



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME : FRANKLIN DELANO ROOSEVELT**

DBN : 01M034

PRINCIPAL: JOYCE STALLINGS-HARTE

EMAIL: JSTALLI@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

**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
Joyce Stallings-Harte	*Principal or Designee	
Janet Lo	*UFT Chapter Leader or Designee	
Rebecca Collazo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dusha Kameraj	Member/ Paraprofessional	
Christina Kirsch	Member/ Teacher	
Emily Munzer	Member/Teacher	
Anna Acevedo	Member/ Parent	
Bonnie Velez	Member/ Parent	
Adelaida Lopez	Member/ Parent	
Nelly Natal	Member/Parent	

## **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.

By June 2012, twenty-five percent of students with disabilities in grades 3-8 will show an increase of 5% in scale score as measured by the NYS English Language Arts Tests.

### **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 data from the School Report Card, students with disabilities population in grade 3-8 did not make adequate yearly progress (AYP) in ELA.

### **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.

Strategies and Activities:

1. Great Leaps, Foundations, Wilson, Achieve 3000, Read 180, Read about,
2. Small group instruction, 1:1 conferencing, differentiation, scaffolded instruction, Visual aids (graphic organizers, charts), ICT teaching model, SETSS, Related services, academic after school, Saturday academy, Test preparation afterschool, extended day,
3. staff and other resources used to implement these strategies/activities: Out of classroom teachers, America reads tutors, paraprofessionals,
4. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Faculty meetings, grade level meetings, common planning time, Teachers' College Staff Developers, Teachers College off site workshops, Network lead workshops, Network Instructional team lead professional development sessions, SBO- Extended day PD sessions, Teacher lead inquiry teams, AIS Articulation sessions, PD on Curriculum mapping, November 2011- 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.

1. First Fridays for Families,
2. Teachers College Parent Workshops,
3. Learning Leaders classes,
4. Parent Coordinator lead in-house workshops,
5. Literacy Coach and AIS service provider lead workshops,
6. Principal's Breakfast sessions in which we offer ARIS training,

7. PTA meetings offer communication between parents & school
8. Letters, phone calls, text messages & emails.
9. Annual Back-to-School night in September so that parents can meet the teacher and get an overview of the grade level expectations and students' goals.
10. Teachers in grades 6-8 are utilizing the Engrade website to track and record grades. This online resource allows parents to log on and track progress as well.
11. We have also created a school website as another way for parents to stay informed of school events, programs we offer and links to parent website & student websites.

**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.

To achieve this goal, we offer a wide variety of instructional support, such as professional development for reading and writing across the content area in literacy based professional development. Core Curriculum team teachers are on specific curriculum committees. Children's First Network provides instructional support staff. Faculty meetings, coach and teacher lead grade level meetings are held on a weekly basis. Teachers' College Staff Developers, provide workshops within the school and off site, SBO- Extended day PD sessions, Teacher lead inquiry teams and learning walks, AIS Articulation sessions. Staff lead professional development also occurs and intervisitations are encouraged by administration. Principal meets one-to-one with teachers to set professional goals that are tracked throughout the year. Additional support is also provided by the literacy and math coaches.

**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.
- After School Academy is available for students to meet with teachers for tutoring and intervention in the area of mathematical need.
- Students in grades 6-8 will receive tutoring services during teacher professional periods- 2X weekly when possible.
- CFN and coaches coach meets with teachers to plan for instruction
- Training for paraprofessionals and America Reads tutors

**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.

ACADEMIC AFTERSCHOOL- FSF

OTPS- TITLE I

AFTERSCHOOL PERSONNEL-EDVP

TC- 10% HIGHLY QUALIFIED- TITLE I

ACHIEVE 3000- FSF\LITERACY COACH- FSF

PARAPROFESSIONALS- FSF, TITLE I

CFN 206- TITLE CHILDREN FIRST NETWORK

**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. Twenty-five percent of students with individualized educational plans in grades 6 through 8 will show a 5% increase in scale scores as evidenced on the on the NYS math test, May of 2012.

To ensure that we receive AYP without the Safe Harbor credit in the area of mathematics with students with disabilities.

**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.

For the past two years, our middle school math department has made strides in grades 6 and 7, improving student progress overall. However, our students with disabilities, specifically in grade 8, have the highest need. After review of data, the trend has been that student scores decrease yearly. Students with IEPs struggle to make adequate progress between grades 6 through 8. We have been able to meet AYP through Safe Harbor Credit in the last two NY State Report Card Grades, but would like to meet AYP in the math area with students with disabilities without the Safe Harbor Credit.

In our current 6<sup>th</sup> Grade class, 19 students have IEPs and 69% of those students are level 1 and level 2, while 31% are level 3 and level 4. In our current 7<sup>th</sup> grade class, we have 19 students with IEPs and 31% of those students are level 1 and level 2, while 69% are level 3 and level 4. In the current 8<sup>th</sup> grade, 15 students have IEP's and 73% of those students are level 1 and level 2, while 27% are level 3 and level 4.

**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.

Strategies/activities that encompass the needs of identified student subgroups,

1. Teachers will provide students with tutoring services both during school hours and after school Monday through Friday, November, 2011 – May, 2012
2. Promote differentiation in process, product and content in the classroom.
3. Monitor student progress on a bi-weekly basis with both formative and summative assessments.

4. Weekly conferencing and goal setting created by the student with the teacher
5. IXL, an online math program, will be used to set goals for the students in areas of weakness and monitor student proficiency and mastery of math skills.
6. Teachers will plan for differentiated instruction during grade meetings.
7. New textbooks were purchased that aligned to the common core state standards and focus on differentiated instruction.
8. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
9. During grade meetings and professional development , November, 2011 – May, 2012, teachers will meet with math coach and evaluate classroom data, as well as progress of students on IXL in order to monitor the progress of the students and effectiveness of the strategies.
10. Teachers will evaluate academic assessments, such as ITA's and Predictives to also evaluate the effectiveness of the strategies.
11. Implementation of these strategies have already begun and will continue on a weekly basis. Teachers will monitor progress of students with IEPs and meet with AIS providers on a monthly basis to assess student progress.

#### **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.
  1. Hold a math game night where parents are invited, along with students, to collaborate on various math learning activities.
  2. Students scores and progress are uploaded onto ENGRADE, an online grade book cite, where both parents and students have unlimited access to and are able to view on a regular basis.
  3. Send progress reports to parents quarterly.
  4. Hold quarterly parent meetings where computers are available, as well as ARIS training, where parents are able to go online to look at their child's data and progress.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

5. 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.
- Provide constant, challenging and innovative professional development for teachers of mathematics.

