



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S./ M.S. 34 FRANKLIN DELANO ROOSEVELT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M034

PRINCIPAL: ROSEMARIE GONZALEZ EMAIL: RGONZAL52@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DANIELLA PHILLIPS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rosemarie Gonzalez	Principal, I.A.	
Kevin Cusumano	UFT Chapter Leader	
Adelaida Lopez	*PA/PTA President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Janet Lo	Member/ Teacher	
Dusha Kameraj	Member/ Paraprofessional	
Christina Kirsch	Member/ Teacher	
Rebecca Collazo	Member/ Parent	
Nelly Natal	Member/ Parent	
Anna Acevedo	Member/ Parent	
Gladys Gonzalez	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.

By June 2013 twenty-five percent of students with individualized educational plans in grades 4-8 will show an increase in performance level as measured by the NYS English Language Arts Tests.

Comprehensive needs assessment

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

Based on data from the School Report Card, students with individualized educational plans in grade 4-8 made adequate progress in ELA state test scores; however, prompted by the Common Core and College and Career readiness imperatives, we have identified a strong need to continue and expand the progress of students with individualized educational plans in this area.

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) *Implementation details and timelines*

Strategies and Activities: Year round students & staff will be engaged through strategies in the following activities...

1. Throughout the year teachers engage students in intervention programs to increase literacy levels. These programs include, Great Leaps, Foundations, Wilson, Spalding through Reading Reform, Achieve 3000 and Myon.
2. Teachers plan daily small group instruction, 1:1 conferences & guided reading lessons to ensure they are reaching all learners. They also plan for differentiation, scaffolded instruction and the use of visual aids (graphic organizers, charts).
3. Staff and outside personnel are used to implement these strategies/activities. Out of classroom teachers, literacy coach, paraprofessionals & America Reads tutors & learning leaders support classroom teachers in this effort.
4. As a way to enrich and supplement the daily measures we are taking to reach all students, we are holding Saturday Academy and academic after school programs in which teachers are reinforcing the skills and strategies that children need to master. Furthermore, students are given instruction through an ICT teaching model, SETSS and related services.
5. There are steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/ activities. These opportunities occur during faculty meetings, grade level meetings, common planning time, Teachers' College staff developers, Teachers College off site workshops, network lead workshops, network Instructional team lead professional development sessions, SBO- Extended day PD sessions, teacher lead inquiry teams, AIS Articulation sessions, Professional Development on Curriculum mapping and inquiry team meetings.
6. Response To Interventions (RTI)

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.*

To increase the level of parental involvement the parent coordinator, principal & coach will collaborate to the following activities throughout the...

1. First Fridays for Families (This event provides opportunities for parents to visit and get to know their children's class)
2. Literacy Workshops (Pre k - 8th grade) These workshops are available to provide resources, ideas, and materials for parents to do with their children.
3. Family Literacy night (FRN@FDR) This event will help boost literacy to the families in our school.
4. Academic Intervention Service providers conduct workshops to educate and provide parents with the services that are available to parents.
5. Our E.S.L. teacher will provide workshops for parents who are interested to learn about ways to learn English with their children.
6. Parent Coordinator conducts ARIS workshops for parents.
7. Teachers College Parent Workshops (This allows parents to learn and understand the Teachers College curriculum that is being used in our school.)
8. Principal's Breakfast is held once a month to communicate to parents about our school goals, curriculums, and update parents about our activities in school.
9. Parent Coordinator helps organize, conduct parent and teacher workshops.
10. Monthly PTA meetings, which offer communication between parents and school.
11. Letters, phone calls, text messages, automated phone system (School Messenger), email, school website
12. Annual Back-to-School night in September so that parents can meet the teachers and get an overview of the grade level expectations and student's goals.
13. Teachers in grades 6-8 are utilizing the Engrade website to track and record grades. This online resource allows parents to log on and track progress as well.
14. We have also created a school website as another way for parents to stay informed of school events, programs we offer and links to other resources.

Budget and resources alignment

1. Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
2. Select the fund source(s) that your school is using to support the instructional goal.

