



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** OLIVER H. PERRY

**DBN (i.e. 01M001):** 14K034

**Principal:** CARMEN ASSELTA

**Principal Email:** CASSELT@SCHOOLS.NYC.GOV

**Superintendent:** ALICJA WINNICKI

**Network Leader:** CYNTHIA FELIX

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name              | Position and Constituent Group Represented   | Signature |
|-------------------|--|-----------|
| Carmen Asselta    | *Principal or Designee   |           |
| Lisa Summa        | *UFT Chapter Leader or Designee  |           |
| Kim Helsing       | *PA/PTA President or Designated Co-President   |           |
| June McNiell      | DC 37 Representative, if applicable  |           |
|                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                   | CBO Representative, if applicable  |           |
| Deisi Kowalski    | Member/ PTA representative   |           |
| Susan Anderson    | Member/ Parent   |           |
| Dominick Vilella  | Member/ Parent   |           |
| Jane Pool         | Member/ Parent   |           |
| Eneida Wanot      | Member/ Parent   |           |
| Nishi Bissoondial | Member/ Parent   |           |
| Angela Scicutella | Member/ Teacher  |           |
| Julie Duffield    | Member/ Teacher  |           |
| Teri Mascioli     | Member/ Teacher  |           |
| Laura Chastain    | Member/ Teacher  |           |
|                   | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
|--|--|
| <b>X</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>X</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>X</b>   | <b>Academic Intervention Services (AIS)</b>  |
| <b>X</b>   | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>X</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

### Annual Goal #1

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

To improve teacher effectiveness by developing a shared understanding of instructional excellence. By June 2014, principal will conduct an initial planning conference with all teachers. Teachers will select Option 1 (1 formal and 3 informal) or Option 2 (6 informal observations) using selected competencies from the 2013 Danielson Rubric to improve teacher practice and provide actionable feedback in collaboration with the teacher.

### 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.

Identified need to address the domain specific competencies of the Advance Rubric. Teachers will engage in planning, pedagogy and assessment in order to align curriculum to the Advance rubric.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

All teachers will participate in professional growth practices the improve teaching practices

1. **Activity**-Principal, Assistant Principals will develop and implement a coherent professional development plan for teachers that integrate the twenty two competencies through the Danielson Rubric with a focus on competency 3b and 3c.
2. **Activity**- Teachers will conduct an initial, mid year, and end of year self assessment on Danielson and reflect on their teaching practice.
3. **Activity**- Supervisors will engage in frequent cycles of formal and informal classroom observations. Feedback with teachers will be timely and collaborative and designed to improve best practices.
4. **Activity**- All teacher teams (Inquiry and Grade Level) will evaluate student work and assessments a minimum of 3 times using a prescribed protocol for looking at student work. This activity will prompt future instructional decisions

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principal
2. All teachers
3. DOE network advance coach, administrators, teachers, literacy and math coach.
4. Administrators, literacy Coach

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of 2013-2014, school leaders and teachers will have implemented a professional development plan that has addressed the needs of the faculty based on their initial self assessment that incorporate the Danielson competencies as per the Citywide Instructional expectations.
2. Based on the continuous observation and feedback cycle, lessons will increase their HEDI rating by one level from the original lesson to the observation of the modified lesson
3. Lesson plans, curriculum maps, and assessments will reflect modifications from the teacher teams analysis and evaluation of student work

#### D. Timeline for implementation and completion including start and end dates

- 1 September 2013, November 2013, January 2014 and May 2014
- 2 September 2013 , January 2014 June 2014
- 3 Ongoing throughout 2013-2014 school year
4. Initial September 2013, Interim January 2014, End June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Extended day professional development time, faculty meetings and common prep planning time throughout the 2013-2014 school year.
2. Scheduled common preps are made available as well as extended day professional development time.
3. No cost associated with this activity
4. Scheduled common preps are made available as well as extended day professional development time

### **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).

- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
- Instructional and informational “text blasts” will be sent out to parents by the parent coordinator.
- Parents will attend on site workshops given by the Literacy Coach and Administrative team.
- During monthly SLT meetings, principal will inform parents about stated goal.
- Monthly PTA meetings and website updates will serve as information for parents regarding stated goal.
- Parent Coordinator and Administration will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
- Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> | <b>X</b> | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

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

### **Goal and Action Plan #2**

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.

By June 2014, all students, will have received Math instruction using the Math Exemplars program in conjunction with the Go Math program, to enhance and build more rigorous mathematical thinking. Students will be exposed to content specific vocabulary in order to enhance communication of Mathematical thinking resulting in greater comprehension of math concepts..

#### **Comprehensive Needs Assessment**

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

- In 2013,56% of students in P.S. 34’s scored at level 3 or above on the Math State exam . This was lower than the previous year’s percentage of 87%.

However, students from P.S.34 did make significant gains in student progress from the previous year. In 2012 the student median growth percentile was 58.0 as compared to 2013's result which was 70.0 .

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Strategy-** All students inclusive of all subgroups will show progress on the NYS Math Exam.

