



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: OLIVER H. PERRY

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

PRINCIPAL: CARMEN ASSELTA EMAIL: CASSELT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

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
Carmen Asselta	*Principal or Designee	
Lisa Summa	*UFT Chapter Leader or Designee	
Louann Gallo	*PA/PTA President or Designated Co-President	
June McNeil	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alain Beugoms	Member/ Teacher	
Julia Duffield	Member/ Teacher	
Angela Belfiore	Member/ Teacher	
Lisette DelToro	Member/ Teacher	
Debbie Feiner	Member/ Parent	
Nishi Bissondial	Member/ Parent	
Nowal Alborati	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To strengthen teacher development by continuing to utilize the Danielson Framework for teacher goal setting and feedback observations. By the end of June, the Principal and Assistant Principal will conduct between 4-6 informal observations and 1 formal observation for each teacher using selected competencies of a research-based rubric to provide meaningful feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In reference to the last Quality Review Recommendations. Addressing the Quality Review recommendation: Improving Teaching Quality.

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) key personnel 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.

Teachers will self reflect using the critical attributes form focusing on planning, questioning, student engagement, and how they utilize assessment with instruction.

The Principal and Assistant Principal will establish and follow a schedule for formal teacher observations and provide regular and helpful feedback at individual conferences with teachers.

The Principal and Assistant Principal will engage in frequent cycles of informal classroom observations, followed by one on one conversations of support, with timely, specific, evidence based feedback for teachers to act on to improve teacher practice.

The Principal and Assistant Principal will strengthen their own capacity to provide high quality feedback to teachers through professional development with Network collaborations and support from the Network Team Members.

Principal and Assistant Principal will have a calendar showing when formal observations and partial observations are conducted along with when feedback is provided.

Increased teacher participation in professional development provided through the network.

Principal and Assistant Principal will conduct individual conferences with teachers to discuss their personal goals and establish a network of support to assist teachers in achieving their goals.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.

School Leadership Team's members will be engaged in development and planning for this goal.

Principal will discuss the professional development plan in the area of teacher effectiveness with parents during fall open houses, PTA meetings, and SLT meetings..

Parent Coordinator will conduct parent workshops providing information to parents about stated goal.

Information about this goal is posted for parents on the school's eChalk website

Budget and resources alignment

• Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

• *As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and*

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

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.
To implement the Three Tier Response to Intervention model to improve performance of at risk students. By June 2013, 100% of students who have been identified as at below grade level in reading will be provided intervention through the 3 tiers of a system of Response to Intervention and their progress will be monitored.

Comprehensive needs assessment

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

This goal is a response to the Chancellor's Instructional Expectations and aligned with our identified priority area for improving student Performance and progress in ELA and based on the NYC 2011-2012 Progress Report.

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) key personnel 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.

Teachers will utilize data to inform instruction, identify and targeted sub groups of students at risk of not meeting standards and differentiate instruction in the classroom.

Targeted students will be provided with one on one teacher guidance to address student individual need.

Targeted students at Tier 2 who are identified as at risk will be provided additional small group instruction as part of a pull-out program. Students will also be provided support through a push-in program.

RTI team will monitor students over 6-8 weeks cycles where it will be determined if support should be increased or decreased.

Targeted students at Tier 3 will be provided specific and targeted support based on data analysis and extensive assessment.

Principal and Assistant Principal will collect and analysis data monitoring all students' progress over time.

Principal and Assistant Principal will monitor the implementation of the Response to Intervention model.

Principal, Assistant Principal and Coach will give parent workshops explaining Response to Intervention System to parents.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - *Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.*
 - *Periodic progress report will be sent three times a year.*
 - *The ELA student achievement based on completing the ELA task will be reported to parents during March 2012 parent-teacher conferences*
 - *Parents will be provided with opportunities to volunteer and to participate in their children's classroom activities designed to accomplish stated goal (Learning Leaders).*
 - *Teachers will provide parents with frequent reports on their children's progress relative to meeting this goal in addition to periodic progress reports and report cards.*
 - *Parent Coordinator will conduct parent workshops providing information to parents about stated goal.*
- Information about this goal is posted for parents on the school's eChalk website.*

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

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 students in grades 3 through 5 will show progress in conveying complex ideas and state information clearly to write informational explanatory text. 80% of students in grades 3, 4, and 5 will be able to convey complex ideas and state information clearly to write an informational explanatory text as measured by culminating tasks

All grade level teams will have developed and completed two CCLS aligned performance tasks; one embedded in an ELA unit and the other in a content area unit of study through Science or Social Studies.