<u> X </u> Tax Levy	<u> X </u> Title I	<u> </u> Title IIA	<u> </u> Title III	<u> X </u> Grants	<u> X </u> Other
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If other is selected describe here:
 Academic Afterschool- FSF
 After school Personnel-EDVP
 Achieve 3000-FSF/Literacy Coach-FSF
 CFN206- Title Children First Network
 TC-10% Highly Qualified-Title1
 Paraprofessionals-FSF, Title 1

Service and program coordination

3. 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).
- Academic Afterschool, Saturday Academy
 - Grade Meetings/ Faculty Forum Meetings
 - Teachers College Staff Developers
 - Achieve 3000 online Literacy Program, in school and at home
 - ELA and CCLS Parent Workshops
 - Rubicon Atlas for curriculum mapping

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Twenty-five percent of students with individualized educational plans in grades 4 through 8 will show an increase in performance level as evidenced on the NYS math test, April of 2013

Comprehensive needs assessment

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

For the past two years, we have made strides in Math scores, as documented in ARIS in grades 4-8 improving student progress overall. However, students with IEP's struggle to make adequate progress between grades 4 through 8. We have been able to meet AYP in the NY State Report Card Grades, but would like to extend increase students' achievement as measured on the NYS Math test.

Instructional strategies/activities

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

1. Teachers will provide students with tutoring services both during school hours and after school Monday through Friday, November 2012- May 2013
2. In conjunction with the teacher effectiveness program, we differentiate in process, product and content in the classroom.
3. Monitor students' progress on a bi-weekly basis with both formative and summative assessments
4. Weekly conferencing and goal setting created by the students with the teachers
5. Teachers will develop goals for the students in areas of weakness and monitor student proficiency and mastery of math skills. They will use the following online math resources to do so: IXL, Kaminari Education, Thinking Blocks and the National Library of Virtual Manipulatives will be used to.
6. Teachers will plan for differentiated instructions during grade meetings based on data
7. New textbooks were purchased that aligned to the common core state standards and focus on differentiated instruction.
8. During Pre. K-5 grade meetings and professional development, November 2012 – May 2013, teachers will meet with K-5 Math Teaching Resources math coach and evaluate classroom data, as well as progress of students on IXL in order to monitor the progress of the students and effectiveness of the strategies.
9. Teachers will evaluate academic assessments, such as ITA's and Predictives to also evaluate the effectiveness of the strategies.
10. Implementations of these strategies have begun and will continue on a weekly basis. Teachers will monitor progress of students with IEPs and meet with AIS providers on a monthly basis to assess student progress.

Strategies to increase parental involvement

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

Budget and resources alignment

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

6. 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:

Academic Afterschool- FSF
Math Coach- FSF
Math – Nicola Godwin- Title 1

Service and program coordination

7. 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).
1. After School Academy is available for students to meet with teachers for tutoring and intervention in the area of mathematical need.
 2. Grade Meetings/ Faculty Forum Meetings
 3. IXL Programs for student use in class and at home
 4. Rubicon Atlas for curriculum mapping

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.

By May 2013, all teachers will align 80% of their ELA and Math lessons to the NYC CCLS, as measured by administrators' classroom visits and notes from meeting with teachers, and teachers' lesson plans.

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 based on the 2011 School Quality Review & the 2012 State Quality Review relating to "refining expectations for task complexity". It has been further emphasized in the CCLS and DOE City Wide Instructional Expectations, which assert the need to foster more independent thinkers/learners who are highly engaged during daily lessons.

