



**OLIVER H. PERRY ELEMENTARY  
PS 34**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 14K034**  
**ADDRESS: 131 NORMAN AVENUE, BROOKLYN NY 11222**  
**TELEPHONE: (718) 389-5842**  
**FAX: (718) 389-0356**



**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL ADDRESS:** 131 Norman Avenue 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**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Alain Beugoms and Teri Mascioli

**PRINCIPAL:** Alicja Winnicki

**UFT CHAPTER LEADER:** Teri Mascioli

**PARENTS' ASSOCIATION PRESIDENT:** LouAnn Gallo

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14 **CHILDREN FIRST NETWORK (CFN):** 307

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
LouAnn Gallo	*PA/PTA President or Designated Co-President	
Cheryl Caroleo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
June McNeill	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alain Beugoms	Member/Teacher	
Cynthia Hahn	Member/Teacher	
Lisa Summa	Member/Teacher	
Sarah Andonov	Member/Teacher	
Maria Aguirre	Member/Parent	
Kelly Witkowski	Member/Parent	
Nowal Alborati	Member/Parent	
Dorota Stepnowska	Member/Parent	

Dominick Vilella		
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(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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#### **Mission Statement**

*At PS 34 we are committed to the academic success of every child. The school's mission is to teach a rigorous academic curriculum, complemented by a wide range of engaging enrichment opportunities, inclusive of the arts, in a supportive and safe environment. Our students are challenged to become lifelong learners who are well prepared for the demands of the 21<sup>st</sup> century. We believe the high expectations of today will nurture successful and productive citizens of tomorrow. As a community of professional learners we empower our students to grow academically by teaching them critical and analytical thinking skills in full alignment with state and national standards. Supported by and in collaboration with families and community members, we expect students to aim high by addressing the individual needs of diverse learners and by strengthening the development of a well rounded child who is fully prepared for the educational complexities beyond elementary school.*

PS 34 is a true community school where students, teachers, parents and community organizations work together. The school is located in a landmark building that was built in 1867 as a hospital and the lay-out 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. We celebrate student success in monthly assemblies recognizing Students of the Month, Readers, Writers, and Mathematicians. Our Character Counts! Education program spawned a monthly Principal's Award. Each October, we participate in the National Character Counts! Week with each grade participating in a service project. Money has been raised for Pennies for Peace, Foundation for Children with Cancer, and Breast Cancer Research.

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. We have established new traditions: Family Nights, Heritage Week, Spirit Week, Art Parade, and 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. We have implemented the online Renzulli School-wide Enrichment program. With our dynamic PTA, we are committed to excellence for every child, in every classroom.**

**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. Translation and interpretation services are provided in several languages to accommodate non-English speaking parents.**

## **Academic Enrichment Programs and Partnerships**

- **Computer Technology in a brand new computer lab**
- **Art**
- **Science**
- **ESL (Beginner, Intermediate, & Advanced)**
- **Small Class Size**
- **Academic Intervention Services for identified students**
- **Collaborative Team Teaching Classes (CTT)**
- **Physical Education**
- **Music classes in grades K-1, 3-4**
- **Theater classes in grade 2**
  
- **Morning Academic Program (MAP)**
- **After-school Enrichment Program**
- **After-school Reading/Math Program**
- **Saturdays Academies**

