Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**P.S./M.S. 34 FRANKLIN DELANO ROOSEVELT**
DBN (*i.e. 01M001*):	**01M034**
Principal:	**ROSEMARIE GONZALEZ**
Principal Email:	**ROGONZAL52@SCHOOLS.NYC.GOV**
Superintendent:	**DANIELLA PHILLIPS**
Network Leader:	**ADA CORDOVA**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rosemarie Gonzalez	*Principal or Designee	
Kevin Cusumano	*UFT Chapter Leader or Designee	
Jorge Solano	*PA/PTA President or Designated Co-President	
Deloris Brown	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Janet Lo	Member/ UFT	
Dusha Kameraj	Member/ UFT	
Rebecca Collazo	Member/ Parent	
Gladys Gonzalez	Member/ Parent	
Desiree Jones-Owens	Member/ Parent	
Patricia Allen	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ 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)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

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, twenty-five percent of lowest third in grades 3-8 will show an increase in one performance level as measured by the 2015 New York State English Language Arts (NYS ELA) Exam.

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.
53% of students in grades 3-8 scored a level 1 or 2 on the Spring 2014 NYS ELA Exam. As a result, there is a need to improve student achievement for students in grades 3-8 who are approaching, but not meeting ELA 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.

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

1. We implement the Teachers College (TC) Reading and Writing Curriculum, which is fully aligned to the Common Core Learning Standards (CCLS). It provides for rigorous assessment of skill-sets which, based on research, are necessary for reading and writing success. The TC curriculum provides researched based curriculum maps, lesson plans, and assessments aligned with CCLS and the goal to have all students' College and Career Ready. Units and lessons are equally rich in fiction and non-fiction with an emphasis on developing the ability to support opinions with evidence from the text. The units include, but are not limited to: Essential questions, focus standards, suggested objectives, pre-and-post-assessments, as well as benchmark projects. Additionally, they provide sample activities and assessments, terminology and interdisciplinary connections.
2. During common planning periods, grade level teams plan daily small group instruction in reading and writing. Teachers assess student work to uncover students' misconceptions and design instruction based on their findings. In addition to grade level teacher teams, Integrated Co-Teaching (ICT) teachers meet regularly to share and design strategies for supporting students with Individualized Education Plans (IEPs).
3. Teachers create differentiated literacy strategy groups based on students' needs. These groups are flexible and not stagnant.
4. Through 1:1 conferences, guided reading and strategy lessons, teachers ensure they are reaching all learners. To further target students with disabilities as well as students performing below grade level standards, teachers employ a variety of teaching methodologies such as using visual aids, graphic organizers, charts and technology.

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

1. Teachers work with TC staff developers onsite as well as attend workshops at TC. Teachers use online resources such as Rubicon Atlas, myOn virtual library, TC curriculum calendars, and curriculum maps.
2. Teachers, literacy coach, and TC staff developers work collaboratively during common planning periods.
3. Teachers have the use of online supports where they gather and collect resources and instructional materials. These online resources include: Rubicon-Atlas, MYON virtual Library, Achieve 3000.
4. Teachers have access to multiple grade levels of Teachers' College reading and writing units, lesson plans and exemplary curriculum maps.

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

1. Teachers analyze student work samples in order to determine whether the TC curriculum lessons and approach are successful.
2. Administrators attend grade level meetings and participate in the planning process on a weekly basis.
3. To monitor student groupings, teachers assess student growth using TC Assessments. Students are assessed monthly.
4. Teachers use common core aligned writing rubrics and reading continuums to track student progress. Using this data, teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.

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

1. September 2014- June 2015
2. Teachers meet weekly by grade level and subject area for the entire year. September 2014- June 2015
3. Assessments are administered on a regular basis from September 2014- June 2015
4. Every eight weeks Academic interventions are evaluated by Academic Intervention Service (AIS) providers and classroom teachers from October 2014-June 2015

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

1. Teachers, Coach, Assistant Principal and Principal attend professional development inside of school and outside of school and turnkey to the rest of the staff.
2. Teachers meet weekly to plan, by grade or subject. Each grade level has 1 common planning period for the grade. However, teachers collaborating in ICT classrooms

6 planning periods a week. In addition, all teachers have an additional 80 min. during our Monday School Based Option (SBO) Professional Learning Community (PLC) sessions.