Comprehensive needs assessment

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

This goal is a response to the Chancellor's Instructional Expectations and aligned with our identified priority area for improving student performance in ELA (non-fiction text comprehension) and based on the NYC 2011-2012 Progress Report.

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

In collaboration with grade level teams, AP and Literacy Coach prepare baseline writing with research-based rubrics for analysis and identifying the gaps.

All grade level teachers are scheduled for common preps every day in grades K-5 during which they will analyze student work and determine next steps for instruction.

Common preps and monthly grade level conferences will be scheduled to support planning of units of study in ELA.

Teachers meet weekly in teacher inquiry teams to assess and analyze student work and data and plan lessons that demand a cohesive text structure to convey complex ideas.

Teachers develop rigorous CCLS aligned research-based rubric to support growth and development complex ideas and clearly stated information. Baseline writing analysis. Tracking of student progress in writing argument. Utilization of rigorous CCLS based rubrics. Inquiry protocols. Review of

student work samples. Conference agendas and minutes.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Afternoon and evening parent teacher conferences will be held during the fall and spring terms where this goal will be discussed with parents.
- Periodic progress report will be sent three times a year.
- The ELA student achievement based on completing the ELA task will be reported to parents during March 2012 parent-teacher conferences
- Parents will be provided with opportunities to volunteer and to participate in their children's classroom activities designed to accomplish stated goal (Learning Leaders).
- Teachers will provide parents with frequent reports on their children's progress relative to meeting this goal in addition to periodic progress reports and report cards.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.

Information about this goal is posted for parents on the school's eChalk website

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

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.

Teachers in all grade levels will engage students in more rigorous; CCLS aligned Math instruction through the use of Exemplars. All teacher teams in grades 2 through 5 will develop Math performance tasks which integrate and incorporate strategies and activities from the Math Exemplars Program. By June 2013, 85% of students in grades 2 through 5 will effectively apply mathematical strategies, reasoning and procedures to communicate clear explanations of mathematical problems driven by the Exemplars performance task.

Comprehensive needs assessment

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

This is in response to Citywide Expectations and the 6 shifts in Mathematics as critical part of the CCLS.

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) key personnel 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.

Instructional lead teachers will attend professional development from the network on effective utilization of Exemplars. Instructional leads will then turnkey information to teachers and provide demonstration lessons.

Teachers will work together with their grade planning conferences to develop units of study utilizing the Exemplars Problem solving method.

Teachers will utilize Exemplar rubrics to develop student goals in achieving Math rigor.

Exemplars binders will be created with an eye towards incorporating lessons from teachers on the targeted grades.

All grade level teams are engaged in data analysis, identifying priority skills, and identifying the gaps early in the year.

Common Preps are used for collaborative planning.

Principal and Assistant Principal will engage in planning with teams.

Principal and Assistant Principal will observe teachers' math lessons that target math performance tasks which integrate and incorporate strategies

and activities from the Math Exemplars Program.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

To continue increasing student engagement and opportunities for differentiated instruction by the implementation of technology based instruction By June 2013, 80% of students in grades 1 through 5 will complete one project utilizing technology.

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.

Addressing Quality Review statement: Strengthen the use of technology to enhance and expand opportunities that challenge students to develop higher order thinking skills.

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

Funds set aside to purchase new technology and/or upgrade existing technology.

iPads purchased and distributed to lead teachers on each grade level.

5th grade lead teacher attending network-offered iPad training, and will turn-key information for faculty.

At least 50% of rooms equipped with Smart-Board technology.

On-going Smart-Board technology training and support through e-chalk and other PD.

All students in grades 1-5 complete a computer cluster cycle.

All classrooms equipped with working computers and printers.

Mobile laptop carts available to all grade levels.

Computer lab available for use by classroom teachers on a daily, rotating basis.

Completed student projects.

Teacher surveys.

Agendas and minutes from meetings, workshops, and conferences.

Classroom observations.

A schedule listing names of students and times designated for computer use posted in classroom.