**Brooklyn-Queens Conservatory of Music  
Studio-In-A-School**

**American Ballroom Theater**

**Periwinkle Youth Theatre**

**Math Olympiads**

**The Metropolitan Pool/ Recreation Center together with City Aquatics**

**School Settlement/ Out-of-school program**

**Greenpoint/Willamsburg Gazette**

**Greenpoint Lions Club**

**Greenpoint Monitor Museum**

**Brooklyn Public Library**

**94<sup>th</sup> Precinct- NYPD**

**FDNY**



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Special Education Enrollment:</b>					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
<b>Special Education Enrollment:</b>				(As of June 30)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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 64% of students read at or above grade level and 83% of students score at or above grade level in mathematics.
- Increased use of rubrics in the writing curriculum
- Grade level teams are defining academic rigor and are revising curriculum plans accordingly
- 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.
- Beginning to develop curricula in alignment with Common Core State Standards
- Strong teacher inquiry teams that meet weekly to analyze data and plan curriculum around results
- 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
- Strong teacher inquiry teams that meet weekly to analyze assessments and plan curriculum around data
- 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**To improve student achievement in writing through the use of rubrics that reflect high expectations and academic rigor for all sub-groups of students in grades 3-5 and as evidenced in student publications and writing portfolios.**

1. To improve student achievement in writing through the use of rubrics that reflect high expectations and academic rigor for all sub-groups of students in grades 3-5 and as evidenced in student publications and writing portfolios.

By June 2011, 80% of identified students will show growth in writing as compared to their first published and assessed writing piece in September 2010.

2. To further develop teacher engagement and leadership in inquiry work through alignment of curriculum plans in reading and writing with Common Core State Standards

By the end of June 2011, 50% of teacher inquiry teams will have aligned their reading and writing curriculum plans with CCSS.

3. To integrate technology in content areas for the purpose of research, intervention and enrichment.

By the end of June 2011, 100% of students in grades 3, 4, and 5 will have been engaged in at least one culminating unit project utilizing technology and/or web-based programs such as Renzulli.

**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 2010-11 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, PLA, 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve student achievement in writing through the use of rubrics that reflect high expectations and academic rigor for all sub-groups of students in grades 3-5 and as evidenced in student publications and writing portfolios.</b> By June 2011, 80% of identified students will show growth in writing as compared to their first published and assessed writing piece in September 2010.</p>
<p><b>Action Plan</b> 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"> <li>1. Grade level teacher teams will systematically analyze student writing pieces in their grade level conferences, during one unit of the UFT 37.5 minutes devoted to teacher teams, and at professional development Chancellor’s conference days.</li> <li>2. The PD committee (Principal, AP, Literacy Coach, Data Specialist) will develop a protocol for analysis of common assessment to support teacher teams (inclusive of SMART goals, inquiry question, and strategies and assessment to meet the goals).</li> <li>3. After each student publication the Principal and AP will offer teacher teams their feedback based on looking at current student work. Prior to writing units the AP and Literacy Coach work with teacher teams on development of rubrics.</li> <li>4. In alignment with the CCSS, all rubrics will be revised to strengthen academic rigor in writing. The AP and the Literacy Coach will work alongside teacher teams to support them in this practice. Checklists are added to support the writing process. The rigor is strengthened by higher expectations and standardization of writing mechanics and grammar.</li> <li>5. Grade level teams are scheduled for common preps every day to allow for meeting and inquiry work. Additional planning time is allocated for teacher teams to meet utilizing monthly assemblies.</li> <li>6. Work of identified students will be monitored by the core Inquiry Team.</li> <li>7. ESL Teacher engages in the analysis of student work for identified subgroup of ELLs; she uses congruence periods to communicate with classroom teachers.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Allocation for a Literacy Coach ;</li> <li>▪ Data Specialist and Inquiry Team allocation for per-session</li> <li>▪ Data Specialist has a reduced program</li> <li>▪ Special programs purchased (<i>Good Habits, Great Readers, Achieve It, Coach</i> in ELA and Math)</li> <li>▪ Allocation for AUSSIE consultant (Title I 5% Set Aside allocation)</li> <li>▪ TL Children First and TL FSF</li> <li>▪ SWP</li> <li>▪ The AP is partially funded by Title I SWP and the Literacy Coach is funded by Title I SWP and Contract for Excellence to support professional development.</li> <li>▪ The core Inquiry Team meets after school to support the work of teacher teams and using TL Children First funding for Inquiry Team and Data Specialist.</li> <li>▪ Conceptual consolidation of funds to support literacy programs</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The first Quick Publish is transformed to base line writing and analyzed in grade level teacher teams as evidenced by agendas and protocols.</li> <li>• Short and long term goals are set for writing and communicated with students as evidenced in daily lesson plans, learning objectives, curriculum plans, student notebooks and publications, word walls, and student goal setting.</li> <li>• Grade level assessment in writing will include more rigorous rubrics.</li> <li>• Students will participate in development of rubrics.</li> <li>• School-wide PD Plan</li> <li>• Grade level goals</li> <li>• Student writing pieces with rubrics.</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To further develop teacher engagement and leadership in inquiry work through alignment of curriculum plans in reading and writing with Common Core State Standards  By the end of June 2011, 50% of teacher inquiry teams will have aligned their reading and writing curriculum plans with CCSS</p>
<p><b>Action Plan</b>  <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"> <li>1. AP and Literacy Coach are part of the CFN 307 Design Team for the implementation of CCSS funded by the CFN. Additionally two teachers participated in the summer institute.</li> <li>2. The AP will be a school – CFN liaison to begin the implementation and alignment of the curricula</li> <li>3. Monthly schedule for grade level teacher teams will include one session entirely devoted to the alignment (37.5 UFT minutes for teacher teams, SBO)</li> <li>4. The new McMillan program in literacy in grades 3-5 will support the initial implementation of the</li> </ol>