3. Teachers review student assessments and data to develop appropriate instructional strategies and lesson plans aligned to CCLS and to students' ability level.
4. Teachers meet monthly and during the beginning of units to plan and share and modify lesson plans t support students with learning disabilities.

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).

- Monthly PTA meetings, which offer communication between parents and school
- Letters, phone calls, text messages, automated phone system (Global Connect)
- Annual Curriculum night in September so that parents can meet the teachers and get an overview of the grade expectations, and individual student goals that are aligned to the CCLS
- Teachers in grades 6-8 utilize the Engrade website to track and record grades. This online resource allows parents to log on and track progress as well.
- We have also created a school website as another way for parents to stay informed of school events, programs and links to other resources.

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**		**Title IIA**	**X**	**Title III**		**Set Aside**	**X**	**Grants**

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

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, Twenty-five percent of students in the lowest thirds in grades 3-8 will show an increase in one performance level as measured by the 2015 NYS Math Exam

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.
NYS Math Exam results indicated that only 28% of students scored at Level 3 or Level 4. As a result, there is a need to improve student achievement for students in grades 3-8 who are approaching, but not meeting math 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.

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

1. Teachers and AIS providers will examine data for students in the lowest third. They will look at the pre-and-post assessments in the Go Math curriculum for grades 3-5, Go Math end-of-unit assessments, math performance task and IXL (Computer Based Math Program) data for the lowest third population. They will determine areas of individual success and areas of ongoing or emerging need.
2. Administrators meet with teachers during grade level meetings to ensure that all teachers are implementing Common Core aligned curriculum, monitoring student progress, collecting data and sharing data with AIS teachers.
3. Teachers plan, develop, assess and monitor ongoing, grade specific instructional strategies and interventions, including differentiation through consistent and strategic use of small-group flexible instruction. Response to Intervention (RTI) is used to support students in the lowest third.

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

1. Teachers, AIS providers, math coach, 3-8 math Teaching Resources consultant, Go Math Curriculum, IXL, iReady Math Books for Test Enrichment.
2. Administrators, teachers
3. Teachers, AIS providers

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

1. Teachers will look at data from math assessments, every month to evaluate the effectiveness of classroom strategies.
2. Using the Danielson Framework for Teaching, administrators will collect evidence of Domain 3: Instruction during weekly grade level meetings.
3. Classroom assignments and project based activities will be assessed every six weeks and provide data for teachers to track progress for all students. Progress reports will be completed by teachers and shared with parents every eight weeks.

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

1. Every week from September 2014- May 2015
2. Weekly grade meetings from October 2014- June 2014
3. Progress reports will be completed every 8 weeks from October 2014- May 2015

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

1. Teaching Resources consultant, Go Math Curriculum, IXL Computer program, iReady Math Books for Test Enrichment
2. Grade level common planning meetings embedded in the schedule
3. RTI resources, math manipulatives

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).

- Math game night for families to participate in various math learning activities
- Students' scores and progress are uploaded onto ENGRADE, an online grade book site, where both parents and students have unlimited access to and are able to view on a regular basis
- Conduct Engrade training for parents
- Send progress reports to parents every eight weeks
- Parent workshops, including Saturday Parent Math Workshops provided by Math coaches, that provide parents with strategies to use to support children with math at home
- Curriculum Night to explain grade specific curriculum

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**		**Title IIA**	**X**	**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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, there will be a 25% decrease in incidents as compared to June 2014 data evidence by the Online Occurrence Reporting System (OORS).

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.
95% of parents who completed the New York School Survey feel that their children are safe at PS 34. However, the OORS Management System reflects 161 incidents during the 2013-2014 school year. Although this is a significant decrease from the prior year, there is need for more improvement.