Each student has a folder on desktop of a computer.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Reading comprehension and vocabulary instruction(Zoom In, Curriculum Associates) • Decoding strategies with LEXIA computer software and Wilson Reading Methodology. • Reciprocal teaching in reading 	<ul style="list-style-type: none"> • Small group and /or individual sessions. • Individual sessions <p>Small group</p>	<ul style="list-style-type: none"> • During the school day, before school tutoring and/or after school. • During the school day <p>During the schools day</p>
Mathematics	<ul style="list-style-type: none"> • Problem solving strategies with Exemplars tasks • Reciprocal Teaching in Mathematics. • Developing fluency in Math facts, FASTT Math computer software. 	<ul style="list-style-type: none"> • Small group and/individual sessions • Small groups <p>Individual sessions</p>	<ul style="list-style-type: none"> • During the school day • During the school day <p>During the school day</p>
Science	N/A		

Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor and Social Worker provide support to students with social/emotional needs in order to ensure their well being and academic progress.	Individual sessions	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

In order to ensure that teachers remain highly qualified we provide them with the following opportunities:

- Mentors for new teachers.
- Professional development opportunities provided by the Network and on and off site to apply the Common Core Learning Standards in units of study and the use of assessment to drive instruction.
- Participation in Network professional development sessions that focus on Response to Intervention.
- Common Core and Teacher Inquiry collaboration period set aside for ESL and general education teacher to collaborate end plan based on student data/Common Core Learning standards.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

PART II

1. ELL IDENTIFICATION PROCESS

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

LAB-R - The student is given the LAB-R to assess English proficiency in speaking, listening, reading, and writing. Based on the results of the LAB-R students are identified for ESL services.

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

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

2. The process by which parents are informed about the three program choices (Bilingual, Dual, and Freestanding ESL) is by inviting

the parents of the students who qualify for ESL or bilingual services to an Orientation Session within 10 days from the entrance to the school. ESL teachers, Elizabeth Czastkiewicz and Aleksandra Pietrusiewicz, with the assistance of the Principal, Alicja Winnicki, Data Specialist, Iwona Borys, and the bilingual Spanish paraprofessional, Noemi Velez, conduct parent sessions and facilitate the outreach for parent attendance. At the Orientation Session the parents view a video which describes all of the above program choices the city school system has to offer. Translation in the native tongue is provided for those parents who need it. The Parent Survey and Program Selection Forms are also provided in their respective home language together with a flyer describing the three programs the city has to offer. Assistance is offered to those who need help in filling out the forms. The bilingual principal and staff attend parent orientations to answer all the parents' questions. Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. Overwhelmingly, the majority of the parents opt for a free-standing ESL program. If a parent requests a bilingual program, ESL providers explain the options for this parent within the school district. The Principal then follows up with a parent of a child who is identified as an ELL in our school. Next, an identified ELL is placed in an appropriate group according to their proficiency and grade level. Parents receive the placement letters. Two certified ESL teachers named above service the ELL population.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	54	0	0	16	0	0	0	0	0	70
Total	54	0	0	16	0	0	0	0	0	70

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	0	2	2	0								9
Chinese	1	0	1	0	0	0								2
Russian														0
Bengali														0
Urdu														0
Arabic	0	1	2	0	2	0								5
Haitian														0
French														0
Korean														0
Punjabi	1	0	0	0	0	0								1
Polish	16	17	6	9	3	1								52
Albanian														0
Other	0	1	0	0	0	0								1
TOTAL	20	22	9	11	7	1	0	70						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

PART IV

1a. Programming and Scheduling Information

Our ESL Program provides instruction in both the push-in and pull-out model. Both models strongly support the curriculum with emphasis on the Language Arts.

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

2a. Students at PS 34K receive ESL service according to the state mandates. ELLs at the beginning and intermediate levels are served 360 minutes (8 units) per week. ELLs at the advanced level are served 180 minutes (4 units) per week. There are two fully certified ESL teachers working at PS 34.

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

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

5. Differentiated instruction is provided for the following subgroups:

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

5b. The initial instructional focus for the newcomer is to provide enough social language to assist the ELLs in making their needs known and to familiarize them with the American culture. This is done through thematic units. After the initial phase, the ELL's continue to acquire the English language by receiving instruction in the content areas, mainly languagearts. Additionally, because the NCLB now requires ELA testing for ELL's after one year, the students receive lots of practice in developing the essential skills and applying those skills to practice tests.