#### **Service and program coordination**

6. 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.
- After School Academy is available for students to meet with teachers for tutoring and intervention in the area of mathematical need.
  - Grade Meetings/Faculty Forum Meetings
  - IXL Programs for student use in class and at home
  - Rubicon Atlas for curriculum mapping

**Budget and resources alignment**

7. 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.

ACADEMIC AFTERSCHOOL- FSF

MATH COACH- FSF

MATH AUSSIE- TITLE I

### 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.

- All teachers will plan for differentiated instruction in process, product or content for 80% of ELA and Math lessons by May, 2012 as measured by administrators' classroom visits and notes from meetings with teachers.
- This will result in a 5% increase in student performance for students with disabilities on the custom designed math ITAs administered in fall, 2011 and spring, 2012 and on the ELA predictive assessments, fall, 2011 and spring, 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.

Based on the NYS ELA test, students with disabilities did not make the AYP target. Additionally, the School Quality Review indicated the need to provide more differentiated instructional opportunities for students.

#### **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.
  1. Teachers will meet during grade meetings and faculty forum to develop a plan of action for each identified student.
  2. Interventions used will include Achieve 3000 and Great Leaps that will be administered by teachers, paraprofessionals, America Reads Tutors and/or volunteers.
  3. Teachers will meet with the AIS team on a bi-weekly basis to measure progress. Teachers will review student progress on the on-demand assessments as well as review student progress with administrative team monthly, November, 2011 – May, 2012. Professional development will be provided by the CFN, weekly, November 2011 – May 2012; Susan Goldmansour, October, 2011, November 2011 and December, 2011; and in house literacy coach who will hold bi-weekly teacher meetings.
  4. Professional development will include various models of team teaching including parallel teaching and station teaching.

#### **Strategies to increase parental involvement**

8. 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.
- The school will provide information on the Common Core Learning Standards, academic assessments including alternate assessments, how parents can monitor child's progress and how to work effectively with educators. Day and evening workshops will be held in conjunction with PTA meetings and/or Parent/Teacher Conferences.

**Strategies for attracting Highly Qualified Teachers (HQT)**

9. 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.
- Develop a student teacher collaboration with a university; provide high quality professional development such as Susan Goldmansour, Wilson training, CFN and literacy coach; offer opportunities for teacher leader development and provide collaborative meeting times and teacher groups.

**Service and program coordination**

10. 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.
- We will provide Academic Afterschool and Saturday Test Prep for students with disabilities where they will use Achieve 3000 for literacy intervention. Guidance counselors will meet with students afterschool through EDVP.
  - Teachers plan for differentiated instruction during grade meetings
  - CFN and coaches coach meets with teachers to plan for instruction
  - Training for paraprofessionals and America Reads tutors

**Budget and resources alignment**

11. 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.

OTPS- TITLE I

AFTERSCHOOL PERSONNEL-EDVP

TC- 10% HIGHLY QUALIFIED- TITLE I

ACHIEVE 3000- FSF\LITERACY COACH- FSF

AUSSIE- FSF

PARAPROFESSIONALS- FSF, TITLE I

CFN 206- TITLE CHILDREN FIRST NETWORK

## 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.  
PS 34 teachers will use the Common Core Learning Standards in ELA and Math in 50% of lesson plans and curriculum maps, November, 2011 – May, 2012, as measured by administrator's classroom visits and notes from meetings with teachers.

### **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.
- New York State and New York City having adopted the Common Core Learning Standards dictates the necessity of reviewing the curriculum maps and integrating the CCLS into lesson plans. The data from the State tests for ELA and Math indicate that there is a steady scale score decline for every grade.

### **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.
  1. within the structure of monthly whole-of-faculty professional development (for 90 minutes) and on Chancellor-designated whole-day p.d. days, the faculty has been focusing on effective classroom strategies to develop questioning and effective student-teacher discourse and relating these to achievement of the goals of the Common Core learning Standards
  2. weekly individual grade-level professional learning teams (led by coaches and/or teachers from the grade) meet together to focus on planning and designing student learning experiences; these lesson experiences are based upon core and supplemental learning materials and resources which have been explicitly chosen to support student achievement of individual Standards and clusters of Standards; and the reflective materials investigations and planning by teachers of upcoming learning experiences enhance shared team understandings of how various higher order conceptualizations, performance skills and explanations by students could actually represent or express the different Common Core Learning Standards under focus during each meeting
  3. Annual CCLS-derived pacing calendars, periodic Unit plans and daily lesson plans are being developed independently by individual teachers and grade-colleagues, with the active support of coaches; these planning events are not only planning future student work, but are also evidencing the more rigorous and CCLS-targeted management by our teacher teams of the school's overall student assessment system
  4. the expanding utilization by classroom and intervention teachers of digital databases (IXL and Achieve 3000) is assisting goal-setting and data triangulation; this enhances explicitly monitoring of the achievements and ongoing needs of our identified students with IEPs – additionally, these data sets are reviewed at Inquiry, AIS team and Cabinet meetings so that a school-wide consciousness of the progress of our lower-performing cohort of students helps enact the CEP's priority goal for this year

**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.

- Family Activity Evenings for Math and ELA will be presented during Winter and Spring. The School's Progress Report is circulated to parents.

**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.

- Develop a student teacher collaboration with a university; provide high quality professional development such as Susan Goldmansour, Wilson training, CFN and literacy coach; offer opportunities for teacher leader development and provide collaborative meeting times and teacher groups.

