



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : OLIVER H. PERRY PS 34

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K034

PRINCIPAL: ALICJA WINNICKI EMAIL: AWINNIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Alicja Winnicki	*Principal or Designee	
Teri Mascioli	*UFT Chapter Leader or Designee	
Lou Ann Gallo	*PA/PTA President or Designated Co-President	
June McNeill	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dominik Villella	Parent/Learning Leader	
Ivette Sosa	Parent /Learning Leader	
Nowal Alborati	Parent	
Deborah Feiner	Parent	
Susan Anderson	Parent	
Cheryl Caroleo	Teacher	
Alain Beugoms	Teacher	
Angela Belfiore	Teacher	
Iwona Borys	Teacher	
Julie Duffield	Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.

- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase student engagement and opportunities for differentiated instruction by the implementation of reciprocal teaching in grades 2, 3, 4, and 5. By June 2012, the students in grades 2, 3, 4, and 5 will be engaged in reciprocal teaching during literacy block at least 2 times a week. By the end of June 2012, identified students in grades 2 and 5 will show growth in comprehension of non-fiction text as evidenced by the Fountas and Pinnell Running Records and the results of the Macmillan weekly assessments targeting reading non-fiction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the most recent Quality Review recommendation, there is an identified need for increased student engagement, which, in turn, will improve the academic achievement in ELA as evidenced by the NYS ELA tests results. We analyzed trends in our ELA achievement and concluded that reading and comprehending non-fiction text is one of our priorities to work on. The nySTART ELA performance reports for grades 3, 4, and 5 were used to identify priority skill areas and they are across grades: vocabulary development, recording details from informational text, recognize organizational formats in comprehension of informational text.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- As recommended by the 2011 QR, the principal will introduce reciprocal teaching to grade level teams (grades 2 and 5) and provide professional support and development in this instructional area.
- Teachers in grades 3 and 4 who have experience with this instructional strategy will continue its implementation and will serve as professional support and resource.
- Schedules will be developed, utilizing common prep periods and assembly programs, to allow for collegial inter-visitations and feedback.
- Professional readings will be distributed to teachers on reciprocal teaching.
- All teachers in grades 2, 3, 4, and 5 will schedule reading comprehension of non-fiction text lessons at least twice a week.
- All students in grades 2, 3, 4, and 5 will become engaged in reciprocal teaching groups and develop skills for non-fiction reading comprehension, collaboration, and team-work.
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- End-term Progress Point: January 31, 2012
- Mid-term Progress Point: March 30, 2012
- End-Term Progress Point: June 22, 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will

be discussed with parents.

- Parents will be provided with opportunities to volunteer and to participate in their children's classroom activities designed to accomplish stated goal (Learning Leaders).
- Teachers will provide parents with frequent reports on their children's progress relative to meeting this goal.
- Parents will be invited to open houses to participate in open class for reciprocal teaching in their child's class.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Information about this goal is posted for parents on the school's eChalk website.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that staff will become highly qualified.
- Highly qualified staff will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- As a Title 1 School-Wide Program school. Conceptual consolidation will allow school to combine Reimbursable and Tax Levy Funds including TL FSF and Title 1 and Title 111 to implement action plan 9/11-6-12.
- Using 5% of Title I for Highly Qualified Teachers, an AUSSIE consultant will be hired for 10 days to model instructional strategies and to offer professional development in grades 2 and 5.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Strengthen teacher effectiveness by developing common professional language for teacher goal setting and feedback observations. By the end of June, Principal and AP will conduct 4 partial period observations and two formal observations for each teacher by using selected competencies from the Danielson's Framework for Teaching as outlined in the Chancellor's Instructional expectations and by providing meaningful instructional feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a Well Developed school with a record of high student performance on standardized tests, we are striving to maintain excellence in teaching quality. Based on last year's observations, inclusive of teacher reflection and goals, and in collaboration with the teachers, we identified a need to engage in

a year-long study of a research based system of enhancing professional practice to support our efforts to provide excellence in every classroom. This study is an extension of our professional development around California Professional Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Principal and AP will attend summer professional development workshops offered through CFN 412.
- The school will become part of the Talent Management Pilot Program for teacher effectiveness
- Principal and AP will work with the Talent Coach on giving effective feedback following partial observations
- Teachers will be introduced to the Danielson's 6 competencies during the Chancellor's Conference Days in September 2011
- Principal, AP and two lead teachers attend the Talent Management Pilot training in August 2011
- Principal will engage teachers in collaborative activities to reflect on teacher effectiveness as guided by the research-based rubric
- Principal will periodically survey teachers on the use of the above rubrics
- Cabinet and Instructional Cabinet will be used to discuss the Framework and seek teachers' feedback
- Principal and AP, in consultation with the AUSSIE and lead teachers, will develop a new formal observation tool based on the Framework
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the

school year to monitor teacher strategies designed to meet stated goal.

- End-term Progress Point: January 31, 2012
- Mid-term Progress Point: March 30, 2012
- End-Term Progress Point: June 22, 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.
- School Leadership Team's members will be engaged in development and planning for this goal.
- Principal will discuss the professional development plan in the area of teacher effectiveness with parents during fall open houses, PTA meetings, and SLT meetings.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Information about this goal is posted for parents on the school's eChalk website

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that staff will become highly qualified.
- Highly qualified staff will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1

funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title 1 School-Wide Program school. Conceptual consolidation will allow school to combine Reimbursable and Tax Levy Funds including TL FSF and Title 1 and Title 111 to implement action plan 9/11-6-12.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in written responses to non-fiction text by using evidence to support arguments and opinions.1. All grade level teams will have developed and completed one CCLS aligned performance task embedded in an ELA unit of study that incorporates opportunities for students to engage in reading a variety of text and cite supporting evidence. 2. 80% of students in grades 3, 4, and 5 will effectively use evidence to support arguments and opinions in their ELA performance task as evidenced in teacher developed rubrics by the end of January 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal is a response to the Chancellor's Instructional Expectations and aligned with our identified priority area for improving student performance in ELA (non-fiction text comprehension) and based on the NYC 2010-2011 Progress Report. We analyzed the trends in student achievement in ELA by using the following reports: nyStart 2010-11 NYSTP ELA Performance in grades 3, 4, and 5 (item skills analysis)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to

evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

- AP and Literacy Coach attend summer PD offered by CFN 412 to prepare for supporting grade level teams in their work
- September Chancellor's Conference days are used to unpack the ELA "bundles" • In collaboration with grade level teams, AP and Literacy Coach prepare baseline writing with rubrics for analysis and identifying the gaps
- Curriculum maps are revised during planning conferences
- Unit lesson plans are developed during grade conferences
- All grade level teachers are scheduled for common preps every day in grades 1-5
- "F" status teacher is hired to support teachers in grade 3
- Inquiry work is scheduled every Thursday during one unit of the UFT 37.5 minutes
- Instructional Cabinet (lead teachers) will be engaged in revision and planning of units of study in ELA
- Common preps and monthly grade level conferences will be scheduled to support planning and analysis of student work
- Inquiry Team will engage in analysis of student work and tracking of identified students
- Principal will oversee the process by collecting student work and providing actionable feedback to teachers
- AP will be directly involved in professional development for grade level teachers
- Title I funds are scheduled to support professional development
- Per-session hours are scheduled for select teachers to work on the alignment of curriculum maps
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- End-term Progress Point: January 31, 2012
- Mid-term Progress Point: March 30, 2012

- End-Term Progress Point: June 22, 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.
- Periodic progress report will be sent three times a year.
- The ELA student achievement based on completing the ELA task will be reported to parents during March 2012 parent-teacher conferences
- Parents will be provided with opportunities to volunteer and to participate in their children's classroom activities designed to accomplish stated goal (Learning Leaders).
- Teachers will provide parents with frequent reports on their children's progress relative to meeting this goal in addition to periodic progress reports and report cards.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Information about this goal is posted for parents on the school's eChalk website

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that staff will become highly qualified.
- Highly qualified staff will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the

instructional strategies/activities to achieve this goal.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title 1 School-Wide Program school. Conceptual consolidation will allow school to combine Reimbursable and Tax Levy Funds including TL FSF and Title 1 and Title 111 to implement action plan 9/11-6-12.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To build capacity for student success by providing families with timely feedback on school goals and next steps. By the end of June 2012, all families will have received three in-house periodic progress reports with academic feedback. By the end of June 2012, parents and families will have better understanding of school goals and expectations and their child's progress. By June 2012 the engagement score on the 2011-12 NYC School Survey will increase from 8.6 to 8.9.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was developed in response to the 2010-2011 Quality Review recommendation. We also analyzed the NYC School Parent Survey for engagement and communication results.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- In collaboration with key faculty members, an initial interim progress report will be developed to provide parents with an opportunity to better understand the school goals as recommended by the 2011 QR
- Grade level teams will give feedback on the content of the progress report
- Interim report will be sent to parents 3 times a year, prior to report cards and Parent-Teacher Conferences
- Translation funds will be used to translate the document • Announcements to the parents will be made in school-wide events open to parents
- Individual conferences with identified students' families will be scheduled with parents to provide detailed feedback and offer strategies for interventions
- School-wide events such as Open House, Open Door, PTA meetings will be utilized by the Principal to communicate the expectations and school goals in a more effective way
- Title I Parent Involvement funds includes an allocation for the school website to strengthen communication with parents
- Parent Coordinator will conduct parent workshops providing guides to parents about how to interpret information listed on the in house periodic progress reports.
- Guides for parents about how to interpret information on the periodic progress reports is posted on the school's eChalk website.
- Distribution of first in house progress report: Week of Oct 24th, 2011
- Distribution of second in house progress report: February, 2012
- Distribution of third in house progress report: May, 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where progress reports will be discussed with parents.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Parents will be surveyed (SLT and PTA) on the effectiveness of the interim progress report.

- Information about this goal is posted for parents on the school's eChalk website
- Principal will engage the parents in on-going conversation about this goal during fall open houses, school parent involvement initiatives and activities, and various meetings and conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that staff will become highly qualified.
- Highly qualified staff will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title 1 School-Wide Program school. Conceptual consolidation will allow school to combine Reimbursable and Tax Levy Funds including TL FSF and Title 1 and Title 111 to implement action plan 9/11-6-12.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers in all grade levels will engage students in more rigorous, CCLS aligned, math instruction. By the end of June 2012, all grade level teams, K-5, will develop a math performance task embedded in a math unit of study aligned to CCLS. 2. By June 2012, 85% of 3rd grade students will effectively apply mathematical strategies, reasoning and procedures to communicate clear explanations of mathematical problems driven by the performance task.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal is a response to the Chancellor's Instructional Expectations and aligned with our identified priority area for improving student performance in math in number sense and operations. The Inquiry Team analyzed the results and student achievement trends in the NYS Math exam results from Spring 2011 and established number sense and operations as a priority area in teaching math to increase student achievement. The following item skills analysis report was studied to develop this goal and identify needs: 2010-11 NYSTP Math performance (nySTART)

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- b)staff and other resources used to implement these strategies/activities,
- c)steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d)timeline for implementation

- Lead teachers on each grade level attend the summer, in-house, PD conducted by the Math Achievement Specialist from CFN 412.
- Key personnel attend the Exemplars Summer PD and turns key to teachers in September.
- Grade 3 team engages in a year-long professional development with the CFN 412 Math Achievement Specialist to lead and model for all grade level teams the development of the task and the alignment with CCLS.
- Teachers develop rubrics to assess student progress.
- All grade level teams are engaged in data analysis, identifying priority skills, and identifying the gaps early in the year.
 - One unit of the UFT 37.5 minutes is utilized for inquiry teams.
- Assembly time provides opportunities for teachers to work on the curriculum alignment and development of tasks
- Common preps are used for planning
- Principal and AP engage in planning with teams
- Curriculum maps are revised
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- End-term Progress Point: January 31, 2012
- Mid-term Progress Point: March 30, 2012
- End-Term Progress Point: June 22, 2012.

Strategies to increase parental involvement

- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.
 - Parents will be provided with opportunities to volunteer and to participate in their children's classroom activities designed to accomplish stated goal.
 - Teachers will provide parents with frequent reports on their children's progress relative to meeting this goal.
 - Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
 - Information about this goal is posted for parents on the school's eChalk website.
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Strategies for attracting Highly Qualified Teachers (HQT)

- Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that staff will become highly qualified.
 - Highly qualified staff will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.
-

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities

described in this action plan.