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. The Positive Behavioral Intervention System (PBIS) Team will design and implement strategies that enhance the social and emotional well-being of students in grades PreK-2. 2. Small group counseling sessions will be provided to students who are at-risk and struggling with behavior. 3. Advisory groups will meet once a week for students in grades 6-8. During these sessions, 2 classroom teachers will meet with a group of students to discuss school values or belief statements such as integrity, respect, responsibility, perseverance, and creativity. 4. Student led assemblies will occur each month with a focus on the school's belief statements. 5. Teachers will meet monthly during Monday Professional Development (PD) sessions to create activities of unpacking the teacher created belief statements. 6. Implementation of a peer mediation group, also known as peace keepers. 7. A team of staff members will work together to analyze incident data collected in OORS. They will look at incident levels, locations, time, and students involved in the incidents.
B. Key personnel and other resources used to implement each strategy/activity
1. The PBIS team is made up of teachers, paraprofessionals, principal, assistant principal, guidance counselor, and school aides; Network personnel supports the PBIS team; All staff, students in PreK-2, and parents participate in this work 2. Guidance counselor and social worker lead small groups for counseling sessions. 3. Middle school teachers 4. Guidance counselor, principal, teachers and paraprofessionals 5. All teachers 6. Student Council members (grades 4-8), guidance counselor, teachers, principal, school safety agents, and parent coordinator 7. Principal, assistant principal, guidance counselor, and teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will complete a survey mid-year that will ask for feedback on school-wide, classroom, hallway and cafeteria behavioral expectations. 2. Guidance counselor and social worker will meet with classroom teachers monthly to monitor progress of individual students. 3. Advisory teachers will meet once a month to reflect on the successes of each group. 4. Feedback following each assembly will be discussed by members of the Student Council as well as classroom teachers. 5. Administrators will participate in the Monday PD sessions and evaluate teachers on 2A Creating an Environment of Respect and Rapport in the Danielson Framework for Teaching. 6. The Peer Mediation team will analyze monthly data to evaluate positive impact. 7. In January 2015, the team will look at September 2014-December 2014 OORS data to determine if they are within the target of a 25% decrease in incident data as compared to September 2013- December 2013 data.
D. Timeline for implementation and completion including start and end dates
1. September 2014- June 2015 2. September 2014- June 2015 3. The school-wide belief statements will be launched in September 2014 to students, parents and teachers. Middle school advisory will begin meeting once a week on Mondays from October 2014- June 2015 4. October 2014– June 2015 Monthly Assemblies to address belief statements. 5. Beginning in September 2014-June 2015 teachers meet at the end of the month during Monday PD sessions to share and create activities for the unpacking of belief

statements.
6. October 2014- June 2015
7. September 2014- June 2015

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

1. The PBIS team will train and provide support to all teachers base on the PBIS Supporting Social Competence & Academic Achievement diagram
2. Social Worker, Guidance Counselor, School Psychologist will organize groups to counsel in school and offer parents other resources to outside counseling agencies
3. Advisory teachers will use resources to support groups. Boys and Girls Project Curriculum in conjunction with Social Responsibility Curriculum influenced by Morning Side Social Justice Program.
4. Planning meetings with the student council and staff members to plan for assemblies
5. Teachers will create a unified school wide matrix that will include expectations of the values stated above (including unified classroom expectations)
6. Peer Conflict Data, from intake forms, will be counted and reviewed to identify recurring incidents and student conflicts to offer extra support to students in need of more interventions
7. OORS data will be collected from the OORS Management System

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).

- Monthly Bullying Awareness assembly for parents and students
- PBIS workshop for parents
- Monthly Principal's Breakfast, where parents are invited to discuss the behavior management system
- Throughout the school year, we will send out dates and information to parents about PBIS so that parents can reinforce the positive behavior at home
- The PBIS team will be conducting a monthly "PBIS at home" classes for parents
- Share results of PBIS assessment and surveys with parents
- Workshops for parents to inform them of belief statements
- Presentation to parents of the Peer Mediation Program and workshops on how they can also use conflict resolution at home

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**		**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 #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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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.											