1. **Activity-** Classroom teachers will implement instruction using the Go Math Program in conjunction with Exemplars with a heavy focus on critical thinking, problem solving skills and college and career readiness.
2. **Activity-** Classroom teachers and Data Specialist will utilize data results from NYS Math exam, Mock exams and Go Math unit assessments and Exemplars performance tasks to individualize instruction and match students to appropriate materials.
3. **Activity-** Beginning in September, 2013 and continuing through June, 2014, supervisors will conduct formal and informal observations of teachers in mathematics that reflect the Go Math program or the Exemplars Program and show evidence of academic rigor.
4. **Activity-** Exemplars Math consultants will facilitate Professional development encompassing the Danielson rubric, Citywide expectations, new curriculum (Go Math) and math standards for teachers. In addition, parent workshops to support parental involvement and deepen the understanding of math concepts to improve student achievement.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers
2. Teachers, Data Specialist, and UFT Teacher Center Math Coach.
3. Administrators, teachers and math coach
4. Math coach, teachers and parents

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Unit/ Chapter assessment results will be analyzed to evaluate student work and progress toward meeting the standards
2. The data Specialist in conjunction with teacher teams will conduct an analysis of results on the NYS assessment in comparison to the unit/ chapter assessments to assist in modifications to instruction.
3. Based on the continuous observation and feedback schedule, lessons will increase their HEDI rating by one level from an original lesson to the observation of the modified lesson
4. Lesson plans, curriculum maps and assessments will reflect adaptations due to the professional development provided feedback and attendance from parent workshops will inform the school as to the needs of parents in assisting their students' achievement

#### **D. Timeline for implementation and completion including start and end dates**

1. Ongoing throughout the school year
2. September 2013, January 2014 and June 2014
3. Ongoing throughout the year.
4. Ongoing throughout the year.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Core Curriculum and NYSTL funds
2. Common prep planning time
3. No cost associated with this activity
4. Common prep planning time and extended day professional development

### **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).

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

- Instructional information will be posted on the school website and will be given out at parent workshops..
- Exemplars Math consultants will provide parent workshops on components of Go Math program incorporating the Common Core Standards.
- During monthly SLT Meetings, principal will inform parents about stated goal.
- Monthly PTA meetings, and website will serve as information for parents regarding stated goal.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed. Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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

**Goal and Action Plan #3**

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 June 2014, teachers in all grade levels will engage students in more rigorous, focused instruction in vocabulary development. Students will be exposed to content specific vocabulary in order to enhance communication of higher order thinking resulting in greater comprehension of concepts

**Comprehensive Needs Assessment**

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

In 2013, 47% of students in P.S. 34’s scored at level 3 or above on the ELA State exam . This was lower than the previous year’s percentage of 81%. However, students from P.S.34 did make significant gains in student progress from the previous year. In 2012 the student median growth percentile was 52.0 as compared to 2013’s result which was 67.0

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

**Strategy-** All students inclusive of all subgroups will achieve a 4% increase in student proficiency at level 3 and 4 on the NYS English Language Arts Exam.

- 1. Activity-** Classroom teachers in grades 4 and 5 will implement instruction using the Expeditionary Learning literacy Program with a heavy focus on critical thinking, problem solving skills and college and career readiness. Goal sheets will be created matched to the standards to assess student progress.
- 2. Activity-** Classroom teachers and Data Specialist will utilize data results from NYS ELA exam, on demand writing assessment and ELA Performance assessments to individualize instruction and match students to appropriate materials.
- 3. Activity-** Beginning in September, 2013 and continuing through June.2014, supervisors will conduct formal and informal observations of teachers in literacy that

reflect the Expeditionary Learning Literacy program and show evidence of academic rigor.

4. **Activity**- Literacy Coach will facilitate Professional development encompassing the Danielson rubric, Citywide expectations, new curriculum and ELA standards for teachers. In addition, parent workshops to support parental involvement and deepen the understanding of math concepts to improve student achievement.
5. **Activity**- teachers will create rubrics and assessments that monitor student progress .
6. **Activity**- Aussie and Exemplars writing consultants will work with teacher teams and Literacy coach to develop strategies for vocabulary instruction.
7. **Activity**- Instructional cabinet pd will form a study group to research effective methods foer vocabulary teaching and learning
8. **Activity** - Monthly grade level conferences will be scheduled to support planning and analysis of student work, as well as analysis of mock tests.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Teachers
2. Teachers, Data Specialist, and Literacy Coach.
3. Administrators, teachers and literacy coach
4. Literacy coach, teachers and parents Supervisors, Literacy Coach, Network Support Staff, outside consultants and Parent Coordinator will be utilized to implement strategies and activities. Professional development activities during school day and per session activities before and after school will be funded by tax levy and reimbursable funds.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Unit performance assessment results will be analyzed to evaluate student work and progress toward meeting the standards
2. The data Specialist in conjunction with teacher teams will conduct an analysis of results on the NYS assessment in comparison to the unit/ chapter assessments to assist in modifications to instruction.
3. Based on the continuous observation and feedback schedule, lessons will increase their HEDI rating by one level from an original lesson to the observation of the modified lesson
4. Lesson plans, curriculum maps and assessments will reflect adaptations due to the professional development provided feedback and attendance from parent workshops will inform the school as to the needs of parents in assisting their students' achievement the observation cycle and focused walks will be used to evaluate the progress, effectiveness and impact of each strategy/activity.