**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.

- Grade Meetings/Faculty Forum Meetings
- Achieve 3000/IXL Programs for student use in class and at home
- Rubicon Atlas for curriculum mapping

**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.

- LITERACY COACH- FSF
- MATH AUSSIE- TITLE I
- CFN 206- TITLE CHILDREN FIRST NETWORK
- RUBICON ATLAS- FSF
- ACHIEVE 3000- FSF

### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	9	9	N/A	N/A	2			
<b>1</b>	23	13	N/A	N/A	4		1	
<b>2</b>	13	15	N/A	N/A	1			
<b>3</b>	23	22	N/A	N/A	11			1
<b>4</b>	6	9			7	1		
<b>5</b>	22	18			12		1	
<b>6</b>	40	28	15	3	8	4	2	
<b>7</b>	38	23	17	20	12	2		
<b>8</b>	41	30	23	24	16	6	1	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	Students identified as at-risk as indicated by teacher assessments and/or state tests are provided throughout the school day the following intervention services individually or in a small group: Ed performance, Read 180, At-Risk SETSS, Great Leaps ELA, Foundations, the Wilson Reading Program, the Leveled Literacy Intervention Program, Achieve 3000, a computer based program, Words Their Way, guided reading, and independent reading conferences. During extended day these interventions are provided one-to-one or in a small group: Foundations, Great Leaps ELA, Read 180, the Wilson Reading Program, and Achieve 3000.
<b>Mathematics</b>	Students in grades 4-8 are identified as at-risk based on state test scores. In grades K-3 students are identified based solely on teacher assessments. Students in K-2 receive as intervention one-to-one or in a small group: IXL and Singapore math are the programs used. Students in grades 3-8 are provided intervention services within the classroom or are pulled out. The intervention programs used in these environments are one-to-one or in small group: IXL, a computer based program, Great Leaps Math, Math Navigator or Math in the City. IXL is also used during extended day
<b>Science</b>	The science teacher meets with a small group of students considered to be at-risk for failure based on classwork, attendance and test scores. The intervention is provided during a lunch period with flexible student groups. Grade 8 test prep materials are used for instruction.
<b>Social Studies</b>	The social studies teacher meets with a small group of students identified as being at-risk for failure based on teacher assessments, classwork, participation, and state test scores as needing intervention with content skills. Teacher meets with students at lunchtime.
<b>At-risk Services provided by the Guidance Counselor</b>	School guidance counselors meet during the school day in small groups, or individually, to provide a safe environment where students can explore personal issues or social-emotional issues using a respect framework. Skills are developed that can be used in the classroom in regards to conflict, compliance and respect. In addition, counseling is also provided regarding career development, high school applications, teacher/student mediation, student/student mediation, attendance, crisis counseling and/or family issues.
<b>At-risk Services provided by the School Psychologist</b>	School psychologist meets with students during the school day one to one for crisis management and follow up

<b>At-risk Services provided by the Social Worker</b>	Students are identified at the Pupil Personnel Team meetings and seen by the social worker and social worker intern in small groups or individually as needed.
<b>At-risk Health-related Services</b>	School nurse meets with students with medical conditions such as diabetes management throughout the school day.



NEW YORK CITY DEPARTMENT OF EDUCATION

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Joyce Stallings-Harte, Principal  
Rosemarie Gonzalez, Asst. Principal

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## **TITLE 1 PARENT INVOLVEMENT POLICY 2011-2012**

In support of strengthening student academic achievement, PS/MS 34 receives Title 1, Part A funds and therefore has jointly, with Title 1 parents, developed the following parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). It includes expectations for parental involvement and describes how the school will implement a number of specific parental activities. PS/MS 34 will take the following actions that are designed to support effective parental involvement and strengthen student academic achievement.

1. PS/MS 34 will convene an annual meeting for parents of participating Title 1 students, for the purpose of explaining the program offering. This meeting is usually held at the start of the school year but may be convened after the School Leadership Team is convened.
  - a) Parents will be asked to volunteer to serve on a committee during the school year to help plan and review Title 1 programs.
  - b) Title 1 funded staff will meet with parents to familiarize them with the academic expectations and supports available to students, and make parents aware of the role that parents must play in having children achieve academic proficiency.
  - c) Develop a parent involvement plan that outlines how parents, staff and students will share ideas and outline responsibilities which will enable participating Title 1 students to achieve higher standards. This will be reviewed regularly at Parent/Teacher Association (PTA) meetings and School Leadership Team (SLT) meetings.
2. PS/MS 34 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement

activities. The school will use the findings of the evaluation of its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.

- The evaluation will be conducted by members of the SLT. The SLT will issue a survey that will be completed by November. The results will be reviewed at SLT and PTA meetings when parent comments will be solicited.
3. PS/MS 34 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school's involved parents and the community. This will improve student academic achievement through workshops that will provide the following information:
- i) The State's academic content standards
  - ii) The State and local academic assessments including alternate assessments
  - iii) The requirements of Title 1, Part A
  - iv) How to monitor your child's progress
  - v) How to work effectively with educators
- Evening workshops held in conjunction with PTA meetings and/or Parent/Teacher Conferences
- b) PS/MS 34 will provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, mathematics training, content-area training, and using technology. We will cultivate parental involvement by:
- Distributing curriculum outlines to familiarize parents with academic requirements.
  - Offering evening workshops conducted by teachers and other staff as well as Community Based Organizations (CBOs).
- c) PS/MS 34 will, with the assistance of the district, Office of Family Engagement and the Integrated Curriculum and Instruction (ICILSO), educate its teachers, pupil services personnel, administrators and other staff on how to communicate with and work with parents as partners, in building collaboration in support of student academic achievement.
- Parent Coordinator will serve as a resource for these activities.
- d) PS/MS 34 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable format, including multiple languages

- Translate all mailings as necessary
- Identify preferred method of communication for parents and maintain up-to-date e-mail, postal and phone contact information

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A programs as evidenced by the SLT and PTA meetings on specific dates. The school will distribute this policy to all parents of participating Title 1, Part A, and children.

Principal's Signature  
Joyce Stallings-Harte \_\_\_\_\_

Date:  
September, 2011 \_\_\_\_\_

## **APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

*NCLB requirement for all Title I schools*

### **Part A: School Parental Involvement Policy**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **School Parental Involvement Policy:**

#### **I. General Expectations**

PS/MS 34, Franklin Delano Roosevelt, agrees to implement the following statutory requirements:

- PS/MS 34 will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- PS/MS 34 will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- PS/MS 34 will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- PS/MS 34 will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- PS/MS 34 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - PS/MS 34 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS/MS 34, Franklin Delano Roosevelt, will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Advertise through mailings and use of the School Messenger, phone notification service
  - Notify parents of the importance of involvement through the regular Parent/Teacher Association meetings and School Leadership Team meetings
2. PS/MS 34, Franklin Delano Roosevelt, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents from the School Leadership Team (SLT) will review data during the SLT meetings.
  - Parents will be invited through mailings, School Messenger to participate in the ongoing data assessment review.
3. PS/MS 34 Franklin Delano Roosevelt, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide parent workshops in content areas that will assist them in supporting their children
  - Increase communication between teachers and parents via interim progress reports
4. PS/MS 34 Franklin Delano Roosevelt will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Learning Leaders by:
  - Training volunteers to work in literacy and mathematics in the classrooms providing intervention for students
5. PS/MS 34 Franklin Delano Roosevelt will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental

involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The school will conduct a survey of parents, students and staff
  - The School Leadership Team will be responsible for the survey
  - Parents will take a role in development and reporting activities and events.
  - Parent Coordinator will be responsible for coordinating efforts of parents and team members.
6. PS/MS 34 Franklin Delano Roosevelt will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below: Family Literacy Night, Family Mathematics Night, English Language Arts (ELA) and Mathematics Test Prep Workshops, ELA and Mathematics Curriculum Workshops.
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Conducting parent workshops
    - Parent Coordinator will coordinate efforts of school personnel such as guidance counselors, social workers, literacy coach and math coach
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Participating in quarterly meetings that focus on how all can support student learning
    - Parent Coordinator will facilitate workshop with Community Based Organizations that support parents
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Offering workshops that meet the needs identified by parents through the surveys