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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	1. Great Leaps ELA-Fluency, phonics and reading comprehension 2. Preventing Academic Failure-Reading Program focusing on decoding, fluency and reading comprehension 3. Fundations- K-3 phonological, phonemic awareness, phonics and spelling program; storytime activities that focus on critical thinking, listening and speaking skills 4. Wilson Reading Intervention - Focuses on decoding, phonemic awareness, phonics, fluency, vocabulary and comprehension 5. Spaulding Reading Reform Intervention Program- A program that focuses on phonemic awareness, spelling, vocabulary, writing, fluency, listening and reading comprehension 6. Leveled Literacy Intervention Program- Focuses on phonics and reading comprehension 7. Additional classroom teaching strategies include: Visual charts, word walls, Matching pictures to words, Alphabet Chart on	1. Small Group (3-5 students) One-to-One, Tutoring Conferencing 2. Small Group (3-5 students) One-to-One, Tutoring Conferencing 3. Small Group (3-5 students) One-to-One, Tutoring Conferencing 4. Small Group (3-5 students) One-to-One, Tutoring Conferencing 5. Small Group (3-5 students) One-to-One, Tutoring Conferencing 6. Small Group (3-5 students) One-to-One, Tutoring Conferencing 7. Small Group (3-5 students) One-to-One, Tutoring Conferencing	1.Great Leaps is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day and afterschool. 2.Preventing Academic Failure is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day and afterschool. 3.Fundations is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers reading interventionists, during the school day and afterschool. 4.Wilson Reading Intervention is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers,

	desk, Sentence starters, Graphic Organizers, Partner Reading, Guided Reading, Venn Diagrams, Story Maps, Modeling		content area teachers, related service providers reading interventionists, during the school day and afterschool. 5.Spaulding Reading Reform Intervention Program is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and reading interventionists, during the school day and afterschool. 6.Leveled Literacy Intervention Program is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by the reading interventionists, during the school day. 7.ELA strategies are provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, and afterschool.
Mathematics	1.IXL-A computer based program focusing on grade appropriate math skills. 2.Additional classroom teaching strategies include: Teacher Modeling, Math Manipulatives, Math Charts	1.Small Group, Tutoring, One-to-One 2. Small Group, Tutoring, One-to-One	1.IXL is provided 5 days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day and afterschool. 2.Math strategies are provided 5

			days a week, throughout various times of the school day in and sometimes out of the classroom setting, by classroom teachers, content area teachers, related service providers and math interventionists, during the school day, and afterschool
Science	The science teacher meets with a small group of students considered to be at-risk for failure based on classwork, attendance and test scores. Grade 8 test prep materials are used for instruction.	Small Group, One-to-One, Tutoring, Conferencing	AIS services are provided by the science teacher to a small group of students during lunch time
Social Studies	The social studies teacher meets with a small group of students identified as being at-risk for failure based on teacher assessments, classwork, participation, and state test scores as needing intervention with content skills.	Small Group, One-to-One, Tutoring, Conferencing	AIS services are provided by the social studies teacher to a small group of students during lunch time.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	School Psychologist, Social Worker, Guidance, Counselor, Speech Teacher, SETSS Teacher Provided when students have been identified as being at-risk for academic failure due to classwork, participation, assessments and state test scores. Also provided when students are at-risk and need extra emotional-social support as it is affecting their schoolwork and social interactions with peers and adults.	Small Group, One-to-One, Tutoring, Conferencing	AIS is provided during the school day, afterschool and during extended day, for students who are exhibiting academic and social emotional concerns, on an as needed basis.

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 *TAS 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.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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.
1. We have a hiring committee that is implemented in our school. The role of the hiring committee is to screen and recruit highly qualified teachers/staff to our school through custom made interview questions and demo lessons for the candidates

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).
1. We ensure teachers with high quality professional development by providing professional development such as Wilson training, Leap CFN and literacy coach; offer opportunities for teacher leader development and provide collaborative meeting times and teacher groups. 2. PS34 is involved in the new Teacher Center Mentoring Program for mentoring new teachers (in the system for 1&2 years).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
1. We provide Academic After School during the academic year for students in need of intervention services.. 2. We also offer Saturday Academy for students that need extra academic support. 3. We invite parents to workshops on literacy and math strategies that they can use with their children. 4. Students participate in After School Basketball, Volley Ball teams. 5. We incorporate the Arts (Guitar, Dance, Choir, Drama,] during lunch and after school, and during regular school hours. 6. Our Guidance Counselor and Social Worker lead groups and counseling sessions for students in need of counseling.