**4. Timeline for implementation and completion including start and end dates**

1. Ongoing throughout the school year
2. September 2013, January 2014 and June 2014
3. Ongoing throughout the year
4. Ongoing throughout the year Interim Check Point of Progress: January 31, 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Core Curriculum and NYSTL funds
2. Common prep planning time
3. No cost associated with this activity
4. Common prep planning time and extended day professional development valuation form and interim checkpoints on individualized professional development plans will be used to support each instructional strategy/activity

***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).

- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
- Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
- Literacy Coach will provide parent workshops on components of Core Knowledge (K-2) and Expeditionary Learning (3-5) literacy programs incorporating the Common Core Standards.
- During monthly SLT Committee Meetings, principal will inform parents about stated goal.

- Monthly PTA meetings, newsletter and instructional “literacy blasts” will serve as information for parents regarding stated goal.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed. Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

**Budget and Resource Alignment**

|   |                 |  |                 |  |                  |  |                  |  |                  |               |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.   |                 |  |                 |  |                  |  |                  |  |                  |               |
| <b>X</b>  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.  |                 |  |                 |  |                  |  |                  |  |                  |               |
| As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents. |                 |  |                 |  |                  |  |                  |  |                  |               |

**Goal and Action Plan #4**

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

**Annual Goal #4**

|   |
|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, all students in grades 1-5 will have participated in one cycle of foreign language instruction in Spanish.        |

**Comprehensive Needs Assessment**

|  |
|--|
| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.   |
| In an effort to prepare students for cognitive rigor of College and Career readiness, students will be exposed to the challenge of learning a foreign language. Critical thinking and further development of vocabulary will be emphasized to develop skills which can be transferred to overall language development. |

**Instructional Strategies/Activities**

|  |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| <b>1. Strategies/activities that encompass the needs of identified subgroups</b>   |
| 1. <b>Activity</b> -Grant was secured by the school to initiate a foreign language program.  |
| 2. <b>Activity</b> - Formation of a foreign language committee to research second language options.  |
| 3. <b>Activity</b> -Developing a foreign language curriculum .   |
| 4. <b>Activity</b> - Instructional support will be provided by the Principal and Assistant Principal.  |
| 5. <b>Activity</b> -End of year survey.  |
| <b>2. Key personnel and other resources used to implement each strategy/activity</b>   |
| 1. Committee was formed to identify resources to use for the program.  |
| 2. Consultants recommended by the network helped write a 1st-5 <sup>th</sup> grade curriculum.   |
| 3. Consultants will help support the instructional practices of the foreign language teacher.  |
| 4. Purchased supporting materials and libraries for targeted grade levels.   |
| <b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| 4. Lesson plans, curriculum maps and assessments will reflect adaptations / differentiation for engagement with all learners.  |

5. Ongoing observations and feedback with the foreign language teacher and administrators to support teacher goals originating from the Advance rubric
- 6. Timeline for implementation and completion including start and end dates**
1. Ongoing throughout the school year
  2. September 2013, January 2014 and June 2014
  3. Ongoing throughout the year
  4. Ongoing throughout the year
  5. June 2014
- 7. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common prep planning time and extended day professional development evaluation form and interim checkpoints on individualized professional development plans will be used to support each instructional strategy/activity.
  2. Calendar showing the cycles of classes rotating in and out of the program.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Afternoon and evening Parent Teacher conferences will be held in the fall and spring for parents to meet the foreign language teacher.
2. Parents will be surveyed to solicit feedback about the program.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | X | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|   |          |          |           |           |           |   |        |

List any additional fund sources your school is using to support the instructional goal below.

Dual Language Grant provided by the Office of English Language Learners. Tax Levy Funds and Title 1 funds supplement the program.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**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.

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
  - 1.
  - 2. Key personnel and other resources used to implement each strategy/activity**
  - 1.
  - 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 4.
  - 5. Timeline for implementation and completion including start and end dates**
  - 1.
  - 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| List any additional fund sources your school is using to support the instructional goal below. |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|  |                 |  |                 |  |                  |  |                  |  |                  |  |               |

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|--|--|
| <b>ELA</b>  | <p><u>Zoom in</u> - comprehension skills and vocabulary development.<br/> <u>Wilson Reading System</u> – decoding and comprehension strategies for older students<br/> <u>Foundations</u>- phonemic awareness, decoding and comprehension strategies for younger students.<br/>           Tax levy ELA/Math and student support allocation, (SAM 72) used to purchase technology to support the AIS program.</p> | <p>Small group, Pull-out, After school tutoring, Extended day, One-on – One, Services provided by SETSS /AIS teacher and F-Status.</p> | <p>During the school day and after school</p>  |
| <b>Mathematics</b>  | <p>Go Math – utilizing Tier 2 and 3 components for remediation of Math computation and problem solving skills.</p>   | <p>Small group, Pull-out, After school tutoring, Extended day, One-on -One</p>   | <p>During the school day, after school</p>   |
| <b>Science</b>  | <p>Through ELA as outlined above</p>   | <p>Small group, Pull-out, After school tutoring, Extended day, One-on –One, Services provided by SETSS /AIS teacher and F-Status.</p>  | <p>During the school day and after school</p>  |
| <b>Social Studies</b>   | <p>Through ELA as outlined above</p>   | <p>Small group, Pull-out, After school tutoring, Extended day, One-on –One, Services provided by SETSS /AIS teacher and F-Status.</p>  | <p>During the school day and after school</p>  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <p>At risk services provided by Speech Therapist, Social Worker, School Psychologist, and Guidance Counselor</p>   | <p>Small group, Pull-out, One-on -One</p>  | <p>During the school day.</p>  |