The newcomer student is always paired up with a student (buddy) who knows the respective language if possible. They are taught how to use computer programs such as Rosetta Stone, the LEAP FROG Program, and become familiarized with the listening and reading library located in both the ESL room and their respective classroom. In addition, we provide the morning, after-school, Saturday and summer programs for those students.

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

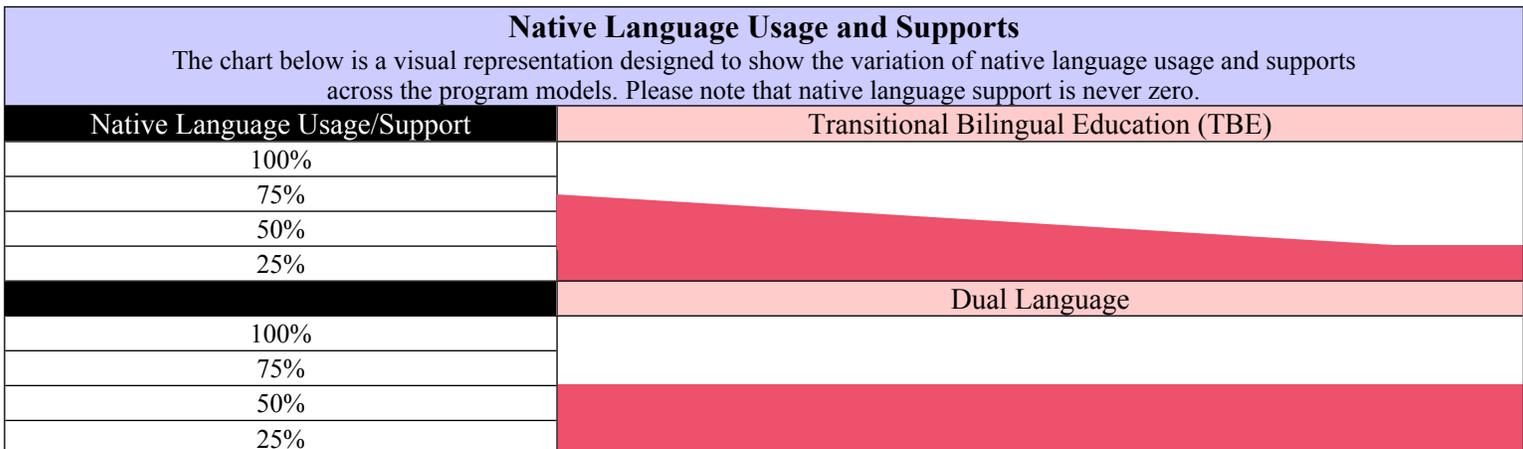
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

PART IV B

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

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

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

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

12. Our schools offers all ELLs equal access to all school academic and extracurricular programs. Each grade level has a daily schedule of academic and enrichment programs and activities. All program cards and flow of the day charts are posted in the classrooms. All ELLs are held to the same high standards and expectations of the school. Therefore, if an ESL pull-out service is scheduled, it is done in collaboration with classroom teachers and must be approved by a supervisor to assure the least disruption to a child's academic learning. All ELLs are always included in program invitation letters sent home and translated to Polish and Spanish. Parents of ELLs are invited to Open Houses to learn about academic curriculum; they are informed about extracurricular programs via letters, Principal's Bulletins, the school website and by phone. The following are the programs, in addition to academic ones, that ELLs participate in: 1st and 2nd grade dance, 1-5 enrichment cycles in visual arts, computer technology, and science, 2nd grade storytelling, 5th grade ballroom dance and all senior activities, music with the Brooklyn Conservatory of music in grades K, 1, 3 and 4, class trips, school-wide Character Counts Program, and many others. The following are supplemental programs that are offered this school year: Saturday Academy, Grades 3-5, for test preparation (Title III and Title I funding sources), After School Enrichment Program with Brooklyn Conservatory of Music (CASA funding); small group tutoring 3Xweek from 8:15 - 8:53 AM (UFT 37.5 minutes). Our goal is to increase student achievement in ELA and math and to support enrichment programs for all students, including ELLs. In addition, the school houses an OST Program with The School Settlement CBO; this program offers after school and vacation activities inclusive of homework help and the arts for 100 students from PS 34. Many ELLs and their families take advantage of this program that, at the request of the Principal, employs bilingual Polish and Spanish staff to facilitate home-school communication.