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.).
1. Pre-k students and Pre-k parents are able to visit our kindergarten classrooms. 2. Parent workshops on kindergarten expectations and common core standards.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
1.Teachers meet during common planning time to develop common assessments with other teachers in their subject area or grade level. 2. Literacy and Math Coaches meet and plan with teachers to develop an Assessment calendar and assessments based on common core standards and student data. 3. Teachers use assessment results to plan effectively to improve instruction and to measure progress. 4.Teacher teams meet and examine student work and assessments to develop scoring 5. Teachers use assessment results to differentiate instruction and to involve students in goal setting, and self-assessment.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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.

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, PS 34, 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. PS 34 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. The PS 34 community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

PS 34, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 01M034

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[1]. 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[2]. **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.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$246,244.68	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		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,329,110.00	X	See action plan

[1]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.

[2]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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 01	Borough Manhattan	School Number 034
School Name Franklin Delano Roosevelt		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Rosemarie Gonzalez	Assistant Principal
Coach Karina Audiffred	Coach
ESL Teacher Wan Chi Ashley Breen	Guidance Counselor
Teacher/Subject Area Wendy Rahaman Seuram/ CT, ESL	Parent
Teacher/Subject Area Gabriel Goris/ CT, ESL	Parent Coordinator Ivette Cintron
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Ada Cordova	Other type here

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.	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	375	Total number of ELLs	25	ELLs as share of total student population (%)	6.36%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	**Newcomers (ELLs receiving service 0-3 years)**	12	**ELL Students with Disabilities**	13
SIFE	1	**ELLs receiving service 4-6 years**	9	**Long-Term (completed 6+ years)**	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	1	4	9	0	8	4	0	1	25

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	12	1	4	9	0	8	4	0	1	25
Number of ELLs who have an alternate placement paraprofessional: 1										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
TOTAL	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		1	4	5	1	1	1					15
Chinese								1	3					4
Russian														0
Bengali								2	1					3
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	0	3	1	2	4	5	1	4	5	0	0	0	0	25

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)	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Intermediate(I)	2	1	1	3	2	0	0	1	0	0	0	0	0	10
Advanced (A)	1	0	1	1	2	1	4	4	0	0	0	0	0	14
Total	3	1	2	4	5	1	4	5	0	0	0	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3	1	0	0	4
4	4	3	0	0	7
5	2	2	0	0	4
6	2	2	0	0	4
7	2	1	0	0	3
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	1	1

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	0	0	4
8	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	1

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

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

   Our school uses TCRWP, running records, Performance Assessments, LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the LAB-R provide teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students' reading levels. We administer 2 ELA

Performance Assessments to measure literacy standards, and have 5 assessment windows throughout the year in which we use TCRWP to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language. About 70% of our ELLs are below grade level in literacy, especially for ELL-SWDs. However, all our ELLs (including ELL-SWDs, and a student who is NYSAA) have progressed throughout the last academic year. ESL teachers and classroom teachers share their findings from different tools in order to provide appropriate instructions. ELLs whose literacy level is below grade level are put in small inquiry groups in which teachers provide instructions based on targeted literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3 ELLs, with limited communication skills in English, took the LAB-R in fall 2012 and were all tested at the beginning level. By spring 2013, 2 of them achieved an overall intermediate level and 1 achieved an overall advanced level in the NYSESLAT. According to the NYSESLAT Spring 2013 data, 25% (9 out of 36) of ELLs in PS/MS 34 achieved an overall proficient level and were tested out. For the 25 ELLs who are currently receiving ESL service in our school, 56% (14 students) of ELLs obtained an overall advanced level, 40% (10 students) of ELLs obtained an overall intermediate level and the reminding 4% (1 student who is NYSAA) obtained an overall beginning level. Comparing to the NYSESLAT result of the previous year 2011-12, 55% (20 out of 36) ELLs have improved in their overall proficiency level, and the rest remains the same.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