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>X</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

- Highly qualified staff will be recruited, interviewed and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator and teacher recruitment fairs.
- All current staff is highly qualified.
- High Quality professional development will be provided by Principal, Assistant Principal, Literacy Coach, Network Support Staff and outside providers to ensure that staff is highly qualified.
- Instructional Leads were carefully selected to attend network sponsored professional development and are responsible for turnkey training in-house.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- High Quality professional development will be provided by Principal, Assistant Principal, Literacy Coach, Network Support Staff and outside providers to ensure that staff is highly qualified to provide instruction that will enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The pre kindergarten program is a half day program. The literacy and math programs that are utilized are aligned with the Common Core Learning Standards. A work sampling system (WSS) has been implemented. These periodic assessment results are used by pre k teacher to plan individual and whole class instruction. The pre k teacher is a member of the Vertical Inquiry Team. Additionally, the pre k teacher team meets weekly to plan instruction based on periodic assessment results. Parent involvement workshops are held for parents of preschool children where common core curriculum and parenting strategies are discussed. Parents from Community Based Preschool programs are invited to attend these meetings. In the spring term, parents of preschool students are invited to visit the school and are given a tour of the kindergarten classrooms

and are provided information about early intervention services that are available. Services are provided for pre k students identified as needing early intervention services.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- 1.** Monthly staff conferences will include time for teambuilding by providing staff with opportunities to discuss school issues including the use and selection of appropriate multiple assessment measures.
- 2.** Administrators will have an open door policy in place which will allow teachers to meet with supervisors to discuss the use and selection of appropriate multiple assessment measures
- 3.** The school wide Vertical Inquiry Team will meet bi-monthly throughout the school year to discuss the use of assessment results to improve instruction.
- 4.** Administrators, Coach and Network Staff will provide professional develop regarding the use of assessment results to improve instruction. Staff will also be encouraged to attend professional development activities provided by DOE internal services regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## PS 34 Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|  |                         |                          |
|--|-------------------------|--------------------------|
| District <b>14</b>   | Borough <b>Brooklyn</b> | School Number <b>034</b> |
| School Name <b>PS 34 Oliver H. Perry Elementary School</b> |                         |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |  |
|---|--|
| Principal <b>Carmen Asselta</b>                                   | Assistant Principal <b>Maria LoRe</b>      |
| Coach <b>C. Chabin</b>  | Coach                                      |
| ESL Teacher <b>A. Pietrusiewicz</b>                               | Guidance Counselor                         |
| Teacher/Subject Area <b>E. Czastkiewicz</b>                       | Parent <b>Y. Zieba</b>                     |
| Teacher/Subject Area <b>J. Marshall</b>                           | Parent Coordinator <b>M. Mazurek-Nuovo</b> |
| Related Service Provider <b>I. Borys/SETSS,AIS</b>                | Other <b>type here</b>                     |
| Network Leader(Only if working with the LAP team) <b>C. Felix</b> | Other <b>type here</b>                     |

### 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 currently teaching in the ESL program.           | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |               |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>520</b> | Total number of ELLs | <b>75</b> | ELLs as share of total student population (%) | <b>14.42%</b> |
|--|------------|----------------------|-----------|---|---------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown   |           |           |          |           |          |          |          |          |          |          |          |          |          |           |
|---|-----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|   | K         | 1         | 2        | 3         | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | Total #   |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>   |           |           |          |           |          |          |          |          |          |          |          |          |          |           |
| SELECT ONE  | 20        | 26        | 7        | 12        | 6        | 4        |          |          |          |          |          |          |          | 75        |
| SELECT ONE  |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| <b>Total</b>  | <b>20</b> | <b>26</b> | <b>7</b> | <b>12</b> | <b>6</b> | <b>4</b> | <b>0</b> | <b>75</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 75 | Newcomers (ELLs receiving service 0-3 years) | 72 | ELL Students with Disabilities | 7 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 3  | Long-Term (completed 6+ years) | 0 |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 72  | 0    | 7   | 3   | 0    | 0   | 0   | 0    | 0   | 75    |
| Total         | 72  | 0    | 7   | 3   | 0    | 0   | 0   | 0    | 0   | 75    |