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) *Implementation details and timelines:*
 1. Across the year during the SBO Professional Development time slot, Tuesdays 2:40-3:30, professional development sessions are addressing CCLS, Teacher Effectiveness Pilot Program, Charlotte Danielson Framework, unit based curriculum mapping via the PS/MS 34 Rubicon: Atlas site.
 2. During weekly grade meetings with coaches we focus on analyzing student work and using data to connect unit goals with differentiated daily lessons.
 3. Teachers and coaches plan for and administer performance assessments twice a year in ELA and Math; these are followed by collaborative examination of students' work as a way to gauge the effectiveness of our instruction. Furthermore, we diary-map curriculum units and revise projected unit maps.
 4. During weekly common planning periods teachers, by grades and subjects, use student work and data to design to align with CCLS
 5. We periodically interpret data form sources such as ARIS, Acuity, NYSTART, AssessmentPro., IXL, Teacher made test, Student/ teacher conference notes, progress reports and formal or informal visits by administrator to classrooms.
 6. We will review all our maps post-State-Test, detailed mapping reviews will occur in faculty Professional Development. times to refine our 2013-2014 Unit Maps and improve these from our 2012-2013 iterations.
 7. In order to increase student achievement, school leaders & faculty will increase PD around the components of the data cycle so that teachers can complete quarterly data cycles.

Strategies to increase parental involvement

8. 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.

1. CCLS, and College and Career Readiness Workshops, by each grade level and subject(ELA/ Math) are offered to parents
2. Engrade Progress Reports are accessible to teachers, students and parents, giving real-time data for parents to review.
3. Formal reporting to parents occurs in line with the DOE Calendar, and informal conversations occur on an as-needed basis by teachers and parents
4. Vacation Packets and Parent Resource guides are issued to coincide with major holiday periods in support of ongoing home-based learning by students
5. Our school website recommends hard-copy and digital learning resources for 24/7 parent-and-student access and usage.

Budget and resources alignment

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

10. 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:

- OTPS-Title 1
- After school Personnel-EDVP
- TC- 10% Highly Qualified-Title 1
- Achieve 3000-FSF/Literacy Coach-FSF
- Paraprofessionals-FSF, Title 1
- CFN 206- Title Children First Network

Service and program coordination

11. 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).

1. After School Academy is available for students to meet with teachers for tutoring and intervention
2. Grade Meetings/ Faculty Forum Meetings
3. Literacy Coach, Math Coach, Teacher Effectiveness Program Coach, and Teacher mentors
4. CFN 206- Title Children First Network (Professional Development)
5. Rubicon Atlas for curriculum mapping
6. Teacher Effectiveness Program (Professional Development)
7. Teachers College Staff Developers

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.).
<i>ELA</i>	1-Great Leaps ELA-Fluency, phonics and reading comprehension	Small Group (3-5 students) One-to-One Tutoring Conferencing	Great Leaps is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day, extended day and afterschool.
	2-Achieve 3000-Differentiated non-fiction reading and writing computer program.	Small Group (3-5 students) One-to-One Tutoring Conferencing	Achieve 3000 is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day, extended day and afterschool.
	3-Foundations- A K-3 phonological, phonemic awareness, phonics and spelling program that also has story time activities that focus on critical thinking, listening and speaking skills.	Small Group (3-5 students) One-to-One Tutoring Conferencing	Foundations is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the

<p><i>ELA</i></p>	<p>4-Wilson Reading Intervention-Focuses on decoding, phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <p>5-Read About- Is a non-fiction computer based program that focuses on reading comprehension and building vocabulary.</p> <p>6-Spaulding Reading Reform Intervention Program-A program that focuses on phonemic awareness, spelling, vocabulary, writing, fluency, listening and reading comprehension.</p>	<p>Small Group (3-5 students) One-to-One Tutoring Conferencing</p> <p>Small Group (3-5 students) One-to-One Tutoring Conferencing</p> <p>Small Group (3-5 students) One-to-One Tutoring Conferencing</p>	<p>school day, extended day and afterschool.</p> <p>Wilson Reading Intervention is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day, extended day and afterschool.</p> <p>Read About is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day, extended day and afterschool.</p> <p>Spaulding Reading Reform Intervention Program is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and reading interventionists, during the school day, extended day and afterschool.</p>
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<p><i>ELA</i></p>	<p>7-Leveled Literacy Intervention Program- Focuses on phonics and reading comprehension.</p>	<p>Small Group (3-5 students) One-to-One Tutoring Conferencing</p>	<p>Leveled Literacy Intervention Program is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by the reading interventionists, during the school day and extended day.</p>
<p>Mathematics</p>	<p>1-IXL-A computer based program focusing on grade appropriate math skills.</p> <p>2-Teacher Modeling Small</p> <p>3-Math Manipulates</p>	<p>Small Group Tutoring One-to-One</p> <p>Small Group Tutoring One-to-One</p> <p>Small Group</p>	<p>IXL is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, extended day and afterschool.</p> <p>Teacher modeling is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, extended day and afterschool.</p> <p>Teacher modeling are provided 5</p>

