

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**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	
Judy Renna	Member/ PTA representative	
Susan Anderson	Member/ Parent	
Dominick Vilella	Member/ Parent	
Jane Pool	Member/ Parent	
Erica Rahavy	Member/ Parent	
Sivan Chapman	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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>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
	▪ 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>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</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.

By June 2015, 85% all identified students , inclusive of all subgroups, will improve by at least 3 levels in grades K-2 and at least 2 levels in grades 3-5 as measured by the Fountas and Pinnell Reading Assessment System.

### **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.

- Running records
- NYS Test Data
- Formative and summative assessments.

### **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**

1. **Activity**-Rigorous new curriculum
2. **Activity**- AIS/RTI plan
3. **Activity**- Collaborative Inquiry to improve pedagogical strategies.

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

1. Principal , Assistant Principal, Literacy Coach and Teachers
2. All teachers, AIS teacher, SETTS, and School Implementation Team
3. Administrators, teachers, paraprofessionals.
4. Collaborative Inquiry Teams

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

1. Principal and Assistant Principal will meet with Teacher Teams to analyze unit plans , student work and summative assessments
2. Teachers teams, SIT, SETTS and AIS will meet to review progress of identified students.
3. Formal and informal observations, student work and monitoring reading levels.

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

- 1 September 2014, November 2014, January 2015 and May 2015
- 2 Monthly, September to June.
- 3 Ongoing throughout 2014-2015 school year

#### **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 2014-2015 school year.
2. Identified students receive small group targeted instruction AIS, SETTS and classroom teachers.
3. 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 school year where this goal will be discussed with parents.
- 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.
- The school will hold an annual Curriculum Conferences in October.
- 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>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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 2015, 100% of all teachers will have been engaged in developing research based strategies to communicate actionable feedback in writing to improve student outcomes as measured by Common Core aligned rubrics and student work.

### **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.

- Measures of Student Learning writing prompts rubrics.
- NYS scores

### **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**

**Activity-** Collaborative Inquiry teams.

**Activity-** Professional Development on Universal Design for Learning.

**Activity-** Formal and Informal observations and instructional walkthroughs.

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

1. Administrators, Literacy coach, teachers and paraprofessionals.
2. Network Achievement Coach and Literacy Coach.
3. Administrators, Literacy coach and teachers, ( through intervisitations)

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

1. Culminating teacher presentation at the end of each inquiry cycle, teacher reflections and review of student work.
2. Formal and Informal observations , Teacher feedback and student work.
3. Teacher feedback and student work.

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

1. September 2014 to June 2015.
2. September 2014 to June 2015.
3. September 2014 to June 2015.

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

1. Weekly afterschool professional development, Network Achievement Coach and Literacy Coach support.
2. Literacy coach, network achievement coach and teacher teams meetings.
3. Professional development, collaborative team work, teacher teams, Literacy Coach support and Network Achievement coach support.

### **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).

4. Principal and Assistant Principal will sit on professional development committee will meet periodically to exam and modify collaborative team focus and practices .
  - During monthly SLT Meetings, principal will inform parents about 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.

- Teachers will provide parents with frequent reports on their children’s progress relative to 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>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 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 2015, we will have provided parents with varied opportunities that will foster parent involvement and promote students academic and social/emotional growth, resulting in improved student outcomes.

#### **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.

- Directly supports Chancellors' initiatives
- Increased Parent Involvement Support
- Parent survey data
- Data on Parent Engagement from past Quality Review reports

#### **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. **Activity-** Classroom Literacy Unit celebrations
2. **Activity-** Monthly PTA meetings with awards
3. **Activity-** Schoolwide enrichment celebrations such as Dance performances, Drama , Chess Tournaments, etc.

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

1. Teachers
2. Administrators, teachers and parents.
3. Administrators, teachers, parent coordinator, enrichment partnerships.

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

1. Parent Attendance, Teacher Feedback and Parent Surveys.
2. Parent Attendance ,feedback and Student feedback
3. Parent Attendance , Parent and Teacher feedback and Student feedback.

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

1. September 2014 to June 2014.
2. September 2014 to June 2014.
3. September 2014 to June 2014.

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

1. Core Curriculum, NYSTL funds, Fair Student Funding,( Supplies), Common Prep planning time.
2. Outreach of Parent Coordinator and PTA.
3. School Partnerships, PTA fundraisers and Fair Student Funding, and Teacher participation.