Number of ELLs who have an alternate placement paraprofessional: 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 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  | 2 | 3  | 1 | 1 |   |   |   |   |    |    |    | 11    |
| Chinese      | 0  | 1  | 1 | 0  | 1 | 3 |   |   |   |   |    |    |    | 6     |
| Russian      |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       | 0  | 0  | 0 | 1  | 2 | 0 |   |   |   |   |    |    |    | 3     |
| Haitian      |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| French       |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Polish       | 18 | 23 | 4 | 8  | 2 | 0 |   |   |   |   |    |    |    | 55    |
| Albanian     |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| Other        |    |    |   |    |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 20 | 26 | 7 | 12 | 6 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 75    |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) | 8 | 0 | 0 | 0 | 1 | 0 |   |   |   |   |    |    |    | 9     |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |   |    |   |   |   |   |   |   |    |    |    |       |
|---|----|----|---|----|---|---|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2 | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   | 3  | 9  | 2 | 0  | 2 | 0 |   |   |   |   |    |    |    | 16    |
| Advanced (A)  | 9  | 17 | 5 | 12 | 3 | 4 |   |   |   |   |    |    |    | 50    |
| Total   | 20 | 26 | 7 | 12 | 6 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 75    |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     | 4       | 3       | 0       | 0       | 7     |
| 4                     | 3       | 4       | 1       | 1       | 9     |
| 5                     | 2       | 3       | 2       | 0       | 7     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 3       |    | 2       |    | 2       |    | 1       |    | 8     |
| 4                     | 2       |    | 5       |    | 0       |    | 2       |    | 9     |
| 5                     | 3       |    | 2       |    | 2       |    | 0       |    | 7     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     | 0       |    | 1       |    | 5       |    | 3       |    | 9     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| Geometry                        |                            |                 |                             |                 |
| Algebra 2/Trigonometry          |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and Geography    |                            |                 |                             |                 |
| US History and Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. The assessment tools our school uses to assess the early literacy skills of our ELLs include the following: Fountas and Pinnell, DRA, and ELA practice tests which all help to provide the necessary data to identify and address the needs of the individual students. The data provided from these assessments is collected and analyzed to pinpoint the areas of strength and weakness. The data collected for each student is then studied and used to plan differentiated instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

The identified students based on HLIS were given LAB-R. The following patterns were observed. More than half of the students tested passed LAB-R -58%, 21% on the advanced level, 6% on the intermediate level, and 15% on the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4a. Students results are analyzed by the data specialist, coach ESL teachers. After examining the students' results we have noticed that most of the students in grade kindergarten (NYSESLAT Spring 2013) were on the advanced level (57%), 36% on the intermediate level, 0% on the beginning level and 7% proficient.

Grade one - half of the students were proficient (50%), 33% advanced, 11% intermediate, and 6% beginners.

Grade two - 21% of the students were proficient while 79% advanced, 0% intermediate and 0% beginners.

Grade three - 25% of the students were proficient, 37% advanced, 25% intermediate, and 13% beginners.

Grade four - less than half of the students were proficient 44%, 56% advanced, 0% intermediate, and 0% beginners.

Grade five - 29% of the students were proficient, 71% advanced, 0% intermediate, and 0% beginners.

In addition, the data shows that overall 55% of our students were advanced, 17% intermediate, 2% beginners, and 26% proficient.

4b. N/A

4c. N/A.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

During our weekly Inquiry Meetings data of Targeted ELL Students is collected, analyzed and discussed regarding the respective students needs. This data is translated into a long-term goal with weekly short-term goals aimed at achieving the long-term goal that is aligned with the respective grade level goal mainly for reading and, writing.
6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure the students second language development there are two main factors to consider when instruction is planned:

the student's language proficiency level and individual learning needs /styles.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our program for ELLs is measured by the results of the NYSESLAT, state assessments, and classroom tests. The assessment results indicate that the program is effective. However, we recognize the fact that our program must always leave room for flexibility in order to accommodate and address the needs of the ELLs as the collected data analysis indicates.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon entrance into PS 34 each student is given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. The HLIS forms are available in all languages for the parents to easily answer questions. They are assisted by a designated pedagogue to fill out the forms correctly. Each parent is also interviewed by a pedagogue. Interpreters are provided when they are needed. Based on HLIS, the ESL teachers identify the student who speaks a language other than English.

LAB-R - The student is given the LAB-R to assess English proficiency in speaking, listening, reading, and writing. Based on the results of the LAB-R the student is identified if he/she needs ESL services. Next, an identified ELL is placed in an appropriate group according to their proficiency and grade level within 10 days of enrollment. Parents receive the placement letters.
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.

The process by which parents are informed about the three program choices (Bilingual, Dual, and Freestanding ESL) is by inviting the parents of the students who qualify to an Orientation Session. At the Orientation Session the parents view a Video which describes all of the above program choices the city school system has to offer. Translation in their native tongue is provided for those parents needing it. The Parent Survey and Program Selection Forms are also provided in their respective home language together with a flyer describing the three Programs the city has to offer. Assistance is offered to those needing help in filling out the forms. The bilingual principal and staff attend Parent-Orientation to answer all parents' questions. Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. Overwhelming, majority of the parents opts for a free-standing ESL program. Next, an identified ELL is placed in an appropriate group according to their proficiency and grade level. Parents receive the placement letters.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed to the students who still stay in the program because they did not pass NYSESLAT. Letters are designed with a line where the parents have to sign and return the letter to school. Next, the ESL teachers check their list and make sure that letters are returned. If they are not, the next letter is sent home and a phone call is made.

Parent Survey and Program Selection forms are also sent home with the due date to return and a phone call is made to explain why

the forms are sent.

