the following strategies:

- When programming teachers for next year, they will be assigned to their area of certification, consistent with NYS regulations.
- When recruiting and hiring, emphasis will be put on applicants' credentials and certification.
- Our school will collaborate with NYC Teaching Fellows for recruitment and hiring.
- The school administration will assist uncertified teachers in gaining certification through one-on-one counseling sessions.
- The principal will seek assistance from the UFT in providing teachers with relevant information about graduate coursework that leads to certification.
- Title I 5% Set Aside for Professional Development has been used to pay stipends for teachers identified as not highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Building a professional community of learners is one of the Principal's priorities. PS 34 is expanding its professional development by having a full time literacy coach, lead teachers on each grade level, a literacy consultant from AUSSIE, and by forming a close collaboration with staff developers and professional resources offered by the Community LSO. To ensure high quality professional development, teachers are scheduled for common preps every day by grade level. In addition, faculty conferences are devoted to staff development. Teachers and staff members who participate in outside PD turn key to their colleagues. The atmosphere of professional collaboration is supported by in-house intervisitations and visits in other schools. The principal and the Assistant Principal lead professional development in collaboration with the Instructional Cabinet. The Cabinet and the Instructional Cabinet are vehicles to successful implementation of the school's PD program that is developed collaboratively. Study groups are a vital part of the school's staff development. All professional development sessions focus on best practices in literacy and mathematics to support student learning. We concentrate on differentiated instruction, assessment and data, teaching ELLs and high achievers, and implementation of the Bloom's Taxonomy to foster critical and analytical skills.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- School reputation
- Collaboration with colleges and admitting student teachers
- Interview process – rigorous and focused on future commitment
- Networking
- Collaboration with NYC Teaching Fellows

6. Strategies to increase parental involvement through means such as family literacy services.

- a. To create a Parent Resource Library with books related to parenting, socio-emotional concerns and Read Aloud Titles (books on tape);
 - o To create a Lending Library for parents of children in Grades 1 and 2 for borrowing quality, educational software to use on a home computer as an alternative to TV/Video Games;
 - o To create a Lending Library for parents of children in Grades Pre-K and K for borrowing floor puzzles to use at home as an alternative to TV/Video Games;
 - o To provide Parent Workshops facilitated by staff members and the administration. Topics will include: Self-Esteem, Discipline, and Sibling Rivalry, Test Preparation, Homework Help, Promoting Literacy at Home, and more.
 - o To provide numerous opportunities for parents to visit school (Open House, Open Door, Family Nights, Student and teacher presentations, cultural and traditional celebrations, etc.)
 - o To create a “Weekend Bear” program and a weekend journal in which children in Grades K-2 will take a teddy bear and notebook home each weekend. The bear will share in the family activities and the child will write/draw about the experiences and share it with his classmates.
 - o To schedule several opportunities for parents to visit the school and read to children (Parents Read to Kids days)
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- o To provide a school tour for incoming children and their parents, especially those children from Early Childhood Centers such as the Williamsburg Y.
 - o To provide an opportunity for teachers from the Early Childhood Centers to meet with our Pre-K and K Teachers and plan in teams
 - o To provide each family with an Welcome/Orientation letter and a Parent Handbook in languages represented by the school
 - o To invite parents to assist their children during the screening process
 - o To establish Parent Partners in all PreK and Kindergarten classes
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- This year, we continue professional development in formative assessment, analyzing and evaluating achievement data. We have begun an extensive work in understanding data and its implications for instruction. This endeavor provided us with multiple opportunities to engage teachers in the development and use of a variety of assessment tools that give more information on how to move a student forward. Teachers work in grade level teams to develop writing rubrics, interim assessments, and plan for guided practice. Our teachers are proficient practitioners in administering standardized and formative assessment due to continuous support they receive from the Literacy Coach, the AUSSIE consultant, and the AIS Team Leader. Assessment results directly impact instruction, flexible grouping, and academic challenging all learners. We implement SMART targets as part of our assessment and as suggested by the Quality Review 2007. The Inquiry Team plays is critical in supporting classroom teachers in inquiry work.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our plan for this school year includes a strong Academic Intervention team. We are building better capacity for the students whose academic needs are identified by measures such as test scores, classroom performance, formative assessment, and teacher observations. AIS and CTT teachers are trained in the Wilson and Foundations programs. The AIS Team Leader is also a member of Inquiry Team. The ESL teachers are adopting strategies used in reading recovery. On-going, periodic in-house assessment is scheduled to help in measuring student progress and in applying meaningful instructional strategies. The Acuity periodic assessment complements it and is analyzed by the Inquiry Team and classroom teachers. The new ARIS program, in addition to our own collection of data, ensures monitoring of progress. The school will have a data specialist that will work collaboratively with upper grade teachers on implementing strategies that will help struggling students. The Morning Academic Enrichment Program supports academic services for identified students by using a variety of recommended programs in reading and math.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a Title I school we will fully utilize resources available to us through the SWP. In addition, we will use our collaborations with the CLSO support teams, CBOs, and non-for-profit organizations.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet reviewed the school's curriculum maps representing all grade levels and focused on skills, strategies and close alignment to state standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Gaps in the written curriculum:

- The school's existing written curriculum in the area of writing was assessed by grade level teams during June planning. Areas that were found to be misaligned were updated to reflect close alignment to state standards.