- As a Title 1 School-Wide Program school. Conceptual consolidation will allow school to combine Reimbursable and Tax Levy Funds including TL FSF and Title 1 and Title 111 to implement action plan 9/11-6-12.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	12	0	N/A	N/A	0	0	0	0
1	16	0	N/A	N/A	0	0	0	0
2	18	0	N/A	N/A	0	0	2	0
3	16	6	N/A	N/A	0	0	0	2
4	14	5	N/A	N/A	0	0	0	2
5	12	5	N/A	N/A	0	0	1	4
6								

7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> - Wilson/Fundations; small group; before school - LEXIA; one-on-one; during school day - Quick Reads; small group; before school - Guided reading/writing; comprehension strategies - Reciprocal Teaching; small group during the school day, before school, after school, Super Saturdays
Mathematics	<ul style="list-style-type: none"> - FASTT Math (computer program); individual; during the school day - Strategies for Problem Solving; during the school day, before and after school, Super Saturdays
Science	N/A
Social Studies	N/A

At-risk Services provided by the Guidance Counselor	Provided by the outside agencies in collaboration with parents based on needs.
At-risk Services provided by the School Psychologist	These services are provided only by a request of a parent and for a short period of time during the school hours.
At-risk Services provided by the Social Worker	Individual counseling sessions during the school day to address the students' social/emotional needs
At-risk Health-related Services	All students with 504s are monitored and serviced by the AIS provider, related services providers, and monitored by the School Nurse.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 34 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 34 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as

outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

Report, Quality Review Report, Learning Environment Survey Report;

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

PS 34 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 34 SCHOOL-PARENT COMPACT

PS 34, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. PS 34 School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. PS 34 Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. PS 34 Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader C. Groll/A. Orlando	District 14	Borough Brooklyn	School Number 034
School Name PS34 Oliver H. Perry Elementary School			

B. Language Allocation Policy Team Composition [i](#)

Principal A. Winnicki	Assistant Principal M. LoRe
Coach C. Chabin	Coach
ESL Teacher A. Pietrusiewicz	Guidance Counselor
Teacher/Subject Area E. Czastkiewicz/ESL	Parent Y. Zieba
Teacher/Subject Area J. Marshall	Parent Coordinator E. Cavaliere
Related Service Provider I. Borys/SETTS, AIS	Other
Network Leader A. Orlando	Other

C. Teacher Qualifications [i](#)

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	526	Total Number of ELLs	70	ELLs as share of total student population (%)	13.31%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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](#)].)
4. 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

1. ELL IDENTIFICATION PROCESS

Upon entrance into PS 34 each student is given a Home Language Identification Survey (HLIS) to be completed by a parent or guardian at the time of registration. The HLIS forms are available in all languages for the parents to easily answer questions. Parents are assisted by the two certified ESL teachers to fill out the forms correctly. Each parent is also interviewed by a licensed pedagogue during the registration process. Interpreters are provided when they are needed. (Both ESL teachers are bilingual Polish; the Principal is bilingual Polish; there are two teachers and a paraprofessional who are bilingual Spanish. They all assist the parents during intake and for HLIS.) Based on HLIS, the ESL teachers identify the students who speak a language other than English.

LAB-R - 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 students are identified for ESL services.

LAB-R for Spanish speaking students is administered when appropriate by a bilingual pedagogue (we have two teachers who speak Spanish). Next, identified ELLs are placed in an appropriate group according to their proficiency and grade level within 10 days of enrollment. Parents receive the placement letters.

NYSESLAT - All ELLs are tested for language proficiency every school year by taking the NYSESLAT exam. To ensure that ALL ELLs take the exam the following reports are taken under consideration: RLER, ATS-NYSESLAT eligibility roster) and ARIS (school and class reports where all ELLs are identified) as well as reports from the beginning of the school year such as RLAT, RMSR. ESL Teachers, Elizabeth Czastkiewicz and Aleksandra Pietrusiewicz, with support of the Inquiry Team members, Iwona Borys and Carolyn Chabin (School Inquiry Team), identify all ELLs entitled to take the NYSESLAT exam. Students who passed the NYSESLAT the previous year and those who passed the LAB-R are not entitled to take the NYSESLAT; these are determined by ATS reports as listed above and nySTART reports. The parents of all ELLs receive a letter informing them about the dates when their child is to be tested for each of the modalities: SPEAKING, READING, WRITING, and LISTENING for their respective grade level. The following steps are taken to annually evaluate ELLs who had previously taken the NYSESLAT exam: 1. as soon as the results of the exam are received at the beginning of the school year, the Inquiry Team and ESL teachers analyze the data provided is for each of the modalities; 2. The Data Specialist uses the nySTART, ARIS, and ATS reports for item skills analysis in the four above modalities; 3. after initial analysis, the Data Specialist communicates the findings with ESL teachers; 4. ESL teachers, based on areas of student language strengths and weaknesses, develop long term goals for individual students and groups of ELLs; 5. ESL teachers develop lesson plans to support ELLs in achieving their target goal. Students who score below the proficiency level (i. e., beginning, intermediate or advanced level) remain in the free standing ESL program and the service for them continues and their academic progress is monitored. 6. parents of those students receive the continuous entitlement letters. Parents of students who passed NYSESLAT receive transitional letters informing them that their children passed the test. Transitional students continue to receive support from classroom teachers, AIS department, and ESL teachers for the next two years .

2. 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 for ESL or bilingual services to an Orientation Session within 10 days from the entrance to the school. ESL teachers, Elizabeth Czastkiewicz and Aleksandra Pietrusiewicz, with the assistance of the Principal, Alicja Winnicki, Data Specialist, Iwona Borys, and the bilingual Spanish paraprofessional, Noemi Velez, conduct parent sessions and facilitate the outreach for parent attendance. 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 the native tongue is provided for those parents who need 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 who need help in filling out the forms. The bilingual principal and staff attend parent orientations to answer all the parents' questions. Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. Overwhelmingly, the majority of the parents opt for a free-standing ESL program. If a parent requests a bilingual program, ESL providers explain the options for this parent within the school district. The Principal then follows up with a parent of a child who is identified as an ELL in our school. Next, an identified ELL is placed in an appropriate group according to their proficiency and grade level. Parents receive the placement letters. Two certified ESL teachers named above service the ELL population.