	<p>CCSS</p> <ol style="list-style-type: none"> <li>5. Teacher teams will meet across grade levels to report their inquiry work and set rigorous benchmarks.</li> <li>6. The Literacy Coach will develop a protocol for alignment of current curriculum with CCSS. Lead Teachers will utilize it with their teams.</li> <li>7. Teacher Teams will review and revise curriculum plans prior to implementation to reflect CCSS</li> <li>8. Cluster and ESL teachers will work, in congruence with teacher teams, on revision of their plans.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• 117 per-session hours allocated by the CFN 307 for the school will be utilized to meet with grade levels and begin the alignment by reviewing and revising the plans</li> <li>• NYSTLE and Title I funds to purchase materials</li> <li>• Tax Levy</li> <li>• Title I</li> <li>• Conceptual consolidation of funds to support literacy programs</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Curriculum Plans in Reading and Writing</li> <li>2. Lesson Plans</li> <li>3. Agendas and minutes from teacher teams' meetings</li> <li>4. Agendas and minutes from conferences (CFN, Instructional Cabinet)</li> <li>5. School-wide Professional Development Plan reflecting professional learning, turn-key, and promising practices</li> </ol>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To integrate technology in content areas for the purpose of research, intervention and enrichment. By the end of June 2011, 100% of students in grades 3, 4, and 5 will have been engaged in at least one culminating unit project utilizing technology and/or web-based programs such as Renzulli.</p>
<p><b>Action Plan</b>  <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"> <li>1. Enrichment program (cluster) is built in to cycles to allow for full and rich participation in the computer technology program.</li> <li>2. Renzulli, SEM is integrated to the content and technology curricula (NYSTLE software fund).</li> <li>3. The Computer Tech, Science and Art cluster teachers develop cross curricula and theme based projects in collaboration with grade level teachers utilizing the Renzulli and other programs.</li> <li>4. Capital Plan from the City Councilman (\$70,000) is used to purchase new desktop computers for every classroom.</li> <li>5. Students are assigned the Acuity reading and math skill practice by classroom teachers.</li> <li>6. Two more teachers are trained in the use of SMART Board to allow better student access.</li> </ol>