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable:
  - Mailings to homes in multiple languages
  - Posting events and workshops in accessible areas in multiple languages
  - Use of School Messenger to follow up on mailings

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the adoption motion passed at the January 21, 2012 Parent Teacher Association meeting. This policy was adopted by the Franklin Delano Roosevelt School on January 21, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 21, 2012.

### **Part B: School-Parent Compact**

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

means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **School-Parent Compact:**

PS/MS 34, Franklin Delano Roosevelt, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

PS/MS 34 Franklin Delano Roosevelt will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will provide high-quality curriculum and instruction and prepare teachers for such through professional development workshops, work with the coaches, intervisitation to other classes and sites out-of-building to observe exemplary practice, and during grade meetings and Faculty Forums.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10, 2011, March 16, 2012.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, 2011; January, 2012; March, 2012; June 2012.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meeting with parents during scheduled preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: First Friday for Families which is the first Friday of each month, during times that parents are asked to share experiences and class trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient

time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Optional Additional Provisions**

#### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

_____	_____	
_____		
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	
_____		
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**February 14, 2012**

**School DBN: 01M034 School Name: Franklin Delano Roosevelt**

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*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school failed to meet AYP for students with disabilities in English Language Arts. We need to improve in providing an academically rigorous curriculum through implementation of the Common Core Learning Standards, differentiation, engaging students in learning and engaging students through effective questioning and discussion. To ensure that we are providing rigorous instruction teachers of ELA will map out units of study that are reflective of the Common Core Learning Standards. In addition, we are committed this year to training teachers of content areas to map units in which literacy standards will be reflected and children have opportunities for repeated practice with informational reading and writing standards. All teachers will continue to ensure that they are differentiating their instruction. They will do so through delivering small group instruction, 1:1 conferencing, differentiation of process, product and/or process, scaffolded instruction, make use of visual aids (graphic organizers, charts) and provide instruction through the ICT teaching model.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The following interventions will be implemented to support improved achievement in English Language Arts for students with disabilities:

1. Great Leaps, Foundations, Wilson, Achieve 3000, Read About
2. Teacher's College Readers/Writer's Project/Small group instruction, 1:1 conferencing, guided reading, differentiated instruction, scaffolded instruction, Visual aids (graphic organizers, charts), ICT teaching model, SETSS, Related services, academic after school, Saturday academy, test preparation afterschool, extended day,
3. Teachers will meet with the AIS team on a bi-weekly basis to measure progress. Teachers will review student progress on the on-demand assessments as well as review student progress with administrative team monthly, November, 2011 – May, 2012. Professional development will be provided by the CFN, weekly, November 2011 – May 2012; Susan Goldmansour, October, 2011, November 2011 and December, 2011; and in house literacy coach who will hold bi-weekly teacher meetings.
4. Professional development will include various models of team teaching including parallel teaching and station teaching.

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**Part B: For Title I SINI Schools Only**

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

PS/MS 34 will use a minimum of 10 percent of Title I funds to fund Teacher's College Reader's and Writer's Project. Staff members will participate in lab-site visits and mentor teaching to implement teaching strategies/activities. Out of classroom teachers, America reads tutors and paraprofessionals will participate in professional development in the administration of the intervention programs such as Great Leaps.

Teachers will be included in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Faculty meetings, grade level meetings, common planning time, Teachers' College Staff Developers, Teachers College off site workshops, Network lead workshops, Network Instructional team lead professional development sessions, SBO- Extended day PD sessions, Teacher lead inquiry teams, AIS Articulation sessions, PD on Curriculum mapping,

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

The teacher-mentoring program includes one-to-one meetings with the literacy coach in addition to attendance at Teacher's College workshops. Teacher mentees participate in lab-site visits in order to observe best practices in implementation of instructional practices.

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

The school held a parent meeting to inform the community of the school's SINI status. Additionally, the school will backpack the notification letter with students in addition to mailing the notification letter. Notification letters will be translated as needed.

**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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen/ Ada Cordova,</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>034</b>
School Name <b>Franklin Delano Roosevelt</b>			

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

Principal <b>Joyce Stallings-Harte</b>	Assistant Principal <b>Rosemarie Gozalez</b>
Coach <b>Karina Audiffred</b>	Coach
ESL Teacher <b>Wan Chi Ashley Breen</b>	Guidance Counselor
Teacher/Subject Area <b>Wendy Rahaman Seuram/ CT, ESL</b>	Parent
Teacher/Subject Area <b>Gabriel Goris/ CT, ESL</b>	Parent Coordinator <b>Ivette Cintron</b>
Related Service Provider	Other <b>Jayne Godlewski/Network Leader</b>
Network Leader <b>Ada Cordova</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>404</b>	Total Number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>8.66%</b>
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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. 

At enrollment, all parents or guardians of new students to the doe receive a Home Language Identification Survey in the appropriate home language. The ESL teacher administers the survey to the parent and the parent coordinator and pupil personnel secretary provide interpretation when needed. After reviewing all the home language surveys, the ESL teacher conducts an informal interview with the students. If a student speaks a language other than English and speaks little or no English, he/she is required to take the LAB-R test within 10 school days after initial enrollment. For Spanish-speaking students who are unable to answer any question in the LAB-R, a Spanish LAB is conducted by the ESL teacher.

At the beginning of the school year, the ESL teacher uses the most updated ATS reports to determine NYSESALT eligibility of that year. ELLs are annually evaluated based on NYSESLAT scores. Each year the ESL teacher compares the current NYSESLAT score with previous NYSESLAT score to see if progress has been made. ELLs will be placed in the appropriate ESL class based on language proficiency.