3. After checking the ESL entitlement reports, ESL providers distribute entitlement letters to the students who are entitled to the ESL services because they did not pass the NYSESLAT or LAB-R. Letters, distributed by each class where ELLs are identified, include with a line where parents have to sign that they received them. ESL teachers collect returned letters back and keep them on file in the ESL room. Next, the ESL teachers make a list of the new ELL students and check off the letters that are returned. If they are not returned, another letter will be sent home followed up with a phone call from either an ESL teacher, Parent Coordinator, or a bilingual paraprofessional. Parent Survey and Program Selection forms are also sent home with a due date to return and a phone call is made to explain why the forms are sent. When collected back, both Parent Surveys and Program Selections forms are stored in the ESL administrative file in the ESL room. A letter is sent home to the parents informing them about a passing (proficient level) score on the NYSESLAT (Non-Entitlement/Transitional Letter). All letters are sent in parent home language. Students that transition (passed the NYSESLAT with the proficient score) from the ESL program are monitored by grade level inquiry teams. They are a subgroup that is monitored for progress by classroom teachers in collaboration with the school Inquiry Team (Principal, AP, Literacy Coach, AIS/SETTS provider, grade level teachers).

4. The criteria and the procedures to place identified ELL students in the ESL instructional program are as follows: First, we determine that a student is an ELL (see above identification process). Next, we provide the Parental Option. The Parent Surveys are offered in the native language of the parents. If a parent chooses the ESL program the student is placed in the Freestanding ESL Program within 10 days of enrollment. If a parent chooses Transitional Bilingual Education Program or Dual Language Program, ESL teachers inform the parent about the availability and of a school where such a program exists. If parents do not select a program, the school contacts the parent by phone to ensure that that the parent selection form was fully understood and it is completed and a program is selected. Entitled students are then placed in the ESL Program because that is the only option offered in our school. All ELLs receive ESL classes. Additionally, placement letters are sent home and collected back as well as continued services letters for the students who have been identified as ELLs previously and still are eligible. All letters and forms are collected back and stored in the ESL administrative file in the ESL room. As with all the communication with the parents and as it is the school's best practice, letters are translated to Polish in addition to standard translation in 8 high frequency languages. It is also a school practice that the parents fill out their selection forms after they learn about their options at the orientation sessions.

5. Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. Overwhelmingly, majority of the parents opt for a free-standing ESL program. For example, in 2009-2010 school year, 29 out of 29 parents opted for free standing ESL program; in 2010-2011 school year 28 out of 28 parents opted for ESL; in 2011-2012 school year (September) 20 out of 20 parents opted for ESL.

6. The program models offered at our school are aligned with parent requests. Majority of parents choose Freestanding ESL Program as the one that would help their children to learn quickly and effectively.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In	20	22	9	11	7	1								70
Total	20	22	9	11	7	1	0	0	0	0	0	0	0	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	0
SIFE	0	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	54	0	0	16	0	0	0	0	0	70
Total	54	0	0	16	0	0	0	0	0	70

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
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

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
Spanish	2	3	0	2	2	0								9
Chinese	1	0	1	0	0	0								2
Russian														0
Bengali														0
Urdu														0
Arabic	0	1	2	0	2	0								5
Haitian														0
French														0
Korean														0
Punjabi	1	0	0	0	0	0								1
Polish	16	17	6	9	3	1								52
Albanian														0
Other	0	1	0	0	0	0								1
TOTAL	20	22	9	11	7	1	0	70						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PART IV

1a. 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.

1b. The students are grouped according to grade level (K-5) at different levels of language proficiency. The pull-out groups at the beginning and low intermediate levels are ungraded. Other groups which includes the high intermediate and advanced levels are graded to support those ELLs with their grade level content areas.

2a. 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.

3. The content areas are delivered in each program model by implementing instructional approaches (scaffolding, tailoring the content when needed, hands on activities, providing vocabulary, etc.) and implementing the SIOP Model methods to make content comprehensible to the ELL students. Additionally, students are supported by glossaries, picture and non-picture dictionaries, Lakeshore photo library, technical support by accessing the websites and some computer software. Students who still struggle in the specific area receive additional support by using staff members who speak the native tongue of the student to clarify and reinforce the content.

4. To ensure that ELLs are appropriately evaluated in their native language we work with a person who speaks the native tongue of the student so they can properly assess the student in their first language.

5. Differentiated instruction is provided for the following subgroups:

5a. Students with Interrupted Formal Education (SIFE), are provided with ESL instruction, individualized program in the subjects that are needed, AIS program to build the academic foundation, one-on one instruction, and an extended day program.

5b. The initial instructional focus for the newcomer is to provide enough social language to assist the ELLs 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 languagearts. 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 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. In addition, we provide the morning, after-school, Saturday and summer programs for those students.

A. Programming and Scheduling Information

5c. The ELL's who are receiving service for 4-6 years are being monitored and periodically assessed to identify the gap between their achievement and grade level academic benchmarks. These students, if in our school, are identified as a targeted subgroup. These ELLs will receive additional academic support from ESL teachers, and AIS and SE providers when necessary. They will be programmed for during the day and extended day interventions that are skill based. In collaboration with the Academic Intervention Team and classroom teachers, and during weekly inquiry meetings, ESL teachers work on implementing reading comprehension and writing strategies. Goal setting and progress monitoring is the responsibility of the two ESL teachers during instruction. Furthermore, ESL teachers differentiate instruction for these students by planning additional academic support especially in the language and vocabulary development in the pull-out and push-in setting. While in classroom, identified LTE are grouped heterogeneously in differentiated flexible groups.

5d. Currently, we do not have any long-term ELLs. However, an instructional plan for differentiation is in place for LTE. ESL teachers identify LTE and develop an AIS plan inclusive of assessment and differentiated approaches such as flexible grouping in the classroom, participation in reciprocal teaching groups (grades 2-5), the implementation of Habits of Mind and the Bloom's Taxonomy during literacy instruction. ESL teachers push-in for LTE and work primarily on vocabulary and writing skills.

6. Instructional strategies for ELL-SWDs are aligned with rigorous grade-level expectations articulated by the Common Core Language State Standards for English language arts and mathematics. The ESL teachers build on first language and literacy knowledge and skills that many ELLs including ELL-SWDs demonstrate. Taking advantage of the strengths and skills that these students bring to the classroom improves their acquisition of language and literacy skills in a second language.

At the same time, in collaboration with the special education teachers (ICT and SETSS) and related service providers, the ESL teachers make decisions about the appropriate instructional supports and, possibly, additional instruction and assessment time for ELL-SWDs. This includes language proficiency standards that teachers use in conjunction with the ELA standards to assist all ELLs in becoming proficient in English.