13. Our new McGraw-Hill/MacMillan Program that is being implemented in grades K-5 has a very strong ELL component to support differentiation. The ESL teachers implement components of the workshop model as an integral part of the students' education. Therefore, they aim to work in collaboration with the classroom teachers to assist the students in areas of reading and writing for continuity, support and enrichment. In addition, mini-lessons and conferring with the individual students as well as accountable talk is incorporated into our existing ESL Program for consistency, connection and continuity. ESL teachers participate in AIS and Inquiry meetings to strengthen assessment and goal setting for the ELL students.

We use technology to further support and enhance reading/writing through the use of appropriate computer programs, websites, Leap Frogs and audio tapes accompanied by a written text. A variety of instructional materials include: Treasure Chest (McGraw-Hill/ Macmillan Publishers), Rigby Leveled Library, Sadlier Phonics Reading, Word by Word Phonics Dictionary, Hampton-Brown Picture Dictionary, the Listening Library, as well as other pictorial, audio-visual and technology materials like (The Rosetta Stone Language Library, Essential Skills Classroom Software, and Scholastic Interactive Phonics Readers, etc.). To support our beginner ELLs the ESL room has a wide range of library books that include literature in Polish and Spanish. Every year, the school buys bilingual dictionaries in several languages. In content areas such as Science, Social Studies and math, teachers use non-fiction library designed especially for ELLs on each grade level by the publisher of our anchor literacy program, McGraw Hill. Additionally, students use bilingual glossaries.

14. ELL students use their native language freely with bilingual personnel and parent volunteers and among themselves. They can express their academic needs and ask for clarification. Books in native languages are available for students to take out on loan. In addition, students are supported by glossaries in content areas, picture and non-picture dictionaries, and support staff.

15. The required service support and resources correspond to the ELLs age and grade level work. ESL teachers use a variety of instructional materials that are grade level and age appropriate. Our anchor ELA program (McGraw Hill Macmillan Treasures) has instructional and assessment components for ELLs on each grade level, supplemented with leveled libraries for ELLs as well.

16. Before the beginning of the school year, newly enrolled ELLs are screened by either ESL licensed teachers and/or grade level teachers and during this time (in Kindergarten children are accompanied by parents) parents' questions are answered and students have an opportunity to meet teachers. Additionally, when new ELLs are admitted they are greeted by the Principal or AP and often a classroom teacher welcomes a child. ESL teachers give a school tour to newly enrolled ELLs. Their parents receive Parent Handbook and our school's website address (the website is parent friendly and has a translation feature).

17. Language electives are not offered to ELLs or any other students in our school presently.

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

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

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

E. Parental Involvement

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

1. Parents are invited to the workshops in and out of our school provided throughout the school year. They are part of School Leadership Team and School's Safety Committee. They participate in Open Houses, Art, Science Exhibits, PTA meetings, Spirit Week, Multicultural Family Night, Earth Month, Coat Drive, Parents Read to Students Day, Heritage Week, Family Nights, Art Show/Art Parade, Flag Day/Celebrate America Week, Poetry Month/Festival, City Harvest Food Drive, Fundraisers for Charities, Respect for All Assemblies, Character Counts Program and Character Counts Week, 5th Grade Walk-a-thon, 5th Grade Middle School Fair, Penny Harvest, Senior Trip and Class Trips. In addition, parents are invited to read a book in their native language. Bilingual aides and paraprofessionals provide translation to give parents more voice in decision making. Our website (www.ps34.org) includes a translation feature.

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

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

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

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

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

Translation and Interpretation Plan is annually developed and submitted.

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

have fun. They play games or do science experiments together. Parents of Grade Two have the opportunity to prepare and watch their children's performance during the presentations prepared together with the representative of YouthTheatre. They prepare costumes and other props. They are active participants in Kindergarten and Grade One Orchestra. Grade Four invites parents to Poetry Café where poems are presented not only in English but other languages, too. Grade Five parents have the opportunity to participate in the Ballroom Dance presentation. Grade Three play the recorders for the Flag Day in front of all the parents. Parents volunteer to prepare Science Fair for grades 3, 4 and 5 and Art Show for all of the grades.