Mathematics	4-Math Charts	Tutoring One-to-One Small Group Tutoring One-to-One	days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, extended day and afterschool. Math charts are provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, when needed, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, extended day and afterschool.
Science	The science teacher meets with a small group of students considered to be at-risk for failure based on class work, attendance and test scores. Grade 8 test prep materials are used for instruction.	Small Group One-to-One Tutoring Conferencing	AIS services are provided by the science teacher to a small group of students during lunch time and extended day
Social Studies	The social studies teacher meets with a small group of students identified as being at-risk for failure based on teacher assessments, class work, participation, and state test scores as needing intervention with content skills.	Small Group One-to-One Tutoring Conferencing	AIS services are provided by the social studies teacher to a small group of students during lunch time and extended day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Psychologist Social Worker Guidance Counselor Speech Teacher SETSS Teacher	Small Group One-to-One Tutoring Conferencing	AIS is provided during the school day, afterschool and during extended day, for students who are exhibiting academic and social emotional concerns, on an as needed basis.
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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.

- We have a hiring committee that is implemented in our school. The role of the hiring committee is to screen and recruit highly qualified teachers/staff to our school through custom made interview questions and demo lessons for the candidates.
- We ensure teachers with high quality professional development by joining the T.E.P. and providing professional development such as Wilson training, Leap, CFN and literacy coach; offer opportunities for teacher leader development and provide collaborative meeting times and teacher groups.
- PS 34 is involved in the New Teacher Center Mentoring Program for mentoring new teachers (in the system for 1 & 2 years).

**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 PS/MS 34 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 PS/MS 34's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of PS/MS 34'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 PS/MS 34 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 to serve as a liaison between the school and families. The Parent Coordinator 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 include: parenting skills, Common Core Learning Standards, 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 PS/MS 34'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-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

PS/MS 34M, Franklin Delano Roosevelt, 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.

School Responsibilities

PS/MS 34 Franklin Delano Roosevelt will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment
- use academic learning time efficiently;
- respect, cultural, racial and ethnic differences;
- implement a curriculum aligned to the Common Core State Learning Standards
- Provide teachers with high quality professional development, intervisitation to other classes and sites out of building to observe exemplary practice.
- Provide parents with frequent reports on their children's progress, specifically the school will provide Reports as follow: November, 2012; January, 2013; March, 2013; June 2013
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- conduct 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;
- arrange 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;
- respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- provide information related to school and parent programs, meetings and other activities and send to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: First Friday for families, which is the first Friday of each month, Parents are invited to their child's class to observe a lesson.
- 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;
- arrange opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- plan activities for parents during the school year, e.g., Parent-Teacher Conferences; Attendance Assemblies, Literacy Workshops, Math Workshops, and Test Prep Workshops. Also, parents are invited monthly to attend a Principal's Breakfast to discuss student progress and goals. PS/MS 34 holds an annual Meet-The-Teacher evening in September
- create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assist 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);
- share and communicate best practices for effective communication, collaboration and partnering with all members of the school community;
- Support parental involvement activities as requested by parents; such as computer support so that parents can access ARIS and online academic programs such as IXL Math, Achieve 3000 Literacy and MYON Reading.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advise 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;

I. 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;

II. 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 Charles Amundsen/ Ada Cordova,	District 01	Borough Manhattan	School Number 034
School Name Franklin Delano Roosevelt			

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

Principal Joyce Stallings-Harte	Assistant Principal Rosemarie Gozalez
Coach Karina Audiffred	Coach
ESL Teacher Wan Chi Ashley Breen	Guidance Counselor
Teacher/Subject Area Wendy Rahaman Seuram/ CT, ESL	Parent
Teacher/Subject Area Gabriel Goris/ CT, ESL	Parent Coordinator Ivette Cintron
Related Service Provider	Other Jayne Godlewski/Network Leader
Network Leader Ada Cordova	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	3	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	404	Total Number of ELLs	35	ELLs as share of total student population (%)	8.66%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	9	10	0	5	3	0	2	35
Total	22	0	9	10	0	5	3	0	2	35