In addition, the ESL teachers support the special educators in developing IEP goals to assure the implementation of ESL methodologies in teaching ELL-SWDs. Similarly, the special education teachers and related service providers share their best teaching practices and strategies to ensure that ELL-SWDs achieve their academic goals. In order to meet individual needs of ELL-SWDs, all teachers involved in their educational process are encouraged to utilize the multi-modality approach to teaching grade-level material in all subject areas and development of the academic language. Differentiated instruction, flexible grouping, and collaboration among the ESL, SE, classroom teachers and parents are the means to academic success of ELL-SWDs.

7. In order to identify specific needs that are critical to meeting the challenge of individual differences of ELL-SWDs, we implement our knowledge from the rich professional development offered by the school. In our instructional practices, we adapt the Universal Design for Learning principles as well as the Depth of Knowledge questioning techniques. These approaches enable ELL-SWDs to access the grade-level material and provide them with an opportunity for developing higher-order thinking skills. For example, all students, including ELL-SWDs in grades 2-5 participate in heterogeneous reciprocal teaching groups in their classrooms which facilitate their access to grade-level material and boost their vocabulary development and reading comprehension.

Ongoing formative assessment and analysis of the periodic assessment as well as the summative assessment data help us to identify ELL-SWDs that are at risk of meeting their academic and behavioral goals. In collaboration with the AIS team, SE teachers, classroom teachers and supervisors, we decide on specific interventions within the RTI model to support these students within the least restrictive environment. We assist these students in individual goal setting and provide them with positive reinforcement and feedback. Ongoing progress monitoring, strong collaboration among the teachers and frequent communication with the parents are the key to our ELL-SWDs academic success.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

PART IV B

8. ELLs who have been in the ESL program longer than 3 consecutive year and who scored at the Intermediate and Proficient levels in the NYSESLAT are the targeted subgroup for academic interventions in ELA, Social Studies, Science and math. Analysis of their assessments (formative and summative) indicate that this subgroup needs language support in vocabulary development and writing. ESL teachers collaborate with classroom teachers during weekly grade level inquiry teams' conferences on the implementation of intervention strategies for these students such as graphic organizers, visual aides, dictionaries (bilingual and monolingual), charts, word families, and frontloading of the vocabulary. ESL teachers create Inquiry Space for their targeted students where they set goals, list strategies and monitor student progress. In writing ESL teachers usually work alongside of classroom teachers to support the students in writing mechanics, spelling, and grammar. An AIS teacher, M. Borys, further supports the respective needs of the ELL students by providing direct instruction in reading, decoding, comprehension, vocabulary development, and math, especially in problem solving. Because both ESL teachers and the AIS provider are bilingual Polish, they offer native language support in Polish, specifically in reading and text comprehension and vocabulary in all subject areas. Classroom teachers use high interest lower level non-fiction texts to work with identified targeted ELLs. A bilingual paraprofessional, offers similar native language support in Spanish. In addition to ESL services and in collaboration with classroom teachers, identified targeted ELLs receive AIS in a small group setting with AIS providers. Bilingual Social Studies, Science, and Math glossaries, available in several languages and translated in-house to Polish, are used by classroom and ESL teachers to support English Language Learners, especially in upper grades. Classroom teachers are trained in ESL methodologies, provide language support in all content areas by the implementation of flexible grouping and student-to-student partnerships. From time to time, we ask a parent volunteer to facilitate content learning for an ELL who speaks a low frequency first language (we have used French, Polish, and Arabic speaking volunteers).

9. Students who reached the proficiency levels on the NYSESLAT are monitored by the Inquiry Team and their classroom teachers who use ARIS, in addition to our in-house reports, to identify them. Former ELLs' progress is monitored and tracked through the school-wide use of assessments such as: Fountas and Pinnell Running Records, weekly and unit tests, published writing pieces, performance on Acuity interim assessment, and in-house periodic assessments. Former ELLs receive extended time on standardized and practice tests following the State guidelines. If a Former ELL student is identified as a struggler, additional support is offered during the extended day for tutoring.

10. ESL teachers are part of the school-wide professional development agenda. ELL students participate in all instructional initiatives the teachers engage their students in. This year, ESL teachers will expand their formative assessment and data analysis for ELLs by implementing and modifying grade level rubrics for writing in collaboration with grade level teams. ESL teachers will develop checklists for writing and language development that will allow them on-going monitoring of student progress, especially the students that are in their targeted groups, in grades 1-4. ESL teachers will monitor their students independent reading and making book selections from leveled libraries available from the McGraw Hill, Macmillan program. All ELLs who will take the NYS ELA exam will participate in extended day programs where new test preparation materials from Rally will be implemented.

11. Due to the budget cuts, only after school programs are affected. Upper grade students, ELLs included, are not participating in this program this year. Otherwise, pull-out and push-in ESL services are offered to all entitled students during the school day and supported by the intervention program during the UFT 37.5 minutes.

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12. Our schools offers all ELLs equal access to all school academic and extracurricular programs. Each grade level has a daily schedule of academic and enrichment programs and activities. All program cards and flow of the day charts are posted in the classrooms. All ELLs are held to the same high standards and expectations of the school. Therefore, if an ESL pull-out service is scheduled, it is done in

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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.

1. This year, the Principal will engage both ESL teachers, Ms. Czastkiewicz and Ms. Pietrusiewicz, in a year-long study of the Nine Common Features of Successful Programs for ELLs (based on the Practitioner's Work Group for Accelerating English Language Learner Student Achievement published by the NYC DOE). ESL teachers will analyze case studies and discuss their own promising practices; this will be done bi-monthly during planning conferences with the Principal, beginning November 30, 2011. Additionally, both ESL teachers will attend PD workshops offered by CFN 412. Agendas and dates are specified in monthly CFN 412 PD calendars. The Principal is committed to support ESL teachers by sending them to PD conferences. Then, they turn-key during their planning conferences. All our teachers, classroom, content, enrichment and AIS, teach current and former ELLs. For the past seven years, professional development plan for the school included trainings and workshops for the faculty. Agendas from conferences, meetings and study groups are available. To support on-going professional development of teachers of ELLs, the Principal and Assistant Principal include ESL related instructional strategies during grade level planning conferences. New teachers on staff (this year we have only one new Speech teacher) have a mentor, the Literacy Coach, Carolyn Chabin, who provides mandated training in ESL methodologies in her mentoring meetings. As research proves, the effective implementation of the rubrics, the Bloom's Taxonomy, and Habits of Mind support the teaching and learning of ELLs. All our teachers have been engaged in this professional development for the past several years. Agendas are available. Every time we introduce and then implement new instructional strategies, ELLs and their support and success are discussed. The following is the calendar for PD days: September 7 and 8, 2011, November 8, 2011, Brooklyn Queens Day Chancellor's Conference. When time allows, monthly faculty conferences are partially used to provide professional reading about teaching ELLs. Additional PD opportunities: monthly grade level meetings and conferences, monthly PPT meetings, weekly Inquiry Team meetings (ESL teachers are part of grade level teams), Instructional Cabinet conferences (bi-monthly).