	<p>7. A technology component from the new McMillan Literacy and math programs is implemented for intervention and enrichment.</p> <p>8. On-going professional support in the use of technology is provided for teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ \$70,000 Capital Grant to support technology</li> <li>▪ NYSTLE for hardware and software</li> <li>▪ Title I for the Renzulli Program</li> <li>▪ Conceptual consolidation of funds to support technology program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student projects reflective of the integration as outlined in the CCSS</li> <li>• School Newsletter</li> <li>• Research projects</li> <li>• Science Fair and Art research projects and presentations</li> <li>• Technology theme-based and research projects and presentations</li> <li>• Participation in city-wide technology fair</li> <li>• Student achievement reports from computer based intervention programs</li> </ul>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	6		N/A	N/A				
1	28		N/A	N/A				
2	24		N/A	N/A				
3	26	26	N/A	N/A				1
4	21	21	N/A	N/A			1	2
5	17	17	N/A	N/A			1	
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>- Morning Academic Program – small group tutoring, Wilson, Foundations</li> <li>- During the school day – Lexia, guided reading, small group tutoring</li> <li>- After School – Coach Test Prep Program, small group instruction</li> <li>- Super Saturday – Coach Jumpstart Program, small group instruction</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>- Morning Academic Program – small group tutoring, Kaplan Keys program</li> <li>- During the school day – Achieve it!, small group tutoring</li> <li>- After School – Coach Test Prep Program, small group instruction</li> <li>- Super Saturday – Coach Jumpstart Program, small group instruction</li> </ul>
<b>Science:</b>	During the school day: differentiated instruction and flexible grouping; leveled libraries; AIS inclusive of ELLs with native language support;
<b>Social Studies:</b>	During the school day: differentiated instruction and flexible grouping; leveled libraries; AIS inclusive of ELLs with native language support; <ul style="list-style-type: none"> <li>o Extended Day programs: Morning Academic Program (37.5 minutes) – small group differentiated instruction and tutorial in grades 3-5</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	N/A
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	During the School Day: socio-emotional support is provided; One to One Counseling
<b>At-risk Health-related Services:</b>	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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5 \_\_\_\_\_ Number of Students to be Served: 88 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_ 2

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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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 do 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 2<sup>nd</sup> 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 6 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 (6 sessions x 4 hours/session = 24 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; some hold certificates of completion of the coursework in teaching English as a Second Language; effort will be made to recruit those teachers who are licensed in TESOL. They will service classes of third, fourth, and fifth grade with ELL students. Of the 5 sessions, 3 will be devoted to ELA, and 3 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 (6 sessions, 24 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 grades 3-5 will run from February 1, 2011 to April 28, 2011, 2 days/week (Tuesday and Thursday), 1.75 hours/day for 20 sessions (combined with Title I funds, Title III will partially fund teachers servicing ELLs.) 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.

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*, Kaplan 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.

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High quality professional development that is in-depth and on-going is part of our annual PD Plan. Furthermore, we provide professional development in teaching ESL strategies for the whole staff so it has positive and lasting impact on the teachers’ performance in the classroom. 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 CFN.

On-going professional development and support are provided for the entire faculty year-long.

**Section III. Title III Budget**

School:     P34                          BEDS Code:     331400010034    

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<u>Per Session</u> \$10,676.46 teachers \$1,566.30 supervisor \$869.40- para  <u>Per Diem</u> <u>\$838</u>  <u>Total: \$13,950.16</u>	<p style="text-align: center;"><b><u>Super Saturday Program</u></b></p> <ul style="list-style-type: none"> <li>- 144 hours per session for ESL and General Ed teachers to support ELL Students and former ELL students on 6 Saturdays: 6 teachers x 4 hrs/session x 6 sessions x \$49.89/hr = \$7184.16 (current teacher per session rate with fringes)</li> <li>- 30 hours per session for 1 supervisor x \$52.21/hr = \$1,566.30 (current supervisor per session rate with fringes)</li> <li>- 30 hours per session for 1 para x \$28.98/hour = \$869.40 (current para per session rate with fringes)</li> </ul> <p style="text-align: center;"><b><u>After School ESL Program</u></b></p> <ul style="list-style-type: none"> <li>- 70 hours per session for ESL and General Ed teachers to support ELL Students and former ELL students after school- 20 sessions. 2 teachers x 1.75hrs/session x 20 sessions x \$49.89/hr = \$3,492.30 (current teacher per session rate with fringes)</li> </ul>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	<b>\$699.84</b>	<p><i>“Getting Ready for the NYSESLAT and Beyond” <a href="http://www.attanasio-edu.com">www.attanasio-edu.com</a></i></p> <ul style="list-style-type: none"> <li>- Student Packs</li> <li>- Class Packs</li> <li>- Teachers’ manuals</li> <li>- Compact Discs</li> </ul> ESL books and tapes and general supplies for parent lending library