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.  
The criteria and the procedures followed to place identified ELL students in ESL instructional program are as follow: First we identify that a student is an ELL. Next we exercise the Parental Option. If the parent chooses ESL the student is placed in the Freestanding ESL Program within 10 days of enrollment. If the parent chooses Transitional Bilingual Education Program or Dual Language Program parents are informed of a school where such a program exists. If parents do not select a program, the students is automatically placed in an ESL class because our school does not have any other program. All ELLs receive ESL classes.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ELLs are tested towards the end of the school year by taking the NYSESLAT exam. The parents of the ELLs receive a letter informing them about the dates when their child will be tested for each of the modalities: Speaking, Reading, Writing, and Listening for their respective grade level. The steps taken to annually evaluate ELLs who had previously taken the NYSESLAT exam is done so as soon as the results of the exam are received at the beginning of the school year. An analysis of the data provided is examined and evaluated for each of the modalities. Areas of strengths and weakness is noted and developed into student long term goals. Lesson plans are created accordingly to support the ELLs in achieving their target goal. Students who score below proficiency (i. e., beginning, intermediate or advanced level) are still ELLs and the service is still continued. The parents of those students receive the continouos entiltement letters. Parents of students who passed NYSESLAT receive transitional letters informing them that their children passed the test. Transitional students are still being supported for the next two years.
6. 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.) 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.   
Historically, parents choose a free-standing ESL program for their children. This trend has been seen in the past several years. All parents opt for a free-standing ESL program (75 students). The program model offered at our school is aligned with the parents request who choose the freestanding ESL Program as the one that would best help their children to aquire language proficiency quickly and effectively.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

Our ESL Program provides instruction in both the push-in and pull-out model. Both models strongly support the curriculum with emphasis on the Language Arts. The ESL teachers utilize their own data as well as the inquiry teams data in order to plan for appropriate learning targets and address individual student needs.

The students are grouped according to grade level (K-5) at different levels of language proficiency. Some groups contain multiple grade levels of students on the same proficiency level while other groups have students of different proficiency levels but the same grade level.

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)?

Students at PS 34K receive ESL service according to the state mandates. ELLs at the beginning and intermediate levels are served 360 minutes (8 units) per week. ELLs at the advanced level are served 180 minutes (4 units) per week. There are two fully certified ESL teachers working at PS 34 who deliver the mandated service to our ELLs in both push-in and pull-out models.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in each program model by implementing instructional approaches (scaffolding, simplifying the content when needed, hands on activities, providing vocabulary, etc.) and methods used to make content comprehensible to the ELL students. Additionally, students are supported by glossaries, picture and non-picture dictionaries, Lakeshore photo library, technical support by accessing the websites and some computer software. Students who still struggle in the specific area gets additional support by using staff that speaks their language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Typically the ELLs have an opportunity to express themselves in all four modalities during a given lesson. Additionally, the lessons are formatted in a way that focus on each respective modality for the purpose of assessing student progress in each modality. The formative assessment, weekly unit tests, analysis of the writing pieces are being used.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Students with Interrupted Formal Education (SIFE), if identified are provided with ESL instruction, individualized program in

the subjects that are needed, additional support within the Academic Intervention Services program to build the academic foundation, one-on-one if accessible, and an extended day program.

6b. The initial instructional focus for the newcomer is to provide enough social language to assist the ELLs in making their needs known and to familiarize them with the American culture. This is done through thematic units. After the initial phase, the ELLs continue to acquire the English language by receiving instruction in the content areas, mainly language arts.

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

6c. The ELLs who are receiving service for 4-6 years are being monitored and frequently assessed to meet their academic needs. As identified TARGET ELLs, those students receive additional academic support and are reviewed in collaboration with the Academic Intervention providers, special education teachers and related services providers in order to re-evaluate and set new goals based on the formative assessment results.

6d. Currently, we do not have any long-term ELLs.

6e. Progress of our former ELLs is closely monitored by ESL teachers, classroom teachers and Inquiry Teams and provided additional support as needed.

7. **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?**

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

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

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

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

8. **How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

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

9. 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.

ELLs who have been in the ESL program longer than 3 consecutive years and who scored at the Beginner and Intermediate levels on the NYSESLAT are one of the targeted subgroup for academic interventions in ELA, Social Studies, Science and math. Analysis of their assessments (formative and summative) indicate that this subgroup needs language support in vocabulary development and writing. ESL teachers collaborate with classroom teachers during weekly grade level inquiry teams' conferences on the implementation of intervention strategies for these students such as graphic organizers, visual aides, dictionaries (bilingual and monolingual), charts, word families, and frontloading of the vocabulary. ESL teachers set goals, list strategies, and monitor student progress. In writing ESL teachers usually work alongside of classroom teachers to support the students in all aspects of the writing process. Our Academic Intervention Services teachers further support the needs of the identified ELL students by providing direct instruction in their areas of weakness. Because both ESL teachers and the AIS provider are bilingual Polish, they offer native language support in Polish, specifically in reading and text comprehension and vocabulary in all subject areas. Classroom teachers use high interest lower level non-fiction texts to work with identified targeted ELLs. Bilingual paraprofessionals offer support to the ESL staff. In addition to ESL services and in collaboration with classroom teachers, identified targeted ELLs receive AIS in a small group setting with AIS providers. Bilingual Social Studies, Science, and Math glossaries, available in several languages and translated in-house to Polish, are used by classroom and ESL teachers to support English Language Learners, especially in upper grades. Classroom teachers are trained in ESL methodologies, provide language support in all content areas by the implementation of flexible grouping and student-to-student partnerships. Parent volunteers facilitate content learning for an ELL who speaks a low frequency first language (we have used French, Polish, and Arabic speaking volunteers).