After the ESL teacher obtains the LAB-R scores, an Entitlement Letter, together with the Parent Survey and Program Selection Form (in their native language if necessary) is given to the parents of new ELLS. They are then invited to the ELL Parent Orientation within the first ten school days. For students who enroll after the orientation, their parents are invited to meet with the ESL teacher and the parent coordinator to know and discuss their options.

The ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin and Cantonese when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full detail. An online orientation video is also viewed by the parents in their native language, which provides more information about their choices. When a parent cannot attend the ELL Parent Orientation, individual meetings with the ESL teacher and/or the parent coordinator are arranged to discuss parent's options. All the parents are required to fill out the Parent Survey and Program Selection Form to show their preference.

The placement of newly identified ELLS depends on parents' preference and the number of ELLS with the same native language. If parents would like a Bilingual or Dual Language program model, one will be provided when there is a sufficient number of ELLS (15 or more students within two consecutive grades whose native language is the same). Parents can opt for another school that provides the program they desire or stay in the ESL program our school is currently providing. If a parent would like their child to be attending a Bilingual or Dual language program, they are assisted in contacting the ISC personnel that can arrange the transfer. The ESL teacher checks the parent selection forms periodically to keep up to date with parent choices.

A continued entitlement letter is sent to parents of ELLs who are still entitled to receive English language development support in classes for English Language Learners. As to ELLs who have reached the proficient level in NYSESLAT, their parents will receive a non entitlement/ transition letter which informs them their children will no longer be entitled to services for ELLs. All these letters are

sent out within 10 school days and the ESL teacher keeps a record of them.

After reviewing parent surveys and program selections for the past few years, the majority have been requesting a Freestanding ESL Program which is currently offered at our school. The ESL teacher is periodically checking parent surveys to keep up to date with parent choices.

## 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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	1	1	1	1	1	1	1	2	0	0	0	0	9
<b>Total</b>	0	1	1	1	1	1	1	1	2	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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										
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	Total	

ELLs by Subgroups										
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	9	10	0	5	3	0	2	35
Total	22	0	9	10	0	5	3	0	2	35
Number of ELLs in a TBE program who are in alternate placement: 0										

### 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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	2	4	6	5	3	1	4	4					31
Chinese			1				1		1					3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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).
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?

1a. PS/MS 34 has a Freestanding ESL program. The school utilizes a Push-In and Pull-Out ESL teaching model.

1b. The ELL groups are grouped by proficiency level and grades.

2. Students in grade 3 and 6 receive ESL services by their NYS licensed ESL/classroom teacher. ELLs of beginning, intermediate and advanced levels receive ESL support daily for different subject areas in the classroom. The instructional minutes provided exceeds 360 minutes (beginning and intermediate level) and 180 minutes (advanced level) per week. All ELLs regardless of proficiency are provided with a minimum of 90 minutes or more of ELA instruction every day.

For k-2, the ESL teacher pushes in where the majority of the ELLs are and brings ELLs from other classes within the same ESL level. As for grade 4, 5, 7 and 8, students are pulled out by the licensed and certified NYS ESL teacher for their ESL service with ELLs of the same grade level. For beginning and intermediate level students, they receive four periods of service with advanced ELLs of the same grade level and another four with another group with similar proficiency ESL level. PS/MS 34 meets CR Part 154 time allotments for ELLs through effective proficiency level clustering. Beginner and Intermediate level students are provided with 360 minutes a week (eight periods a week) of ESL instruction and advanced ELLs receive 180 minutes (four periods) of ESL instruction a week and at least 180 minutes of ELA lessons.

3. A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. Social studies and Science are also part of ESL instruction. The ESL teacher instructs science and social studies using various content area texts and simplifying the language. ESL instruction is simply a modified version of the same ELA, social studies, and science curriculum. It is scaffolded for the individual student and their proficiency ability. All ESL lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulative. The ESL teacher also incorporates various components of Krashen's Input Hypothesis during ESL instruction. There is an emphasis of the input and the affective filter hypothesis. Using the input hypothesis acquisition of the English language will occur and does occur when ELLs receive optimal comprehensive that is interesting and a little bit beyond their current level of competence (i+1). The ESL teacher is providing students with English instruction that is just a little above their comprehension. The ESL teacher is aware that for newcomers speaking a new language can cause anxiety,

## A. Programming and Scheduling Information

which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible. Academic language development is also planned with individual goals of achievement set for each student. A team effort between student and teacher is used to achieve the goals. ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language (CALP) goals.

Content areas are addressed by making classroom and cluster teachers aware of the necessary modifications for ELLs as well as training teachers to use the same ESL approaches. Teachers use these strategies to differentiate instruction for ELLs. ELLs are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by-side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

ELLs with special needs are provided with additional modifications specific to their IEP and identified needs. The ESL teacher and special Ed teachers meet on an ongoing basis to discuss and implement ESL strategies to help improve students accelerating their learning.

4. Bilingual and Dual Language programs are not established at PS/MS 34. Thus, native language instruction is not provided.

5a. PS/MS 34 currently has no SIFE students. However, PS/MS 34’s plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies.

5b. The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers are receiving the ELL mandated services while the ESL teacher works closely with classroom teachers or subject teachers to identify the individual language needs for the newcomers. Instruction is scaffolded and differentiated by all teachers to meet newcomers’ academic needs. ELLs are all provided with the opportunity to attend all after school programs, which provide ELA and Math support to help ELLs prepare for ELA/Math testing. In addition, teachers reflect on the strategies constantly and the two extended days a week allow teachers to provide additional support in language instruction for ELLs.

5c,d. The plan for ELLs receiving services 4 to 6 years and long term ELLs is to use various assessments from all teachers as well as the ESL teacher to identify areas of weakness and plan instruction based on academic area of need with increased academic rigor. In some cases, motivation is the issue. The ESL teacher conducts a survey and an informal interview with the students to understand their concerns, their lack of motivation, and what subjects or topics they are interested in. The data collected can help all teachers plan lessons that stimulate these students’ motivation. One major focus for these students is their reading and writing modality. The NYSESLAT scores indicate that these students mostly straggle in these two areas. At the beginning of the school year, the ESL teacher reinforces the strategies for reading and writing once again as to compensate the skills that they lack or forget. These skills include brainstorming, organizing, revising, inferring and higher-order thinking, etc. Throughout the whole year, the ESL teacher ensures these strategies are implemented constantly. In addition, students also participate in academic after school programs focusing on ELA and Math and receive additional language support during extended days.