<b>Educational Software (Object Code 199)</b>	<b>\$ 350</b>	Fast Math
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000</b>	

### **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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. 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 2010 indicates that 262 students' families (out of 520 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.
3. 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.
4. Additionally, PS 34 identified needs for oral interpretation during parent-teacher conferences and conferences and meetings in general.
5. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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

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 2010 indicates that 262 students' families (out of 520 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 VII 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$263,853	\$199,721	\$463,574
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,638.53	\$1,997.21	\$4,635.74
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,192.65	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,385.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Title I Parent Involvement Policy 2010-2011**

- 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 PTA
  - 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
  - Various workshops will be advertised on the school website
  - Parent Coordinator will develop a partnership with the Learning Leaders
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 ([www.ps34.org](http://www.ps34.org)) and Parent Handbook will be developed and implemented 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
  - Educational links will be provided through the school website
- 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 and posted on the school website
  - 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
  - Parent workshops will be offered in the use of ARIS Parent Link
- 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
  - All school communications will be posted on the school website
- 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 an 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
- eChalk school website ([www.ps34.org](http://www.ps34.org)) is inclusive of translations

**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 November 15, 2010. The school will distribute this policy to all parents of participating Title I Part A children on/before December 1, 2010.

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Principal's Signature

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **School Parent Compact 2010-2011**

### **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. Common Core State Standards will be introduced and curricula will be aligned.
- 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 9, 2010  
Tuesday – March 15, 2011

### **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**

### **Section I: Schoolwide Program (SWP) Required Components**

**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:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o 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.
  - o 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.

- To create a Parent Resource Library with books related to parenting, socio-emotional concerns and Read Aloud Titles (books on tape);
  - 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;
  - 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;
  - 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.
  - To provide numerous opportunities for parents to visit school (Open House, Open Door, Family Nights, Student and teacher presentations, cultural and traditional celebrations, etc.)
  - 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.
  - 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.
- To provide a school tour for incoming children and their parents, especially those children from Early Childhood Centers such as the Williamsburg Y.
  - To provide an opportunity for teachers from the Early Childhood Centers to meet with our Pre-K and K Teachers and plan in teams
  - To provide each family with an Welcome/Orientation letter and a Parent Handbook in languages represented by the school
  - To invite parents to assist their children during the screening process
  - 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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$221,636.52	✓	18,19, 20, 21
Title I, Part A (ARRA)	Federal	✓			\$197,723.79	✓	18, 19, 20, 21
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$15,000	✓	26-30
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal			✓	N/A	N/A	N/A
Tax Levy	Local	✓			?	✓	18, 19, 20, 21

### 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;

- 
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## **APPENDIX 7: 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>

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

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 034 Oliver H. Perry					
<b>District:</b>	14	<b>DBN:</b>	14K034	<b>School</b>		331400010034

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	34	36		95.4	95.5	95.5
Kindergarten	83	85	86				
Grade 1	66	83	88	<b>Student Stability - % of Enrollment:</b>			
Grade 2	85	68	86	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	75	76	69		95.7	96.2	96.2
Grade 4	70	76	77				
Grade 5	72	65	73	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.8	78.0	78.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	4	6
Grade 12	0	0	0				
Ungraded	0	2	6	<b>Recent Immigrants - Total Number:</b>			
Total	487	489	521	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	12	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	13	16	13	Superintendent Suspensions	0	1	0
Number all others	22	23	29				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	37	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	5
# receiving ESL services only	86	86	TBD				
# ELLs with IEPs	0	11	TBD	Number of Educational Paraprofessionals	2	2	3