Curriculum maps:

- The instructional cabinet reviewed the current curriculum maps representing all grade levels to update skills, strategies and student outcomes.

Taught curriculum:

- As reviewed by the Principal's Cabinet, the taught ELA curriculum is aligned to the state standards. Emphasis on speaking and listening are addressed through Reciprocal Teaching. Writing is emphasized through 5 periods of writing workshop per week resulting in 8 to 10 published pieces per school year. Administrators' observations focused on students' responses to literature.

ELA materials:

- The 2008 2009 Learning Environment Survey indicates that 91% of P.S. 34 teachers feel they have sufficient materials to teach their classes.

English Language Learners:

- All classroom teachers and service providers have access to the ESL standards. New teachers receive the mandated 10 hour ELL training. ELL teachers routinely participate in district and city-wide ELL professional development.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- The school's current mathematics programs were reviewed by the principal's cabinet with the purpose of checking alignment to state standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- P.S. 34 uses a Macmillan math program that is closely aligned with NYS standards. Additionally, process strands such as problem solving, reasoning and proof, communications, connections and representations, which were found by the auditors to be weakly connected to state standards, are well represented and aligned in this program.
- Additionally, P.S. 34's median student proficiency for mathematics is level 4, and according to the 2008 – 2009 progress report, 97.7% of our students are achieving levels 3 and 4 on the NYS Math exam, which is 7 percentage points higher than our peer schools' achievement levels.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Formal and informal observations by administrators to confirm that all teachers are using the workshop model of instruction for ELA and that students are focused and engaged in learning

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Continued professional development on Reciprocal Teaching
- Lesson plans include differentiated plans, flexible grouping
- New Macmillan program purchased and implemented which includes strong support for differentiation and ELL students
- Teachers are constantly engaged in formative assessment to determine groupings and identify students for extra support in different academic areas
- Use of Workshop Model keeps direct instruction to a minimum

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administrators conducted formal and informal observations to observe that all educators are using the Workshop Model of instruction for mathematics, to see that direct instruction is used minimally and that teachers employ differentiated instruction and flexible grouping to address the needs of all learners.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Teachers at P.S. 34 use the Workshop Model of instruction for mathematics, to minimize direct instruction
- Teachers confer with students frequently to check for understanding and student engagement
- Gifted 5th graders participate in a Math Olympiad program
- Teachers use different methods to ensure that the needs of all learners are met, such as: class discussions, peer tutoring, use of Renzulli assignments, math manipulatives and text-based computer programs

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- The Principal's Cabinet studied the yearly teacher turnover rate

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- According to the "School Demographics and Accountability Snapshot" for the 2008 – 2009 school year, 78% of the P.S. 34 teaching staff has been at this school for more than 2 years (2006 – 2007: 77%, 2007 – 2008: 74%). Over the past 3 years, the number of new teachers employed at the school has been insignificant. New teachers who are hired receive extensive professional support and development from the district, the administration, colleagues and professional mentors.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- The principal's cabinet reviewed the professional development opportunities available to ESL teachers

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ESL teachers are included in Instructional Cabinet Professional Development and Inquiry Team Professional Development
- ESL teachers and the principal are engaged in a study group on the book Making Content Comprehensible for English Learners: The SIOP Model

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This school engages in extensive goal setting with all teachers across curricular areas. All data accrued by all teachers who come into contact with ELLs is shared with others, and goals for teaching and learning are set accordingly.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- All student data, including that of ELL students, is closely monitored and reported to all teachers involved in instructing ELLs. Additionally, all teachers receive support in ELL instruction and goal setting.
- This school received an overall score of outstanding on the Quality Review for Quality Statement 1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time" and a score of outstanding for Quality Statement 1, sub-criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners"

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- This school uses informal and formal administrative observations to assess teachers' understanding and implementation of appropriate differentiated instructional practices.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- P.S. 34 received an overall score of outstanding for Quality Statement 3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning" and a score of outstanding for sub-criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- The school's AIS team, along with the SETSS teachers and other support providers, reviewed all IEPs in order to determine that performance outcomes for IEP students have been incorporated into the IEPs and that students goals were aligned to the students' individual performance outcomes.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP teachers at P.S. 34 receive extensive support from the administration, AIS team and SETSS teachers in the areas of IEP writing/revisions and student goal setting. Teachers use the NYS standards to make promotional decisions for IEPs and annual reviews.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

The school has 1 STH student.

2. Please describe the services you are planning to provide to the STH population.

The school currently provides transportation to and from school via metro card for the STH student. The McKinney – Vento guide was provided to the parents regarding STH rights.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.