6,7. At PS/MS34, ELL-SWDs have been provided ESL support throughout their education in our school. Test scores and data show that their English levels are similar to other ELLs in the same grade level. These students are placed in classrooms and ESL groups that have a small student-to-teacher ratio so that the teachers can service their diverse needs more efficiently.

### 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:

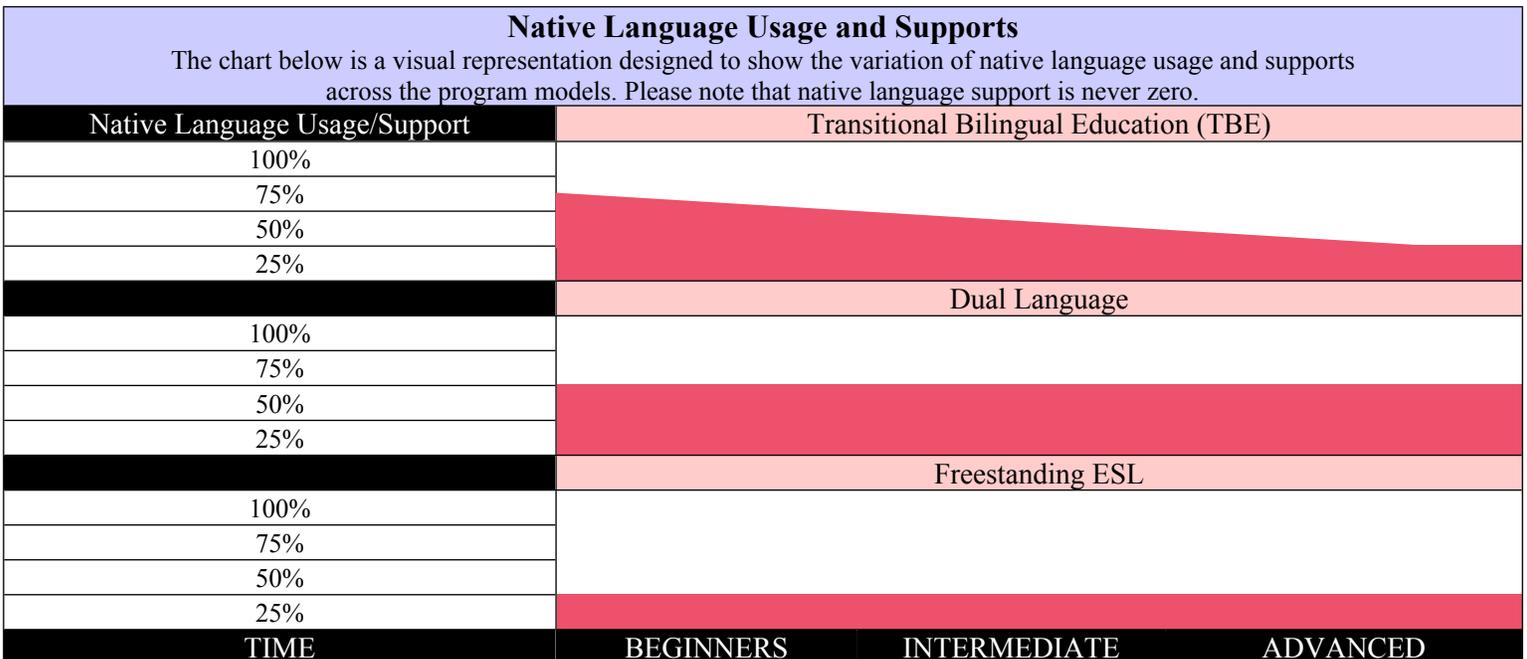
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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?

8. Our school provides Academic Intervention Services which includes ELA and Math. Most of our ESL students with IEPs are in Integrated Co-Teaching classroom with two classroom teachers. Tier I ELA intervention is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000 and Words Their Way are used to enhance students' English levels. Tier II ELA intervention is provided by academic intervention teachers in our school. Students are pulled out in small groups or individually from 10 to 20 minutes a day to work on their fluency, decoding and comprehension skills using Great Leaps and Scholastic Read About Program. For ELLs with IEPs, tier III intervention is provided by special education teachers in small pull-out groups. Elementary students with IEPs meet with the special education teacher for 150 minutes a week, and 200 minutes a week for middle school students with IEPs.

9. The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services. They will also receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers are invited to ESL workshops and meet with the ESL teachers to discuss concerns and strategies for these students.

10. The ESL service for K-8 in the past years was provided by one ESL teacher. Students of different grade levels were grouped together for their pull-out ESL lessons, resulting in a big group size.

This year, owing to the increased number of classroom teachers with ESL license, grade 3 and 6 students are provided with their ESL service for their entire school day in the classroom. The two qualified ESL/classroom teachers integrate ESL pedagogies in their lesson planning. This benefits those students as they get a full ESL support in learning different subjects while classroom instruction is modified to cater their language needs.

The ESL teacher provides services for grade k-2, 4, 5, 7 and 8 using either Push-In or Pull-Out mode. ELLs group size is smaller than previous years and students from grades 3-8 have ESL lessons with students from the same grade level. This improvement allows the ESL teacher to work closely with grade teachers and to provide coherent lessons, and supports students' individual needs.

11. No ELL programs have been discontinued for the current school year.

12. ELLs are provided with the same opportunities of all other students at PS/MS 34 . They are allowed to join all afterschool academic and extracurricular activities. At PS/MS 34 there are various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETSS and/or speech therapy. Programs such as Achieve 3000, Words Their Way and Fundation are used to enhance students' English levels. ELLs are provided with academic afterschool programs that focus on math and ELA. Extracurricular activities that the school provides are as follows softball, basketball, art, volleyball, field and track, and Wii fitness club. No programs or services have been discontinued for ELLs.

## B. Programming and Scheduling Information--Continued

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9. The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services. They will also receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers are invited to ESL workshops and meet with the ESL teachers to discuss concerns and strategies for these students.

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The ESL teacher provides services for grade k-2, 4, 5, 7 and 8 using either Push-In or Pull-Out mode. ELLs group size is smaller than previous years and students from grades 3-8 have ESL lessons with students from the same grade level. This improvement allows the ESL teacher to work closely with grade teachers and to provide coherent lessons, and supports students' individual needs.

11. No ELL programs have been discontinued for the current school year.

12. ELLs are provided with the same opportunities of all other students at PS/MS 34 . They are allowed to join all afterschool academic and extracurricular activities. At PS/MS 34 there are various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETSS and/or speech therapy. Programs such as Achieve 3000, Words Their Way and Fundation are used to enhance students' English levels. ELLs are provided with academic afterschool programs that focus on math and ELA. Extracurricular activities that the school provides are as follows softball, basketball, art, volleyball, field and track, and Wii fitness club. No programs or services have been discontinued for ELLs.