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.3	100.0
				% more than 2 years teaching in this school	74.3	78.4	86.5
				% more than 5 years teaching anywhere	57.1	64.9	86.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	84.0	89.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.1	98.2	100.0
Black or African American	3.3	3.7	3.1				
Hispanic or Latino	21.4	20.4	21.1				
Asian or Native Hawaiian/Other Pacific	4.5	4.9	4.2				
White	70.8	71.0	71.6				
<b>Male</b>	50.5	49.3	48.9				
<b>Female</b>	49.5	50.7	51.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	57.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	13.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>14</b>	School Number <b>034</b>	School Name <b>Oliver H. Perry P.S.</b>
Principal <b>Alicja Winnicki</b>	Assistant Principal <b>Maria LoRe</b>		
Coach <b>C. Chabin</b>	Coach		
Teacher/Subject Area <b>A. Pietrusiewicz/ESL</b>	Guidance Counselor		
Teacher/Subject Area <b>E. Czastkiewicz/ESL</b>	Parent <b>Y. Zieba</b>		
Teacher/Subject Area	Parent Coordinator <b>E. Cavaliere</b>		
Related Service Provider <b>N. Spruill</b>	Other		
Network Leader <b>A. Orlando</b>	Other		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>521</b>	Total Number of ELLs	<b>88</b>	ELLs as Share of Total Student Population (%)	<b>16.89%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**PART II**  
**ELL IDENTIFICATION PROCESS**

Upon entrance into PS 34 each student is given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. The HLS forms are available in all languages for the parents to easily answer questions. They are assisted by a designated pedagogue to fill out the forms correctly. Each parent is also interviewed by a pedagogue. Interpreters are provided when they are needed. Based on HLS, the ESL teachers identify the student who speaks a language other than English. Then the student is given the LAB-R to assess English proficiency in speaking, listening, reading, and writing. Based on the results of the LAB-R the student is identified if he/she needs ESL services. The process by which parents are informed about the three program choices (Bilingual, Dual, and Freestanding ESL) is by inviting the parents of the students who qualify to an Orientation Session. At the Orientation Session the parents view a Video which describes all of the above program choices the city school system has to offer. Translation in their native tongue is provided for those parents needing it. The Parent Survey and Program Selection Forms are also provided in their respective home language together with a flyer describing the three Programs the city has to offer. Assistance is offered to those needing help in filling out the forms. The bilingual principal and staff attend Parent-Orientation to answer all parents' questions. Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. Overwhelming, majority of the parents opts for a free-standing ESL program. Next, an identified ELL is placed in an appropriate group according to their proficiency and grade level. Parents receive the placement letters.

The ELL's will be tested towards the end of the school year by taking the NYSESLAT exam. The parents of the ELL's receive a letter informing them about the dates when their child will be tested for each of the modalities: SPEAKING, READING, WRITING, and LISTENING for their respective grade level.

The steps taken to annually evaluate ELL's who had previously taken the NYSESLAT exam is done so as soon as the results of the exam are received at the beginning of the school year. An analysis of the data provided is examined and evaluated for each of the modalities. Areas of strengths and weakness is noted and developed into student long term goals. Lesson plans are created accordingly to support the ELL's in achieving their target goal.

## Part III: ELL Demographics

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b>	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/> <b>6</b> <input type="checkbox"/> <b>7</b> <input type="checkbox"/> <b>8</b> <input type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>
Check all that apply	

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

Self-Contained															0
Push-In	23	22	14	8	11	10									88
<b>Total</b>	<b>23</b>	<b>22</b>	<b>14</b>	<b>8</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>88</b>							

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	69	1		19		3				88
<b>Total</b>	<b>69</b>	<b>1</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>88</b>

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	0													0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>											
<b>Number of ELLs by Grade in Each Language Group</b>											
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	0	1	3	4								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	0	2	0	1								7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	18	16	14	5	8	5								66
Albanian														0
Other	1	0												1