Translations are provided by teachers, paraprofessionals or parent volunteers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	6	0	1	1	0								17
Intermediate(I)	3	10	2	3	0	0								18
Advanced (A)	8	6	7	7	6	1								35
Total	20	22	9	11	7	1	0	0	0	0	0	0	0	70

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	5	0	7
4	0	4	6	0	10
5	1	7	1	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	1	4	0	3	0	9
4	0	0	2	0	5	1	0	2	10
5	0	1	4	1	4	0	0	1	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	6	1	1	2	10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

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

Native Language Tests

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

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

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

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

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

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

3. The patterns across NYSESLAT modalities - reading/writing and listening/speaking have a very strong affect on instructional decisions. Lower grades and newcomers who speak very little English or not speak at all, work intensively to build language in all four modalities. As the students progress and move from the beginning/intermediate levels to the advanced level in the speaking/listening modality, our instruction becomes more focused in developing the reading/writing modality.

4a. Students results are analyzed by the data specialist, coach ESL teachers. and After examining the students' results we have noticed that most of the students in grade kindergarten (Spring 2011) were proficient or on the advanced level in listening/speaking (A (Advanced)-44%, I (Intermediate)-17%, B (Beginners)-4% and P (Proficient)-35%) while in reading/writing they were usually on the beginning or intermediate level, very few moved to the advanced level in this modality (A-26%, I-48%, B-26%, and P-0%).

Grade one - almost everyone was proficient in listening/speaking (A-14%, I-4%, B-0%, and P-82%). In reading/writing half the students were proficient in reading/writing, while one-third of them moved to the advanced level (A-32%, I-14%, B-4%, and P-50%).

Grade two - almost three quarters of the students were proficient while one quarter was on the advanced level in listening/speaking modalities (A-26%, I-7%, B-0%, and P-67%). In reading/writing - half of the students were on the advanced level, one quarter was on the intermediate level and one quarter was proficient (A-47%, I-26%, B-7%, and P-20%).

Grade three - most of the students were proficient in listening/speaking (A-0%, I-11%, B-0%, and P-89%); in reading /writing about three quarters of them were on the advanced level while almost one quarter of the students were proficient (A-67%, I-0%, B-11%, and P-22%).

Grade four - all students were proficient in listening/speaking (A-0%, I-0%, B-0%, and P-100%); in reading/writing we had almost three quarters of proficient students and about one quarter on advanced level (A-20%, I-10%, B-0%, and P-70%).

Grade five - more than half of the students were proficient, and about one-third of them were on the advanced level (A-30%, I-0%, B-10%, and P-60%); in reading/writing less than half of the students were proficient, one-third of them were advanced (A-30%, I-20%, B-10%, P-40%).

In addition, the data shows that overall in listening/speaking we had 68% proficient students, 22% advanced, 8% intermediate, and 2% beginning students. In reading/writing we had 31% proficient students, 35% advanced students, 23% intermediate, and 11% beginning students.

4b. The ELL Periodic Assessment also serves to be a very useful means of measuring the ELL's progress and helps to identify areas that need to be addressed. The data from the Periodic Assessment is collected, analyzed and shared with the school leadership and teachers to address the individual student needs and work in collaboration to plan instruction that is purposeful and data driven. Additionally, the school leadership provides Professional Development to support teachers in developing the instructional strategies that aim to address the student needs based on the results of the data collected.

4c. The Periodic Assessment gives the additional insight into the way our ELLs are learning and what intervention or approaches should be used in order to keep our students on the right track. It is important that the results are given periodically not only at the end of the year so we can see in which modality the student struggles the most. The Native Language is used to express needs and ask for clarification. Books in native languages are available for students to take out on loan. In addition, students and teachers are equipped with dictionaries and content area glossaries.

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Oliver H. Perry PS 34</u>		School DBN: <u>14K034</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Winnicki	Principal		10/24/11
M. LoRe	Assistant Principal		10/24/11
E. Cavaliere	Parent Coordinator		10/24/11
A. Pietrusiewicz	ESL Teacher		10/24/11
Y. Zieba	Parent		10/24/11
E. Czastkiewicz	Teacher/Subject Area		10/24/11
I. Borys	Teacher/Subject Area		10/24/11
C. Chabin	Coach		10/24/11
	Coach		
	Guidance Counselor		
A. Orlando	Network Leader		
J. Marshall	Other <u>Teacher</u>		10/24/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

A vast percentage of PS 34 students come from homes where Polish is their home language spoken by the parents. The Home Language Report for PS 34 (RHLA) from November 2011 indicates that 264 students' families (out of 520 total) speak Polish as their native language. At the same time, Polish is not one of the eight high frequency languages where translation is available. Based on HLIS forms, the RHLA report, and knowledge of the school community needs, PS 34 identified needs for translation and interpretation services to facilitate parents' understanding of the DOE requirements and policies, Common Core Learning Standards, Chancellor's Expectations, and school academic expectations and policies. Furthermore, to keep all parents informed about the Children First reform, we provide translation services of major NYCDOE documents and Chancellor's letters and regulations.