13. There are various Instructional materials used to support the ELLS. Words their Way for ELLs, NYSESLAT Prep books, Scott

## 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.
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13. There are various Instructional materials used to support the ELLS. Words their Way for ELLs, NYSESLAT Prep books, Scott

## 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. PS/MS 34 has various opportunities for parental involvement of all students including ELLs. There is an active PTA, Family First Fridays, and principal's breakfast. Parents also have the opportunity to volunteer as a learning leader or to assist teachers in the classroom. If necessary, there are interpreters (Spanish, Cantonese and Mandarin) in our school who provide translation during these activities so that parents who speak a foreign language can be involved.

2. Workshops for parents are provided by the ESL teacher and parent coordinator.

3. Needs of the parents are evaluated by surveys and communication with the school parent coordinator regularly. The ESL teachers and the parent coordinator make friendly phone calls to parents to talk about the progress and hear their concerns.

4. Parental activities are based on the needs collected through surveys and communication with the ESL teachers, the parent coordinator and administration.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. The ESL teacher, the two classroom/ESL teachers and any teacher working with ELLs attend various ESL workshops at Columbia Teacher's College and various professional development offered by the Office of English Language Learners. The ESL teacher also is part of the Children's first network cluster 209 and attends monthly ESL meetings with the network ELL Consultant. Professional development is provided focusing on the work of Lilly Wong Fillmore. The ESL teacher turnkey's information to all teachers working with ELLs. The ESL Network Consultant also meets with the ESL teacher and 1st and 2nd grade classroom teachers to provide additional support during the ESL push-in periods that occur during the social studies block. This occurs on a monthly basis.

2. Since PS/MS 34 is a K-8 school when ELLs enter the middle school, they still have the same ESL teachers and their performance have been kept a record by our school. The ESL teacher continues to update previous data so that teachers who have ELLs can understand the strength and weaknesses, and use the data for lesson planning.

3. ELL training is provided to all staff. There are various ELL workshops throughout the city that all teachers are made of aware of through postings in the main office bulletin board. The majority of professional development content will be gathered from Teachers College

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher, the two classroom/ESL teachers and any teacher working with ELLs attend various ESL workshops at Columbia Teacher's College and various professional development offered by the Office of English Language Learners. The ESL teacher also is part of the Children's first network cluster 209 and attends monthly ESL meetings with the network ELL Consultant. Professional development is provided focusing on the work of Lilly Wong Fillmore. The ESL teacher turnkey's information to all teachers working with ELLs. The ESL Network Consultant also meets with the ESL teacher and 1st and 2nd grade classroom teachers to provide additional support during the ESL push-in periods that occur during the social studies block. This occurs on a monthly basis.

2. Since PS/MS 34 is a K-8 school when ELLs enter the middle school, they still have the same ESL teachers and their performance have been kept a record by our school. The ESL teacher continues to update previous data so that teachers who have ELLs can understand the strength and weaknesses, and use the data for lesson planning.

3. ELL training is provided to all staff. There are various ELL workshops throughout the city that all teachers are made of aware of through postings in the main office bulletin board. The majority of professional development content will be gathered from Teachers College Calendar Days and the Department of Education's ELL Academy workshops. The ESL teacher and various teachers that have ELLs in their classes attend the workshops and then share with all colleagues at the school.

To support and provide professional development to classroom teachers working with ELLs, A professional book study group will take place during the 2011-2012 school year. The group will study the text *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons. Five classroom teachers from K-8 will be selected. Each week the group will read a chapter from the text. During these sessions, the group will discuss strategies from the text that they will implement when teaching ELLs. They will also answer various questions about the text about different strategies and how it will prepare them in the future to work with ELLs. The group will develop various differentiated and academic strategies to be used for ELLs in the general classroom environment. The group will also learn how to provide ELLs with more scaffold writing techniques, process writing, and how to create cooperative learning groups more effectively for ELLs. The focus will range from using ELL assessments to standards analysis to implement the scaffolding of learning for ELLs during regular classroom instruction that will help support ELLs during content instruction. The group will also focus on ESL Standards and how they can implement them in their regular daily instruction. The group will begin in April for two hours, and five and a half hours during May. This study group will provide classroom teachers with the knowledge, awareness, sensitivity and strategies to support ELLs in all content areas.

## 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. PS/MS 34 has various opportunities for parental involvement of all students including ELLs. There is an active PTA, Family First Fridays, and principal's breakfast. Parents also have the opportunity to volunteer as a learning leader or to assist teachers in the classroom. If necessary, there are interpreters (Spanish, Cantonese and Mandarin) in our school who provide translation during these activities so that parents who speak a foreign language can be involved.

2. Workshops for parents are provided by the ESL teacher and parent coordinator.

3. Needs of the parents are evaluated by surveys and communication with the school parent coordinator regularly. The ESL teachers and the parent coordinator make friendly phone calls to parents to talk about the progress and hear their concerns.

4. Parental activities are based on the needs collected through surveys and communication with the ESL teachers, the parent coordinator

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4. Parental activities are based on the needs collected through surveys and communication with the ESL teachers, the parent coordinator and administration.

# 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

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

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

1. PS/MS 34 uses ECLAS, TCRWP, LAB-R and running records to assess early literacy skills. About half the ELLs are below grade level in literary, because they are still improving their English language proficiency. ELLs that are not proficient in their native language do not do as well on these assessments as the ELLs that are proficient in their native language.

2. According to the NYSESLAT/LAB-R data 7 ELLs are beginners, 10 ELLs are Intermediate, and 15 ELLs are advanced. In addition, 7

### Additional Information

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

Paste additional information here

### NYSESLAT Modality Analysis

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

### NYS ELA

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

### NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	0	0	4
8	4	0	1	0	2	0	0	0	7
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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				
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:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: Franklin D. Roosevelt School</b>		<b>School DBN: <u>01M034</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Stallings-Harte	Principal		10/25/11
Rosemarie Gonzalez	Assistant Principal		10/25/11
Ivette Cintron	Parent Coordinator		10/25/11
Wan Chi Ashley Breen	ESL Teacher		10/25/11
	Parent		
Wendy Rahaman Seuram/ CT, ESL	Teacher/Subject Area		10/25/11
Gabriel Goris/ CT, ESL	Teacher/Subject Area		10/25/11
Karina Audiffred	Coach		10/25/11
	Coach		
	Guidance Counselor		
Ada Cordova	Network Leader		10/25/11
Jayne Godlewski	Other <u>Network Leader</u>		10/25/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 01m034**      **School Name: PS/MS 34 Franklin Delano Roosevelt**

**Cluster: 2**      **Network: CFN 206**

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

**Part A: Needs Assessment Findings**

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

Assessing PS 34's written translation and oral interpretation needs were determined by examining the home languages of the PS/MS 34 ELL population. Teachers also indicated the need for translated versions of parent communication as well as the need for oral interpretation during parent conferences. Confirmation of these school-wide needs was determined by conducting teacher surveys and examining home language data using ATS.