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Former ELLs continue to be monitored and appropriate supports are offered as needed. Former ELLs' progress is monitored and tracked through the school wide use of assessments such as: Fountas and Pinnell running records, weekly unit tests, published writing pieces, performance on interim assessments and in-house periodic assessments. Former ELLs receive extended time on standardized and practice tests following the State guidelines. If a Former ELL student is identified as a struggler, additional support is offered during the extended day for tutoring.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our schools offers all ELLs equal access to all school academic and extracurricular programs. Each grade level has a daily schedule of academic and enrichment programs and activities. All program cards and flow of the day charts are posted in the classrooms. All ELLs are held to the same high standards and expectations of the school. Therefore, if an ESL pull-out service is scheduled, it is done in collaboration with classroom teachers and must be approved by a supervisor to assure the least disruption to a child's academic learning. All ELLs are always included in program invitation letters sent home and translated to Polish and Spanish. Parents of ELLs are invited to Open Houses to learn about academic curriculum; they are informed about extracurricular programs via letters, Principal's Bulletins, the school website and by phone. The following are the programs, in addition to academic ones, that ELLs participate in: 1st and 2nd grade dance, 1-5 enrichment cycles in visual arts, foreign language, and science, 5th grade ballroom dance and all senior activities, music with the Brooklyn Conservatory of music in grades K, 1, 3 and 4, class trips, school-wide Character Counts Program, and many others. The following are supplemental programs that are offered this school year: Saturday Academy, Grades 3-5, for test preparation (Title III and Title I funding sources), After School

Enrichment Program with Brooklyn Conservatory of Music (CASA funding); small group tutoring twice a week from 8:15 - 8:53 AM (UFT 37.5 minutes). Our goal is to increase student achievement in ELA and math and to support enrichment programs for all students, including ELLs. In addition, the school houses an OST Program with The School Settlement CBO; this program offers after school and vacation activities inclusive of homework help and the arts for 100 students from PS 34. Many ELLs and their families take advantage of this program that, at the request of the Principal, employs bilingual Polish and Spanish staff to facilitate home-school communication.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Currently, Spanish is offered to ELLs and all the students in our school as a language elective.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. E. Czastkiewicz and A. Pietrusiewicz, the ESL teachers at PS 34, attend professional development offered by the network and the city. Agendas and dates are specified in monthly network PD calendars. The Principal is committed to supporting ESL teachers by sending them to PD conferences. Then, they turn-key the new learning to their colleagues during their planning conferences.

All of our teachers, including classroom, content, enrichment and AIS, teach current and former ELLs. For the past several years, professional development plan for the school included trainings and workshops for the faculty. Agendas from conferences, meetings and study groups are available. To support on-going professional development of teachers of ELLs, the Principal and Assistant Principal include ESL related instructional strategies during grade level planning conferences. New teachers on staff have a mentor, the Literacy Coach, Carolyn Chabin, who provides mandated training in ESL methodologies in her mentoring meetings.

All teachers at PS 34 have been engaged in the Common Core Standards for many years now. ESL teachers have participated in every aspect of Common Core work, from unpacking the standards to aligning the curriculum. All curriculum maps and lesson plans include scaffolds and supports for ELLs and former ELLs. Multiple entry points and differentiated instruction are provided for all learners.

All our teachers have been engaged in this professional development for the past several years. Agendas are available. Every time we introduce and then implement new instructional strategies, ELLs and their support and success are discussed.

The following is the calendar for PD days: September 3, 2013, November 5, 2013, and Brooklyn Queens Day Chancellor's Conference. When time allows, monthly faculty conferences are partially used to provide professional reading about teaching ELLs.

Additional PD opportunities: monthly grade level meetings and conferences, monthly PPT meetings, weekly Inquiry Team meetings (ESL teachers are part of grade level teams), Instructional Cabinet conferences (bi-monthly).

3. The following staff is involved in the articulation process and student transition from elementary to middle school: 5th grade teachers (J. Marshall, E. Krakower, and E. Wildermuth), AIS provider, I. Borys, ESL teacher, E. Czastkiewicz, Principal, Carmen Asselta, Parent Coordinator, M. Mazurek-Nuovo, Pupil Accounting Secretary, D. Gateson. Our school employs a guidance counselor only for one day when she services mandated student only; therefore the articulation process is done by the staff listed above. Every year, we invite the parents of 5th grade students to participate in our own Middle School Fair where we invite representatives from local middle schools. Parents of ELLs and F-ELLs have an opportunity to participate to learn about options for their children. If we have a first-year ELL student in the 5th grade, the Principal guides the family through the process. 5th grade teachers take their classes on tours to middle schools and many parents of ELLs and F-Ells accompany their children. The Principal personally monitors the articulation process and works closely with the Pupil Accounting Secretary, 5th grade teachers, and parents. Mrs. Asselta assists ELLs as they transition to middle schools and supports teachers and personnel in this process.