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	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	2	4	6	5	3	1	4	4					31
Chinese			1				1		1					3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	2	2	5	6	5	3	2	4	6	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

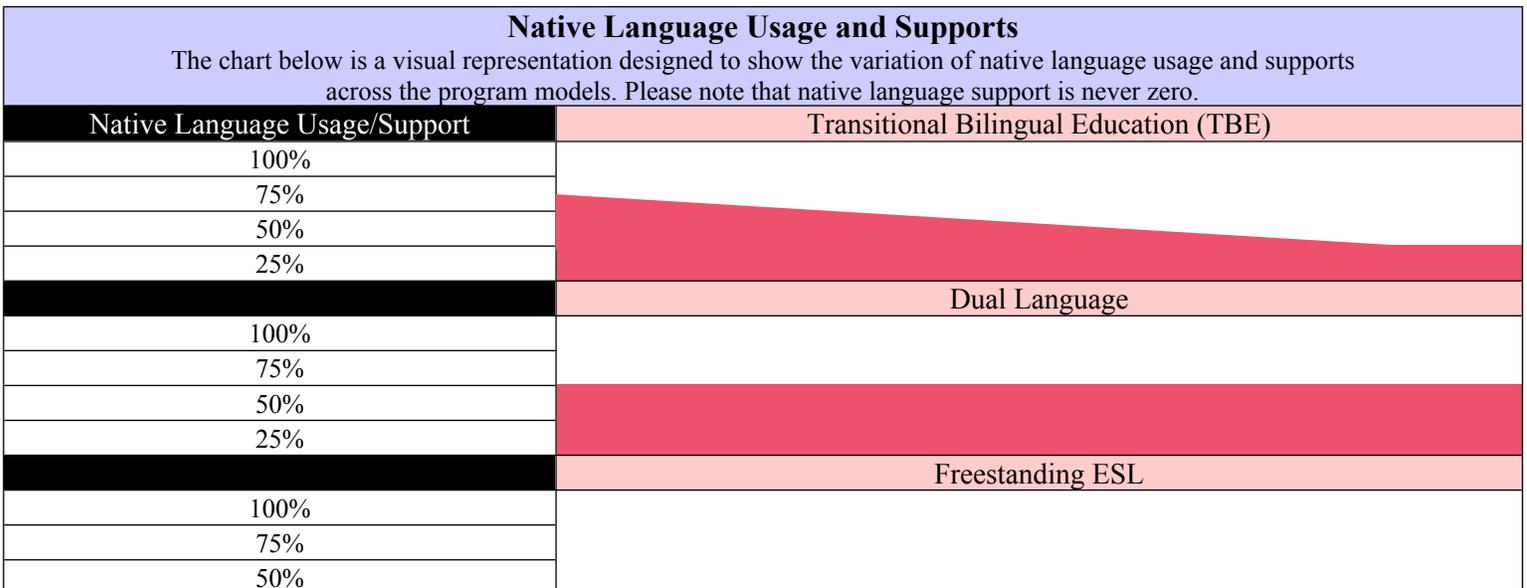
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



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?

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

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

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

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

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

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

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

13. There are various Instructional materials used to support the ELLS. Words their Way for ELLs, NYSESLAT Prep books, Scott Foresman ESL Text Levels 1-6, various texts (for guided reading, shared reading, read alouds) that cover all content areas, bilingual dictionaries, and various leveled novels in Spanish and English for independent reading. There are also many books available on tape and cd via computer. Various pictures and photographs are used to help assist in teaching vocabulary. Assorted manipulatives are used to support math and science as well. New technology programs that are used with ELLs are Scholastic Read About Program, Iexcel, Achieve 3000, and Renzulli. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instruction materials.