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	23	22	14	8	11	10	0	0	0	0	0	0	0	88

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### PART IV

##### A. Programming and Scheduling Information

Our ESL Program provides instruction in both the push-in and pull-out model. Both models strongly support the curriculum with emphasis on the Language Arts. The students are grouped according to grade level(K-5) at different levels of language proficiency. Instruction is 100% in the English language at all grade levels. The lessons are delivered in small group instruction and aligned with the grade level curriculum. Language and content objectives are integrated and the lesson delivery is scaffolded with sheltered English strategies. Students at PS 34K receive ESL service according to the state mandates. ELLs at the beginning and intermediate levels are served 360 minutes (8 units) per week. ELLs at the advanced level are served 180 minutes (4 units) per week. There are two fully certified ESL teachers working at PS 34.

Differentiated instruction is provided for the following subgroups:

Students with Interrupted Formal Education (SIFE), if identified are provided with extended day programs that provide AIS and ESL instruction as needed.

Newcomer ELL's receive a PARENT HANDBOOK that is available in both the Polish and Spanish languages. It explains how our school operates (important names, arrival, and dismissal time, programs offered and the school contact number). In addition, we provide the morning, after-school, Saturday and summer programs for those students. The newcomer student is always paired up with a student (buddy) who knows the respective language if possible. They are taught how to use computer programs such as Rosetta Stone, the LEAP FROG Program, and become familiarized with the listening and reading library located in both the ESL room and their respective classroom. The initial instructional focus for the newcomer is to provide enough social language to assist the ELL's in making their needs known and to familiarize them with the American culture. This is done through thematic units. After the initial phase, the ELL's continue to acquire the English language by receiving instruction in the content areas, mainly language arts. Additionally, because the NCLB now requires ELA testing for ELL's after one year, the students receive lots of practice in developing the essential skills and applying those skills to practice tests. The ELL's who are receiving service for 4-6 years are frequently being monitored and assessed to meet their academic needs. As identified TARGET ELL's, those students receive additional academic support and are reviewed in collaboration with the Academic Intervention Team: special education teachers and related services providers in order to re-evaluate and set new goals based on the formative assessment results.



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### PART IV

B. Targeted intervention programs for ELL's in ELA math and other content areas are accomplished in a variety of ways. The ESL Teacher offers support and plenty of practice time during small group instruction using either the push-in or pull-out model. Small group instruction may be shared with an AIS teacher who further supports the respective needs of the ELL student by providing explicit instruction in strategies that support reading, decoding, comprehension, vocabulary development, and the utilization of picture dictionaries aimed at instructing the student to the proper use of resources that work to assist them.

Students who reached the proficiency levels on the NYSESLAT are monitored on a regular basis through Running Records, Weekly Tests, formal and informal observation and through congruence with the classroom teacher.

Improvements and new programs that we plan to implement for the up-coming school year is to further develop the assessment rubrics for the ELL student and its implementation. The implementation of this rubric would serve to assess the ELL student at every grade level in all four modalities: listening, speaking, writing and reading. This rubric would be designed in a check list form for a quick informal observational assessment in the aforementioned modalities as a way of monitoring the student's progress over time.

Our ESL Program as it stands right now has a good foundation with adjustments that are constantly being made based on the needs of the ELL students.

Our Freestanding ESL Program always recognizes, acknowledges and respects the diverse cultures represented by our ELL Student population. This is done through sharing of one's culture by identifying one's native country on the map and their native flag. The ELL Students create a greeting and thank you bulletin board in their respective language. ELL Students are encouraged to bring books in their native tongue to read during classroom independent reading time. Our ESL Classroom also has a Multi-Cultural Library containing a variety of books for our ELL's to borrow and read. Validating each ELL Students culture is key to the success in acquiring the new English language. Our school supports the ELL student before they begin the school year by offering a Summer ESL Program. The Summer Program is the spring board to launching the new student on the road to acquiring a new language.