2. The following staff is involved in the articulation process and student transition from elementary to middle school: 5th grade teachers 9Mr. Beugoms, Ms. Duffy, and Ms. Zoulas), AIS provider, Ms. Borys, ESL teacher, Ms. Pietrusiewicz, Principal, Alicja Winnicki, Parent Coordinator (in hiring process now), Pupil Accounting Secretary, Ms. Tabala. Our school employs a guidance counselor only for one day when she services mandated student only; therefore the articulation process is done by the staff listed above. Every year, we invite the parents of 5th grade students to participate in our own Middle School Fair where we invite representatives from local middle schools. Parents of ELLs and F-ELLs have an opportunity to participate to learn about options for their children. If we have a first-year ELL student in the 5th grade, the Principal guides the family through the process. 5th grade teachers take their classes on tours to middle schools and many parents of ELLs and F-Ells accompany their children. The Principal personally monitors the articulation process and works closely with the Pupil Accounting Secretary, 5th grade teachers, and parents. As a licensed ESL teacher and a former District 14 ESL staff developer, Ms. Winnicki is equipped to assist ELLs as they transition to middle schools and to support teachers and personnel in this process.

3. ALL teachers have completed their minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers). Most of our teachers are senior and experienced teachers and their training was completed prior to the current principal. However, our Principal from 2005-2006 school year, have conducted several professional development workshops for the faculty in prior years. They are: Teaching ELLs as year long focus on best practices (2006-2007), reading professional texts and articles, and other. In addition to this, ESL teacher were engaged in a study group with the District Superintendent, Mr. Quail in 2006-2007 school year; they studied the SIOP model. All new teachers are given training in professional development in ESL methodology by the Literacy Coach and new teacher mentor, Carolyn Chabin. Our annual Professional Development plans include activities and workshops that targeted teaching ELLs. ESL teachers continuously attend workshops designed for them.

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

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?

1. 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, Multicultural Family Night, Earth Month, Coat Drive, Parents Read to Students Day, Heritage Week, Family Nights, Art Show/Art Parade, Flag Day/Celebrate America Week, Poetry Month/Festival, City Harvest Food Drive, Fundraisers for Charities, Respect for All Assemblies, Character Counts Program and Character Counts Week, 5th Grade Walk-a-thon, 5th Grade Middle School Fair, Penny Harvest, Senior Trip and Class Trips. 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. Our website (www.ps34.org) includes a translation feature.

Translation services are as follows: letters, fliers, principal bulletin, and forms sent home are translated into two the most popular languages at school -Spanish and Polish. Three teachers and one paraprofessional speak Polish, two teachers and one paraprofessional speak Spanish. Phone-calls are made if necessary with the assistance of a pedagogue who speaks the language that is needed. If we have to communicate with parents who speak Arabic or other language than Spanish or Polish we ask for help parents who belong to the Leadership Team or parent volunteers who can help us with the translation process. Additionally, if it is necessary we contact the community service providers to provide translation services. New families are introduced to someone in the school that can facilitate communication between the family and the school in. We encourage the new families to contact other families of students at our school who may speak their language.

2. The school partner with the following organizations: Greenpoint Public Library, Greenpoint Monitor Museum, Greenpoint Lions Club, Greenpoint/Williamsburg Gazette, 94th Precinct-NYPD, FDNY, Victory Theater, The Metropolitan Pool/Recreation Center, Brooklyn-Queens Conservatory of Music, Studio-In-A-School, American Ballroom Theater, Theatre for Youth, and the Museum of Modern Art (MOMA). All parents including ELL parents are invited to participate and take an active role in all of the partnership activities.

3. Parents are encouraged to express their needs in many ways. They have an opportunity to meet with teachers during annual September and October Open Houses, PTA meetings, Parent-Teacher Conferences, and informal meetings and conferences with the Principal. School Leadership Team includes parent representatives of our ELL population; this is the advisory body that develops our Parent Involvement Policy which always includes translation and interpretation services for parents. Our school is a true community school where the open door policy begins with the bilingual Principal. All the parents (including parents of our ELLs) are welcome and encouraged to exercise different forms of communication such as: phone calls, meeting with the teacher while picking up a child, writing a note, etc...). In addition, they have access to ARIS and our website. Every year, the Principal leads analysis of the NYC School survey for parental input and identifying needs. Often, teachers survey parents about their children's academic needs. Agendas from meetings and conferences are kept on file; minutes from meetings and conferences are distributed to parents.

Parent Coordinator's role is to build strong partnership among all parents, teachers, staff and community. Parental involvement is an integral part of our students' success. Parent Coordinator encourages the parents to take an active role in educating our children to improve academic achievement of our students through meetings, workshops, and other forms of communication.

School in-house forms and surveys are provided in the two the most popular languages Spanish and Polish. Teachers and paraprofessionals who speak Spanish and Polish are present during the meetings or make the necessary phone-calls. Parent volunteers are asked to participate in the meetings where translations of other languages are needed. the DOE forms and surveys are provided in several languages. Bilingual parent volunteers assist school personnel and the parents in filling out some of them.

Translation and Interpretation Plan is annually developed and submitted.