14. PS/MS34 currently provides Freestanding ESL Program, and native language support is provided when necessary. The ESL teacher can provide native support to Mandarin and Cantonese speaking ELLs. Also, there are Spanish speaking and Cantonese speaking paraprofessionals who can provide native language support to ELLs when necessary. As to learning materials, there is an ESL library that is dedicated to native language books in a multitude of genres and levels. Bilingual dictionaries are utilized as well.

15. All service supports in the building correspond to ELLs' age and grade level. Instruction during service supports is always modified to meet the ELL's language needs.

16. Various activities and support are provided to newly enrolled students before the beginning of the school year. The new students receive a welcome letter from their new teacher and the letter will be translated to the appropriate language. The parent coordinator is in close contact with the newly enrolled ELL's family and will provide the proper assistance to the student and family to prepare for the start of the year. The new students will also be paired up with a current or former ELLs who will be a support and friend for the start of the school year.

17. No language electives are offered to students in our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	0	0	2	0	1	1	0	0	0	0	8
Intermediate(I)	0	2	3	1	0	0	1	1	4	0	0	0	0	12
Advanced (A)	0	2	1	4	3	0	2	2	2	0	0	0	0	16
Total	2	5	5	5	3	2	3	4	7	0	0	0	0	36

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	1	1	0	1	2	1	2	2	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

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

Native Language Tests

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

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

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

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

2. According to the NYESLAT/LAB-R data 7 ELLs are beginners, 10 ELLs are Intermediate, and 15 ELLs are advanced. In addition, 7 ELLs gained proficient level and were tested out.

For the ELLs who are still receiving ESL service in 2011-2012. The data patterns, according to the NYSESLAT, indicate that writing/reading is the weakest modality with 7 ELLs performing at beginner level, 11 ELLs performing at intermediate level, 14 ELLs performing at advanced level, and 1 ELLs performing at proficient level. ELLs tend to do better in listening/speaking. 1 ELL is performing at beginner level, 0 ELLs at intermediate level, and 10 ELLs at advanced levels, and 21 ELLs are proficient.

3. The pattern across the modalities indicated that writing and reading is an area of weakness for the majority of the ELLs. There will be an initiative to focus instruction heavily with various components of the reading and writing workshop using ESL strategies.

Our school is following Teacher's College Workshop Model for teaching reading and writing. The ESL teacher simplifies the model and focuses on skills that students need in reading and writing. For reading, students are exposed to various types of materials using shared reading, guided reading, and independent reading with teacher conferencing. The ESL teacher uses literature circles to enhance students reading skills and link it to writing.

4a. The patterns across proficiencies and grades are that K-3 ELLs are at beginning and intermediate level; the ELLs in grades 4, 5 and 7 are making progress and are at intermediate or advanced level; grades 6 and 8 contain a portion of new ELLs that have been living in the U.S. for three years or less. Therefore there are more students at beginning and intermediate levels.

All ELLs are provided with the option of taking their content area tests in the native language.

4b. The school and teachers are all provided the results of the ELL Interim and NYSESLAT Assessments. An analysis and breakdown of achievement is provided to teachers of each individual student that took the test. The individual analysis of each student provides a breakdown of the listening, reading, and writing modality. The areas that the student did not do well in will drive instruction. Teachers will implement strategies in their lessons and differentiate instruction that focus on the student's weakness from the ELL Interim Assessment results.

4c. The school has learned from the ELL assessments that writing is the weakest modality. Grammar and syntax are the student's biggest weakness on the test. Native language is used minimally. Students who speak the same first language help each in the native language when necessary. There is also one Chinese speaking and one Spanish speaking paraprofessional that provide native language when necessary.