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.

The written language needs of PS/MS 34 include the translation of parent communication into Spanish, and Mandarin. 70% of the parents of students speak are Spanish speaking and about 10% are Mandarin/Cantonese speaking. There is a clear and definite need for oral/written interpretation services at PS/MS 34 in the languages of Spanish and Mandarin. These interpretation services are necessary for teachers and parents to clearly communicate regarding ELL academic programs, student participation and performance. These findings were communicated to the school community by utilizing the Parent Coordinator to disseminate information to parents, and by sharing the information with the School Leadership Team to make them aware of the needs and actions to be taken. Notices to parents are always translated by staff member in Spanish, Cantonese and Mandarin. There is adequate staff to communicate with parents orally and provide translations when necessary

## Part B: Strategies and Activities

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

PS/MS 34 plans to provide written translation services in the following ways:

- Report card translation- Parents will receive report cards in their native language.
- Parent Letters- School and teacher communication will be provided to parents in their native language.
- Permission Slips-Class trips will be communicated to the parents and permission slips sent home in their native language.
- School-wide Notices and Flyers- School based communication will be provided to parents in their native language.
- Translation will be provided in house by staff members who are Spanish and or Mandarin literate and DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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.

Over-the-phone Interpretation- This is provided by the Translation and Interpretation Unit or a bilingual speaking staff member when a parent of an ELL (or any student) needs to be contacted by the teacher or administration regarding a student.

In-Person Interpretation-This is to be provided at scheduled parent conferences and services provided by the DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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>.

Written notification of parental rights regarding translation and interpretation services and instructions on how to obtain such services will be provided to parents who have a native language other than English within the first 10 school days of the 2011-2012 school year. A sign in covered languages represented at PS 34 will be posted near the main office indicating that native language notifications can be obtained in the main office. PS 34's Safety Plan for 2011-2012 will incorporate procedures for ensuring that parents in need of language assistance services have equal access to administrative office services.



### 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: All 34 ELLs from grade 1-8 are invited to join the afterschool ESL program. ELLs in grade 5-8 will meet once a week (Mondays) for two hours (2:40-4:40), while ELLs in grade 1-4 will meet once a week (Wednesdays) for two hour (3:30-5:30). The program will run from Jan 3 through May 16. It will be approximately 20 weeks.

Analysis of NYSESLAT scores indicates that writing is the lowest modality school-wide. As a result, instructional focus and activities will heavily revolve around reading and writing. Besides, the program will focus on phonics, fluency, vocabulary, and comprehension, which will be beneficial and appropriate to all students. Apart from using Word Their Way for vocabulary and phonics development, the ESL teacher applies methodologies learnt from Teachers' College Workshop to enhance students reading and writing skills. Literacy materials are content area based so students can practice their academic language via reading and writing. Teachers select complex texts for shared reading. Through deconstruction and reconstruction of the complex texts, students learn different language skills (such as grammar, vocabulary, and sentence structures) while learning content area knowledge. Teachers conduct a mini-lesson focusing on specific language skills, which will always be revised. Afterwards, students practice those skills via their writing tasks.

### Part C: Professional Development

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

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

Begin description here: The ESL Title III teachers will attend workshops offered by the Instruction Learning Support Organization and Teacher's College. This will be covered by a per diem sub in order to attend those workshops. The Title III Professional Development program will focus on Enhanced ESL strategies. The ESL teacher will attend a workshop at TC titled, Adapting the 1-2 Balanced Literacy Classroom to be Sure your ELLs Receive the Scaffolds and Invitations that are tailored to them. The Title III ESL teacher has attended three ESL workshops in the fall and will attend four more sessions in the springs. Dates and titles of workshops will be announced at a later date.

In addition, a professional meeting consisting of an ESL teacher and two general content teachers in second grade is formed to focus on the academic language and methodologies used for ELLs in content areas. The group meets once a week for 45 minutes. During the meeting, the ESL teacher assists the general content teachers in planning their social study or science lessons. Teachers study and practice

### Part C: Professional Development

the strategies for deconstructing and reconstructing complex read-aloud texts used in the class. Language focuses are set to ensure students learn to read and write complex sentences. These strategies are then implemented in the classroom and subsequent meetings will determine effectiveness.

All Title III professional development will be provided at no cost to title III.

### 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: Letter to the parents will be sent once a month to report the progress of the ELLs in the afterschool program. The letter describes the skills that students should have learnt and gives parents advice on how to practice those skills at home. Besides, student's works as well as rubrics are attached in each letter to show their progress. If necessary, the letter and the rubrics will be translated into Spanish or Chinese (Simplified and Traditional) by the parent coordinator and the ESL teacher so that parents can have a complete picture of their children's performance during the afterschool program.

The ESL teachers will make effort to contact parents via friendly phone calls or informal meetings with appropriate interpretation. This is to build a closer relationship with parents so the teachers can have a better understanding of individual needs and concerns.

In addition, parents of ELLs involved in the After-School ESL program will be invited to attend Parent Workshops that address the specific needs of the children involved in the Title III program. There will be 2 workshops held throughout the 2011-12 school year. Each workshop will be held separately for Spanish-speaking parents and Chinese-speaking parents by the ESL teacher, with a translator for each language present at the workshops. The PTA and Parent Coordinator will also help facilitate involvement in these workshops.

The tentative schedule and topics to be addressed in these Parent Workshops are as followed:

Feb 6: After-School Program Overview-This workshop will let parents know what we will be doing in the After-School program and give them tips on what they can do at home to help their child succeed in the classroom. Plenty of visuals and modeling will be utilized.

Mar 5: Reading Strategies-This workshop will model for parents the Read-Aloud strategy used in Balanced Literacy. It will model for them appropriate ways to respond to children's reading and encourage a schedule of at-home reading time for the family.

**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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		