4. Parental connection is the key to facilitating our ELLs and their families make a smooth transition and ensure their success. Parents are encouraged to actively participate in their children's school activities like assemblies, shows, workshops, parent partnership program, parent-students nights, trips, School Leadership Teams, fundraisers, etc. For example parents of the students in lower grades meet at school several time during the year in the family workshops like Thanksgiving Feast (Kindergarten) or they build together ginger-bread houses (Grade One and Kindergarten). All parents are asked to participate in multicultural nights when they have the opportunity to present their culture in the form of costumes, food, music, dance, or other cultural items. There are nights when parents come with their children just to have fun. They play games or do science experiments together. Parents of Grade Two have the opportunity to prepare and watch their children's performance during the presentations prepared together with the representative of Youth Theatre. They prepare costumes and

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3. Parents are encouraged to express their needs in many ways. They have an opportunity to meet with teachers during annual September and October Open Houses, PTA meetings, Parent-Teacher Conferences, and informal meetings and conferences with the Principal. School Leadership Team includes parent representatives of our ELL population; this is the advisory body that develops our Parent Involvement Policy which always includes translation and interpretation services for parents. Our school is a true community school where the open door policy begins with the bilingual Principal. All the parents (including parents of our ELLs) are welcome and encouraged to exercise different forms of communication such as: phone calls, meeting with the teacher while picking up a child, writing a note, etc...). In addition, they have access to ARIS and our website. Every year, the Principal leads analysis of the NYC School survey for parental input and identifying needs. Often, teachers survey parents about their children's academic needs. Agendas from meetings and conferences are kept on file; minutes from meetings and conferences are distributed to parents.

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School in-house forms and surveys are provided in the two the most popular languages Spanish and Polish. Teachers and paraprofessionals who speak Spanish and Polish are present during the meetings or make the necessary phone-calls. Parent volunteers are asked to participate in the meetings where translations of other languages are needed. the DOE forms and surveys are provided in several languages. Bilingual parent volunteers assist school personnel and the parents in filling out some of them.

Translation and Interpretation Plan is annually developed and submitted.

4. Parental connection is the key to facilitating our ELLs and their families make a smooth transition and ensure their success. Parents are encouraged to actively participate in their children's school activities like assemblies, shows, workshops, parent partnership program, parent-students nights, trips, School Leadership Teams, fundraisers, etc. For example parents of the students in lower grades meet at school several time during the year in the family workshops like Thanksgiving Feast (Kindergarten) or they build together ginger-bread houses (Grade One and Kindergarten). All parents are asked to participate in multicultural nights when they have the opportunity to present their culture in the form of costumes, food, music, dance, or other cultural items. There are nights when parents come with their children just to have fun. They play games or do science experiments together. Parents of Grade Two have the opportunity to prepare and watch their children's performance during the presentations prepared together with the representative of YouthTheatre. They prepare costumes and other props. They are active participants in Kindergarten and Grade One Orchestra. Grade Four invites parents to Poetry Café where poems

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.

1. This year, the Principal will engage both ESL teachers, Ms. Czakiewicz and Ms. Pietrusiewicz, in a year-long study of the Nine Common Features of Successful Programs for ELLs (based on the Practitioner's Work Group for Accelerating English Language Learner Student Achievement published by the NYC DOE). ESL teachers will analyze case studies and discuss their own promising practices; this will be done bi-monthly during planning conferences with the Principal, beginning November 30, 2011. Additionally, both ESL teachers will attend PD workshops offered by CFN 412. Agendas and dates are specified in monthly CFN 412 PD calendars. The Principal is committed to support ESL teachers by sending them to PD conferences. Then, they turn-key during their planning conferences. All our teachers, classroom, content, enrichment and AIS, teach current and former ELLs. For the past seven years, professional development plan for the school included trainings and workshops for the faculty. Agendas from conferences, meetings and study groups are available. To support on-going professional development of teachers of ELLs, the Principal and Assistant Principal include ESL related instructional strategies during grade level planning conferences. New teachers on staff (this year we have only one new Speech teacher) have a mentor, the Literacy Coach, Carolyn Chabin, who provides mandated training in ESL methodologies in her mentoring meetings. As research proves, the effective implementation of the rubrics, the Bloom's Taxonomy, and Habits of Mind support the teaching and learning of ELLs. All our teachers have been engaged in this professional development for the past several years. Agendas are available. Every time we introduce and then implement new instructional strategies, ELLs and their support and success are discussed. The following is the calendar for PD days: September 7 and 8, 2011, November 8, 2011, Brooklyn Queens Day Chancellor's Conference. When time allows, monthly faculty conferences are partially used to provide professional reading about teaching ELLs. Additional PD opportunities: monthly grade level meetings and conferences, monthly PPT meetings, weekly Inquiry Team meetings (ESL teachers are part of grade level teams), Instructional Cabinet conferences (bi-monthly).

2. The following staff is involved in the articulation process and student transition from elementary to middle school: 5th grade teachers 9Mr. Beugoms, Ms. Duffy, and Ms. Zoulas), AIS provider, Ms. Borys, ESL teacher, Ms. Pietrusiewicz, Principal, Alicja Winnicki, Parent Coordinator (in hiring process now), Pupil Accounting Secretary, Ms. Tabala. Our school employs a guidance counselor only for one day when she services mandated student only; therefore the articulation process is done by the staff listed above. Every year, we invite the parents of 5th grade students to participate in our own Middle School Fair where we invite representatives from local middle schools. Parents of ELLs and F-ELLs have an opportunity to participate to learn about options for their children. If we have a first-year ELL student in the 5th grade, the Principal guides the family through the process. 5th grade teachers take their classes on tours to middle schools and many parents of ELLs and F-Ells accompany their children. The Principal personally monitors the articulation process and works closely with the Pupil Accounting Secretary, 5th grade teachers, and parents. As a licensed ESL teacher and a former District 14 ESL staff developer, Ms. Winnicki is equipped to assist ELLs as they transition to middle schools and to support teachers and personnel in this process.

3. ALL teachers have completed their minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers). Most of our teachers are senior and experienced teachers and their training was completed prior to the current principal. However, our Principal from 2005-2006 school year, have conducted several professional development workshops for the faculty in prior years. They are: Teaching ELLs as year long focus on best practices (2006-2007), reading professional texts and articles, and other. In addition to this, ESL teacher were engaged in a study group with the District Superintendent, Mr. Quail in 2006-2007 school year; they studied the SIOP model. All new teachers are given training in professional development in ESL methodology by the Literacy Coach and new teacher mentor, Carolyn Chabin. Our annual Professional Development plans include activities and workshops that targeted teaching ELLs. ESL teachers continuously attend workshops designed for them.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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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)	9	6	0	1	1	0								17
Intermediate(I)	3	10	2	3	0	0								18
Advanced (A)	8	6	7	7	6	1								35
Total	20	22	9	11	7	1	0	0	0	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	1							
	I	4	1	1	1	0	0							
	A	10	3	4	0	0	3							
	P	8	18	10	8	10	7							
READING/ WRITING	B	6	1	1	1	0	1							
	I	11	3	4	0	1	2							
	A	6	7	7	6	2	3							
	P	0	11	3	2	7	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	5	0	7
4	0	4	6	0	10
5	1	7	1	0	9
6					0
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	0	0	1	1	4	0	3	0	9
4	0	0	2	0	5	1	0	2	10
5	0	1	4	1	4	0	0	1	11
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	0	0	0	0	6	1	1	2	10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. 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.