#### **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).

- Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
- Instructional and informational "text blasts" will be sent out to parents by the parent coordinator.
- Monthly PTA meetings, and newsletters will serve as information for parents regarding stated goal.

- The school will hold an annual Curriculum Conference in October during the PTA meeting .
- 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	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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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.

### **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.

	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.						

## 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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
4.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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>	Zoom In – comprehension skills and vocabulary development Wilson Reading System – decoding and comprehension strategies for older students Leveled Literacy Intervention and Fountas and Pinnell Guided Reading Instruction – for students in grades K-2	Small group, pull-out. After school tutoring. One-on-one services provided by SETSS/AIS teacher and F-Status teacher	During the school day, after school, during the Super Saturday program
<b>Mathematics</b>	Go Math – Utilizing Tier 2 and 3 components for remediation of Math computation and problem solving skills	Small group. Pull-out. After school tutoring. On-on-one services.	During the school day, after school, during the Super Saturday program
<b>Science</b>	Through ELA as outlined above	Small group, pull-out, after school tutoring, one-on-one services provided by SETSS/AIS teacher and F-Status	During the school day, after school, during the Super Saturday program
<b>Social Studies</b>	Through ELA as outlined above	Small group, pull-out, after school tutoring, one-on-one services provided by SETSS/AIS teacher and F-Status	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk services provided by Speech Therapist, Social Worker, School Psychologist and Guidance Counselor	Small group, pull-out, One-on-one	During the school day and after school

**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.
<ul style="list-style-type: none"> <li>• Professional Development that is differentiated according to Danielson and teacher needs survey.</li> <li>• 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</li> <li>• All current staff are highly qualified</li> </ul>

**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).
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**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• As a title 1 School-Wide school, conceptual consolidation will allow school to combine Tax levy funds with reimbursable funds 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 I 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. Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.</li> </ul>

**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.).
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**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.
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**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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**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).
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**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

**DBN: 14K034**

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$318,667.14	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$120,161.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,353,113.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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>
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# 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	72	0	7	3	0	0	0	0	0	75

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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	
	ELL	EP	ELL	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	
<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>	<b>20</b>	<b>26</b>	<b>7</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>75</b>						

## 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
Intermediate(I)	3	9	2	0	2	0								16
Advanced (A)	9	17	5	12	3	4								50
Total	<b>20</b>	<b>26</b>	<b>7</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>75</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - 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 [AMAQ 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 passed 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 authomatically 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 continuous entitlement 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 acquire 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:			

### 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

Math:				
Science:				

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

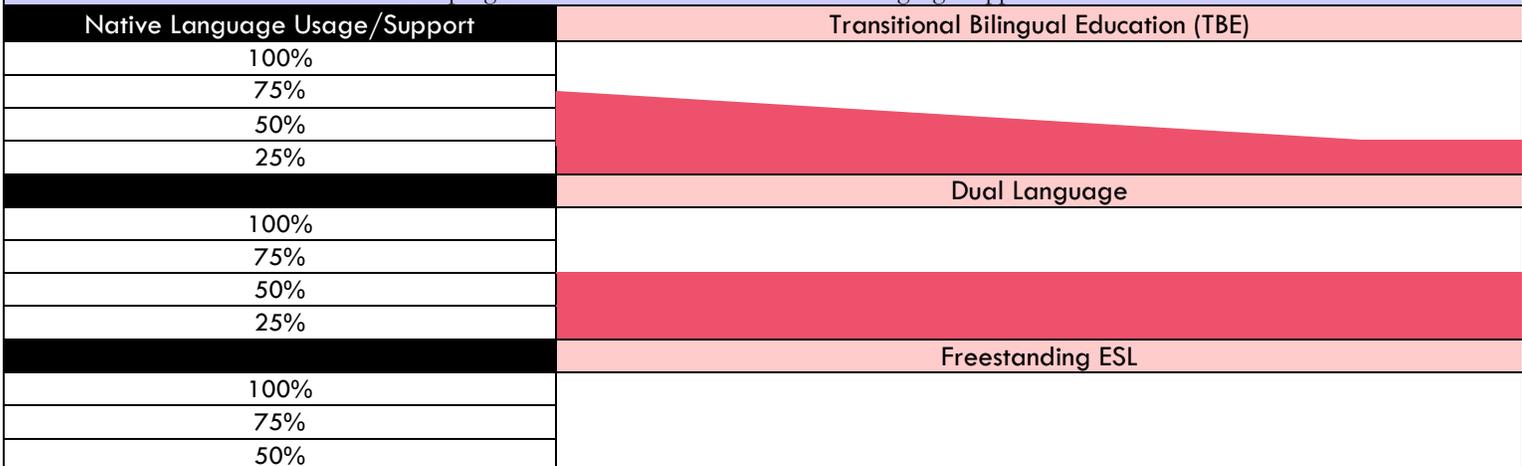
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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 times during the year to participate in family workshops such as The Thanksgiving 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:** PS 34 Oliver H. Perry