Additionally, throughout the school year the ELL's are given priority placement to all school supplemental services such as the ESL Morning Program and the afterschool program which includes homework help.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development that supports the school personnel includes: setting goals that are data and improvement driven, establishing differentiated instruction, building on past years' learning and implementing this year's planning (formative assessment, Bloom's Taxonomy, goal setting, study of high achievers and Renzulli). ELL training for all staff (including non-ELL teachers) includes the following topics: English as a Second Language Terminology, Stages of Language Acquisition, Teaching Newcomers, ELLs in Content Area Learning, Graphic Organizers for Content Instruction, Respecting Different Cultures, and Analyzing Student Work and Data.

#### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are invited to the workshops in and out of our school provided throughout the school year. They are part of School Leadership Team and School's Safety Committee. They participate in Open Houses, Art, Science Exhibits, PTA meetings, Spirit Week and Multicultural Family Night. In addition, parents are invited to read a book in their native language. Bilingual aides and paraprofessionals provide translation to give parents more voice in decision making. Parental connection is the key to facilitating our ELLs and their families make a smooth transition and ensure their success.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	12	0	1	1	1								22
Intermediate(I)	3	8	4	1	4	2								22
Advanced (A)	13	2	10	6	6	7								44
Total	23	22	14	8	11	10	0	0	0	0	0	0	0	88

#### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	1	0	0							
	I	6	1	0	1	2	1							
	A	12	8	7	5	1	2							
	P	5	7	3	7	8	5							
READING/ WRITING	B	11	1	0	1	0	0							
	I	9	4	1	5	2	2							
	A	2	10	6	5	7	2							
	P	1	1	3	3	2	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	4	2	11
4	3	4	3	0	10
5	2	1	2	1	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6		3		4		14
4	1		4		5		1		11
5	1		1		4		2		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		4		4		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		2		5		1		8
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### PART V

##### B. Reviewing and analyzing the assessment data

The assessment tools our school uses to assess the early literacy skills of our ELL's include the following: ECLAS-2, E-PAL, Fountas and Pinnell, DRA, ELA practice tests all help to provide the necessary data to identify and address the needs of the individual students. The data provided from these assessments is collected and evaluated to pinpoint the area of strengths and weaknesses. The data collected for each student is then studied and used to plan differentiated instruction accordingly.

A review of the NYSESLAT and LAB-R test results identifies ELLs in every grade level. Additionally, upon reviewing the NYSESLAT test results for our ELL students Grades K-5, certain patterns were observed for second language acquisition. The order is as follows: listening and speaking competency is attained first, followed by reading, and lastly, followed by writing. Looking at the individual scores of our beginner level ELL student it was evident across all grade levels that the scores for listening and speaking were consistently higher as compared to the other two modalities. At the intermediate level, our ELL students showed most improvement in reading /writing with the writing score being slightly lower than the reading score. This was clearly evident among students in Grades 1 to 5. Our advanced level students continued to show improvement across all four modalities with most improvement in writing). Our instructional goals and objectives are planned accordingly in keeping with this consistent pattern across proficiencies and grade level. Our high achieving and English Proficient ELL's receive instruction in flexible groups to address their needs (RENZULLI, enrichment morning and afternoon school programs, clubs etc.)

The ELL Periodic Assessment also serves to be a very useful means of measuring the ELL's progress and helps to identify areas that need to be addressed. The data from the Periodic Assessment is collected, analyzed and shared with the school leadership and teachers to address the individual student needs and work in collaboration to plan instruction that is purpose driven. Additionally, the school leadership provides Professional Development to support teachers in developing the instructional strategies that aim to address the student needs based on the results of the data collected.

The success of our program for ELL's as measured by the results on the NYSESLAT and it indicates that the program is effective. However, we recognize the fact that our program must always leave room for flexibility in order to accommodate and address the needs of the ELL's as the collected data analysis indicates.

#### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		