4. ALL teachers have completed their minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers). Most of our teachers are senior and experienced teachers and their training was completed prior to the current principal. New teachers are given the 7.5 hours of mandatory ELL training by the literacy coach. Our annual Professional Development plans include activities and workshops that target teaching ELLs. ESL teachers continuously attend workshops designed for them.

## D. Parental Involvement

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

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

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

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

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

Parent Coordinator's role is to build strong partnership among all parents, teachers, staff and community. Parental involvement is an integral part of our students' success. Parent Coordinator encourages the parents to take an active role in educating our children to improve academic achievement of our students through meetings, workshops, and other forms of communication. School in-house forms and surveys are provided in the most prevalent languages Spanish and Polish. Teachers and paraprofessionals who speak Spanish and Polish are present during the meetings or make the necessary phone calls. Parent volunteers are asked to participate in the meetings where translations of other languages are needed. The DOE forms and surveys are provided in several languages. Bilingual parent volunteers assist school personnel and the parents in filling out some of them. Translation and Interpretation Plan is annually developed and submitted.

4. Parental connection is the key to facilitating our ELLs and their families make a smooth transition and ensure their success. Parents are encouraged to actively participate in their children's school activities such as: assemblies, shows, workshops, parent partnership program, parent-students nights, trips, School Leadership Teams, fundraisers, etc. Additionally, parents of the students in lower grades meet at school several time during the year to participate in family workshops such as TheThanksgiving

Feast (Kindergarten) or building ginger-bread houses (Grade One and Kindergarten). All parents are invited to participate in multicultural nights when they have the opportunity to present their culture in the form of costumes, food, music, dance, or other cultural items. There are nights when parents come with their children just to have fun. They play games or do science experiments together. They are active participants in Kindergarten and Grade One Orchestra. Grade Four invites parents to Poetry Café where poems are presented not only in English but other languages, too. Grade Five parents have the opportunity to participate in the Ballroom Dance presentation. Grade Three students play the recorders for the Flag Day in front of all the parents. Parents volunteer to prepare Science Fair for grades 3, 4 and 5 and Art Show for all of the grades. Translations are provided by teachers, paraprofessionals or parent volunteers.

### **E. 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 response to question here:

## Part VI: LAP Assurances

| School Name: <u>PS 34 Oliver H. Perry</u>   |                        | School DBN: <u>14K034</u> |                 |
|---|------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                        |                           |                 |
| Name (PRINT)  | Title                  | Signature                 | Date (mm/dd/yy) |
| Carmen Asselta  | Principal              |                           | 1/1/01          |
| Maria LoRe  | Assistant Principal    |                           | 1/1/01          |
| M. Mazurek-Nuovo  | Parent Coordinator     |                           | 1/1/01          |
| A. Pietrusiewicz  | ESL Teacher            |                           | 1/1/01          |
| Y. Zieba  | Parent                 |                           | 1/1/01          |
| E. Czastkiewicz   | Teacher/Subject Area   |                           | 1/1/01          |
| J. Marshall   | Teacher/Subject Area   |                           | 1/1/01          |
| C. Chabin   | Coach                  |                           | 1/1/01          |
|   | Coach                  |                           | 1/1/01          |
|   | Guidance Counselor     |                           | 1/1/01          |
|   | Network Leader         |                           | 1/1/01          |
| I. Borys  | Other <u>SETTS/AIS</u> |                           | 1/1/01          |
|   | Other                  |                           | 1/1/01          |
|   | Other                  |                           | 1/1/01          |
|   | Other                  |                           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **14k034** School Name: **PS 34 Oliver H. Perry**

Cluster: **6** Network: **612**

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

**Part A: Needs Assessment Findings**

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

The school utilizes the HILS language survey that parents fill out when registering students and the School Report Card to identify primary languages spoken by students and parents.

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.

A review of the data revealed that English, Polish, and Spanish are the primary languages spoken by students, parents and the school community. These findings were reported to the school community at SLT meetings, PTA meetings and a letter to parents translate into all primary languages.

## Part B: Strategies and Activities

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

The school translates all critical school documents into all primary languages The translation services are provided by in-house school staff, parent volunteers and Network Support staff.

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.

The school provides oral interpretation services in all primary languages during all school meetings and events as needed. The oral interpretation services are provided by in-house school staff, and parent volunteers

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

As per Section VII of Chancellor's Regulations A-663, P34 will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Parents Bill of Rights and Responsibilities which includes their rights to translation and interpretation services. A sign is posted in the main lobby in each of the most prominent covered languages indicating the availability of interpretation services. Translated signs in the covered languages were obtained from the DOE's Office of Translation Services. Additionally, the school's safety plan contains procedures that ensure that parents in need of language access services are not prevented from reaching administrative offices due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information   |                                |
|--|--------------------------------|
| Name of School: Oliver Perry   | DBN: 14K034                    |
| Cluster Leader: Jose Ruiz  | Network Leader: Margarita Nell |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: _____  |
| Total # of ELLs to be served: 45  |
| Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 2<br># of certified ESL/Bilingual teachers: 2<br># of content area teachers: _____   |
| Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>   |

### **Part B: Direct Instruction Supplemental Program Information**

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

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

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

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

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

### **Part B: Direct Instruction Supplemental Program Information**

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

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

### **Part C: Professional Development**

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

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

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

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

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

### **Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered

**Part D: Parental Engagement Activities**

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

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