**School DBN:** 14K034

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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 76
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: Oliver H. Perry PS 34 is an elementary school located in Greenpoint, Brooklyn. We currently have 485 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 21% Hispanic, 71% White, and 4 % Asian students. The student body includes 18% English language learners and 9% special education students. At PS 34 we are committed to the academic success of every child. The school’s mission is to teach a rigorous academic curriculum, complemented by a wide range of engaging enrichment opportunities, inclusive of the arts, in a supportive and safe environment. Our students are challenged to become lifelong learners who are well prepared for the demands of the 21st century. We believe the high expectations of today will nurture successful and productive citizens of tomorrow. As a community of professional learners we empower our students to grow academically by teaching them critical and analytical thinking skills in full alignment with state and national standards. Supported by and in collaboration with families and community members, we expect students to aim high by addressing the individual needs of diverse learners and by strengthening the development of a well rounded child who is fully prepared for the educational complexities beyond elementary school. PS 34 is a true community school where students, teachers, parents and community organizations work together. The school is located in a landmark building that was built in 1867 as a hospital and the lay-out lends itself to open classrooms where hallways do not exist. We are a school without walls. We were just named a National Blue Ribbon school and take great pride in the success of every child at PS 34. We affirm, teach and celebrate the multicultural backgrounds of our children while instilling in them an appreciation for the diversity of all people. We teach understanding and respect for racial, cultural and linguistic diversity. Our mission is rooted in the commitment of developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. This commitment ensures that every student from every ethnic group, income or achievement level receives a standard-setting education.

After School Program: PS 34 will provide ELLs in grades 2-5 with an afterschool program in English that supports them in ELA and Mathematics and will support them academically and prepare them for the state exams. This after school program will take place on Wednesdays and Thursdays from 2:30 through 4:30 PM. Students will receive instruction in ELA on Wednesdays and then instruction in mathematics on Thursdays. The program will run from November through May. A variety of materials are used from the common core aligned programs used during the day as well as additional test

### Part B: Direct Instruction Supplemental Program Information

preparation materials.

# and types of certified teachers: An ESL/Bil certified teacher will co-teach with the content area teachers

Saturday Program: There will be additional Saturday classes during February through April that will provide test preparation for the NYSESLAT and the NYS ELA and Math tests. The language of instruction will be taught in English only. There will be 2 certified ESL teachers providing instruction. A variety of materials are used from the common core aligned programs as well as additional test preparation materials.

### 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: Teachers will receive workshops on second language acquisition through teacher team meetings where they will plan rigorous lessons that are Common Core aligned. In addition we will have a book study. These teachers will read, discuss and implement strategies from *Breaking Through* by Margarita Calderon. Professional development is led by the literacy coach, building administrators and the network ELL specialist, at no cost to Title III. They will focus on scaffolds and language structures. Professional development schedule is as follows:

November -Identifying the levels and needs of students

December-CKLA/Expeditionary Learning and ELLs

January- GO MATH and ELLs

February-Scaffolding for ELLs

March- ELLs with IEPS

April-NYSESLAT-Reading and Writing

May-NYSEST-Listening and Speaking

**Part D: Parental Engagement Activities**

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

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

Begin description here: PS 34 recognizes that parents are our children’s first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. We currently host a variety of workshops. PS 34 works hard to have a school environment that is a welcoming and warm one for parents of all language and cultural groups. Parents know bilingualism is valued and there is a sense of belonging for students and their families. We also make special efforts to encourage parental involvement in children's learning experiences. We found that the most effective parental workshops were those where parents were actively engaged in the activities and the activities were connected to their lives. We would use funds from this grant to expand our parent education program. Parents will meet once a month and engage in learning activities in their native language and/or English such as Read Alouds, Word Study, Math Games or Science experiments in their child’s classroom. We would also use the services of BRIC to enhance the writing through illustrations using computer technology. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and facilitators from BRIC. 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. Funds will be used to provide the opportunity for parents to join classes on educational trips throughout the year. In addition, we will host an ELL Showcase in May. Parents will be invited to view student work and speak to them about their projects.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____