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Oliver Perry	DBN: 14K034
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: _____
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: _____
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: We are committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. We are proud of the accomplishments we have made with our ELLs and currently provide many programs that support the academic achievement of ELLs. To continue our support for these students we will use Title III funds for Puppets in Practice. This program is research based and very effective in helping ELLs make progress in language acquisition. 3 classes will participate in a 20 week residency with a ESL certified instructor. They will use ESL methodologies, puppetry, storytelling, technology/animation and book arts to improve literacy. They will create literature and puppets and an animation project based on the history of the Brooklyn Bridge. Parents of these ELLs will also participate in a workshop that will focus on how they can help their child at home. Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as Puppets in Practice Museum, the Brooklyn Bridge and the Children's Brooklyn Museum.

Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas. The scheduled trips will provide students with the opportunity to explore our diverse city and its rich cultural institutions. There will be a literacy component on these trips, since children will write about their experiences and expand vocabulary related to the sites visited. These experiences will directly impact student achievement in a long last lasting and positive way.

Based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, it is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. In addition, the arrival of upper grade newcomers (grades 2-5) also suggests the need for a supplementary ESL program. The Title III Program will support student English language development in basic interpersonal communication and cognitive academic language skills. The program will take place two days after school for one (1) hour per day for a total of two (2) hours per week for a total of 50 hours/year. The program will include two (2) free standing groups of four (4) to five (5) students per group to include a newcomer program and assessment preparation program. Students in 3rd, 4th and 5th grade will be serviced. Two certified ESL teachers will provide instruction in English. The Assistant Principal will be the supervisor in charge.

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, participate in Total Physical Response activities, listen and respond to read alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in December 2012 and continue throughout the 2012-2013 school year.

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in November and run to May focusing on various assessments as they arrive. The program from December to January will focus on ELA preparation. The program from January to March will focus on Math preparation. The

Part B: Direct Instruction Supplemental Program Information

program from March to May will focus on Science and NYSESLAT preparation.

Supplemental materials will be acquired for Title III to provide support to the newcomer and test preparation groups. Instructional materials including teacher and non-fiction student books, teaching aids, and other various appropriate realia will be purchased.

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: Professional development helps to bring new ideas and innovative teaching strategies for supporting the academic growth of students to teachers who are not certified in ESL. Staff will participate in In-House professional development conducted by the ESL teachers and the principal. In addition, teachers will be offered opportunities to participate in off-site programs offered by the Office of English Language Learners and the Department of Education. In house professional development will be ongoing and continuous. On site professional development will include planning sessions and grade meetings with classroom teachers in Kindergarten through 5th grade, and collaborative planning with the literacy specialist on the Common Core Standards focused on ELA and content area learning in Social Studies and Science once a week during Inquiry/Planning sessions, strategies for supporting Beginning ELLs and 1:1 coaching and classroom modeling by the In-House math coach on number sense and the Common Core Mathematics focused on modeling mathematics.

Off-site professional development will include English Language Learners and the Common Core Standards, and assessment and promotional policy. The target audience for these professional development workshops are teachers of English Language Learners. Other professional development for English Language Learners will be attended as they are announced by the Department of Education.

The continuous professional development will support the supplemental instructional program by providing various strategies for guiding instruction, assessing instruction and for implementing effective instruction. By attending professional developments, the ESL teachers will be kept abreast of current and novel teaching methodologies as well as enabling communication between themselves and classroom teachers.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: To ensure parents are familiar with the expectations we have we use funding to enhance our workshops already offered by providing at least two yearly writing and reading workshops with activities specifically for parents. We would also use the services of artist Ana Soto and literacy consultant Victoria Delgado to enhance the writing through illustrations. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and Ana Soto. Materials to be purchased include painting materials, drawing materials, and blank books. We anticipate that parents that participate in the program will become familiar with writing strategies with which to encourage and nurture their child's strengths and interests and improve their own writing literacy. Parents will be notified through letters sent home.