6. The success of ELLs will be evaluated through summative and formative assessments and data. The breakdown of NYSESLAT scores, ELA, and ELL periodic assessments and various authentic assessments created by the ESL teacher are all good indicators of which and how well students are making progress. Besides, the ESL teacher uses formative assessment throughout the whole academic year to evaluate the success of the ESL program. In addition to students' feedback and observations during the learning process, student's work and rubrics are put into portfolios which reflect individual's progress during their ESL lessons. This formative assessment helps the ESL teacher understand students' strengths and weaknesses so they can modify the ESL lessons for the diverse needs for ELLs.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: CFN 206

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/MS 34 FDR	DBN: 01M034
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 15 ELLs in PS/MS 34 are participating in the afterschool ESL program, which is instructed by a licensed ESL teacher from our school. We have identified two groups of students – struggling ELLs for our elementary school and long-term ELLs for middle school. Targeted ELLs from grade 2 to 4 will meet once a week (Mondays) for two hours (2:50-4:50), while targeted ELLs from 6-8 will meet once a week (Wednesdays) for two hours (3:40-5:40). The program will run from Nov 19 through Jun 12 – approximately 28 weeks.

Analysis of NYSESLAT(2011-12), ESL periodic assessments(Fall 2012), and ELA State Test (2011-12) indicates that reading and writing is the lowest modalities school-wide. As a result, instructional focus and activities will heavily revolve around reading and writing. Besides, the program will focus on phonics, fluency, vocabulary, and comprehension, which will be beneficial and appropriate to all ELLs.

Apart from using methodologies learned from Teachers' College Workshop to enhance students reading and writing skills, the teacher uses literacy materials that are content area based so students can be exposed to academic language. The teacher selects complex texts for read aloud during the mini-lesson. Through deconstruction and reconstruction of the complex texts, students learn different language skills (such as grammar, vocabulary, and sentence structures) in addition to the content area knowledge. Afterwards, students practice the specific skills learned in their independent writing tasks.

Part C: Professional Development

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

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

Begin description here: The ESL teacher will attend workshops offered by Teacher's College, and Action Research workshops provided by CFN206 and Maryann Cucchiara, in addition to 4 and ½ days consultation with Fay Pallen on implementing strategies in TESL. Workshops offered by Teacher's College focus on enhancing TESL strategies in reading and writing, while the Action Research workshops and consultations focus on teaching ELLs academic language in content areas. The ESL teacher will be covered by a per diem sub in order to attend these workshops. The Title III ESL teacher has attended three ESL workshops in the fall and will attend four more sessions in the springs. Dates of the workshops

Part C: Professional Development

will be announced at a later date.

In addition, professional meetings consisting of the Title III ESL teacher and two general content teachers in third and fifth grade are carried to focus on the academic language and methodologies used for ELLs in content areas. The group meets once a week for 45 minutes, in addition to the 4 and ½ days consultations with Fay Pallen. During the meeting, the ESL teacher assists the general content teachers in planning their social studies or science lessons. Teachers study and practice the strategies for deconstructing and reconstructing complex read-aloud texts used in the class. They also design differentiated writing tasks for ELLs for these lessons. Language focuses are set to ensure students learn to read and write complex sentences. These strategies are then implemented in the classroom and the afterschool program. Teachers will determine effectiveness and make modifications in subsequent meetings.

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs who are identified for the afterschool program were notified by the Title III ESL teacher on 14th November, 2012, during the Parents Teacher Conference, about the afterschool ESL program. The ESL teacher gave them an overview on the program and tips on what they can do at home to help their child succeed in the classroom. Interpretation was given to parents throughout the meeting.

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

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

In addition, parents of ELLs involved in the After-School ESL program will be invited to attend Parent Workshops that address the specific needs of the children involved in the Title III program. There will be 2 workshops held throughout the 2012-13 school year. Each workshop will be held separately for

Part D: Parental Engagement Activities

Spanish-speaking parents and Chinese-speaking parents by the ESL teacher, with a translator for each language present at the workshops. The PTA and Parent Coordinator will also help facilitate involvement in these workshops.

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

Feb 15: Reading Strategies – This workshop aims to emphasize the importance of reading outside the classroom. The Title III ESL teacher will discuss with parents the strategies they can use while reading with their children. The ESL teacher will show clips of reading lessons as to let parents know how conversations are carried when ELLs read. The ESL teacher and parents will uncover useful questioning skills in reading.

Mar 22: Getting Ready for NYSESLAT – This workshop aims to enhance the awareness of the upcoming NYSESLAT. The Title III ESL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ESL teacher will also provide materials and list recourses for parents to use at home.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		