2. A review of the NYSESLAT and LAB-R test results identifies ELLs at every grade level. 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, lastly writing. Looking at the individual scores of our beginner level ELL students 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 (mainly in reading and writing because they were usually proficient in speaking and listening). 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 (enrichment morning and afternoon school programs, clubs etc.).

After reviewing the LAB-R data for our students the following patterns were observed. The identified students based on HLIS were given LAB-R. About one-third of them failed and two-third of them passed LAB-R (68% passed the LAB-R, 32% failed LAB-R). Patterns across proficiency levels are as follows: 45% of tested students are proficient, 13% are on the advanced level of proficiency, 5% are on the intermediate level of proficiency, and 14% are on the beginning level of proficiency.

Additional Information

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Part VI: LAP Assurances

School Name: Oliver H. Perry PS 34

School DBN: 14K034

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Winnicki	Principal		10/24/11
M. LoRe	Assistant Principal		10/24/11
E. Cavaliere	Parent Coordinator		10/24/11
A. Pietrusiewicz	ESL Teacher		10/24/11
Y. Zieba	Parent		10/24/11
E. Czastkiewicz	Teacher/Subject Area		10/24/11
I. Borys	Teacher/Subject Area		10/24/11
C. Chabin	Coach		10/24/11
	Coach		
	Guidance Counselor		
A. Orlando	Network Leader		
J. Marshall	Other <u>Teacher</u>		10/24/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K034 **School Name:** PS 34

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

A vast percentage of PS 34 students come from homes where Polish is their home language spoken by the parents. The Home Language Report for PS 34 (RHLA) from November 2011 indicates that 264 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 DOE requirements and policies, Common Core Learning Standards, Chancellor's Expectations, 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.

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.

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

As above, we analyzed the November 2011 Home Language Report (RHLA) for PS 34. These findings were communicated to the school community at SLT and PTA meetings and during our September 2011 Open Houses. To meet the needs of the families, in addition to the Polish written translation of the school communication, we are providing the Spanish translation as well for our 41 families that speak Spanish. All the Chancellor's letters and official DOE communications are sent to families that are identified on the RHLA in the 8 high frequency languages.

Part B: Strategies and Activities

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

The written translation services are provided by staff members who are bilingual Polish and Spanish, parent volunteers who are bilingual Polish and Spanish. The school provides the written translation of all in-house school-parent communication: principal's letters, trip forms, informational flyers, parent handbook, report cards, and other. The school uses the DOE translated letters in available languages to meet the needs of bilingual parents who speak Chinese, Arabic, and Spanish. It is a school policy to send all the school and the DOE written communication in home languages. Occasionally, we reach out to the Translation and Interpretation Unit to help us obtain needed translations.

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.

PS 34 identified needs for oral interpretation during parent-teacher conferences, IEP conferences, and meetings in general. Our bilingual staff (teachers and paraprofessionals) help with this task. Occasionally, we ask a bilingual parent volunteer to assist us with translations for other parents. Some of our bilingual parent volunteers are Learning Leaders who work with us on regular basis.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 34	DBN: 14K034
Cluster Leader:	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our ELLs and Former ELLs in grades 3, 4, and 5 are identified as a subgroup that needs additional academic support in ELA and math. In addition to this subgroup, we identified ELLs that have been in the ESL program longer than 3 consecutive years (these are ELL students in grades 3 and 4). Using the Title III funds to create Saturday Academies, we provide this support in the areas of ELA and math test preparation as identified ELLs and F-ELLs are scheduled to take the state exams, many of them only one year after their arrival to the USA and entering the American school system. The Saturday Academy is a supplemental program to our rigorous ELA and math instruction during the school day. Our ELLs are held to the same high standards and expectations as all students. 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.

To assure success for our ELL 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). 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 6 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 6 sessions for 5 hours/session (5x 6 = 30 hours). The principal arrives prior to the beginning of each session to prepare materials, speak to parents and supervise students who arrive early and stays 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, 30 hours) is assigned to the third and fourth grade classes and works with ELL students facilitating English language learning and acquisition for students who are from Spanish speaking countries and who have been here shorter than 3 years.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here:

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, a few 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 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 and upper grade teachers and will provide them with specific strategies for teaching ELLs. The two ESL teachers will participate in professional development offered by the CFN 412. Because we service ELLs and Former ELLs, the on-going professional development has been provided for new teachers by their mentor and Literacy Coach, Carolyn Chabin, who collaborates with the principal on the selection of topics and professional resources. It is our practice that every year all teachers receive professional development in teaching ELLs and Former ELLs from the publisher of our ELA program, Treasures.

On-going professional development and support are provided for the entire faculty year-long by the principal, assistant principal, and literacy coach.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

There are 70 ELLs enrolled in our school this year. We extend our parent involvement to their parents and families to ensure their full engagement in the educational process. In addition to mandated services, we meet with the identified families during our Open Houses in September and Open Door in October. The Open House is designed to provide the parents with opportunities to learn about the curriculum and meet with their child's teacher. ESL teachers are always available to discuss the ESL curriculum and to provide additional information for the parents. Our October Open Door is an opportunity for the parents to participate in a lesson in their child's class. In the Spring, we invite the parents of ELLs to participate in a class with their child that is focused on test preparation in grades 3, 4, and 5. All of our extracurricular activities, done in collaboration with CBOs, include parent presentations and student performances. We collaborate with the Brooklyn Conservatory of Music, the Dancing Classrooms, and other. Our ELLs are always part of these programs and their parents participate in

Part D: Parental Engagement Activities

these workshops or open classes. In younger grades, a PreK social worker provides workshops for parents twice a year. Parents are notified about the meetings and conferences through the Principal's Bulletin that is sent home in 3 languages and posted on the school website. Our Interim Progress report was developed to keep the parents informed about school expectations and benchmarks students have to meet. It is sent to parents, in addition to report cards, 3 times a year. Very often, parents of ELLs are invited to participate in a conference with a classroom teacher and an ESL teacher following the progress report.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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