Since we are not provided with the RNMR report on the NYSESLAT 2013 result, which indicates the proficiency in each modality – reading, writing, listening and speaking, our school compares the raw score of each modality to the required score to achieve proficient in order to generate our data. The data pattern across the modalities indicates that listening is an area of weakness for our ELLs from K-8, even for those who have obtained proficient level in listening previously. There will be an initiative to strengthen academic listening skills of our ELLs in all content areas. Our instructions will require them to practice their interpreting and responding skills while listening to information presented verbally. The raw scores of the speaking sub-test indicate that the majority of the newcomers do not achieve proficient level in speaking. The data is presented to their classroom and subject teachers to ensure that teachers pay attention to these ELLs' speaking skills for social and academic purposes. In addition, ELLs will be engaged in a range of collaborative discussions and presentations, and academic speaking skills will be taught explicitly with ESL strategies (e.g. framed conversations). Our data pattern also reveals that most of our ELLs from K-4 are struggling to attain proficient level in the reading and writing modalities. As our school is following the TCWRP for teaching reading and writing, our ESL teachers differentiate the tasks to address the needs for ELLs. In each classroom, ELLs are differentiated according to their reading and writing levels, not their status as an ELL. Besides ELA, our ESL teachers implemented ESL strategies in content areas, such as social studies and science. They work with subject teachers to ensure ELLs are exposed to academic language, vocabulary, along with a range of complex reading materials appropriate for their grade levels. Our school emphasizes that our ELLs are learning the same content with non-ELLs, with appropriate differentiated independent reading and writing tasks.

According to the Title III AMAOs 1 and 2 Status Estimator based on Spring 2012 NYSESLAT, 67.57% of our ELLs made progress in English Language Acquisition, while 16.22% attained proficiency in the NYSESLAT. The data reveals that our school met the AMAOs 1 and 2 in 2011-12. As to 2012-13, we will use the AMAO tool to generate data as soon as the RNMR report is provided. Meanwhile, we use the NYSESLAT 2013 raw scores to make instructional decisions.

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?

a. The pattern across proficiencies and grades is that the majority of ELLs in K-4 are at immediate and advanced levels, with the exception of 1 beginning ELL who has NYSAA; as to grade 5-8, 1 ELL is at immediate level while the rest are at advanced level. Grade 7 and 8 contain a portion of newcomers and they are achieving immediate and advanced levels in the NYSESLAT.

Last year, we had 4 (out of 10) ELLs who took the NY State Math examination in their native language in grade 6 and 7. The difference in their performance compare to ELLs who took it in English is not significant.

b. Our school leadership and teachers are all provided with the results of the ELL Periodic Assessment twice a year. An analysis and breakdown of achievement is given to teachers of each individual student who took the test. The test item analysis report from Person Inform provides us with detailed information about our ELLs' strengths and weaknesses in English language development. The areas that students did not do well in will drive instructions. Teachers will compare the growth of each ELL using the analysis reports and will implement strategies in their lessons and differentiate instructions that focus on each student's weaknesses.

c. The Periodic Assessment reports indicate that reading is the weakest modality of our ELLs. ELLs from grade 3 to 8 are struggling

with applying learning strategies to examine, interpret and evaluate a variety of materials (NYS ESL Reading Learning Standard 3).

Native language is used minimally, especially at elementary levels. There are paraprofessionals in our school who can provide assistance to students who speak Chines (Mandarin, and Cantonese), Spanish and Bengali as their native language when necessary. For newcomers who are literate in their native language, resources, such as bilingual dictionary, are provided to aid their learning. ELLs who prefer to take the State examinations (except ELA) in their native language will use both English and an alternative language edition of the test simultaneously. If there is no translated edition for the state examinations, our school will provide them with oral translation from suitable translators.

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*.)

   After analyzing the data gathered from the performance tests, period assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RtI screening to assess whether their literacy skills and competences are meeting grade level benchmarks. For ELLs who are at risk, our ESL, classroom and subject teachers will collaborate to design instructions to strengthen the skills they need in English language acquisition. Differentiated materials are used to meet the needs for theses ELLs, and are tools we use to assess their progress. In addition, some ELLs will receive AIS service (in literacy and/or mathematic) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate adequate progress in targeted skills and competencies, we will refer them to our special education team.

6. How do you make sure that a child's second language development is considered in instructional decisions?

   Instructional decisions are made by both ESL, classroom and subject teachers collaboratively. Therefore, even if our ESL teacher is not pushing in or co-teaching in the class, the instructions and activities are incorporated with ESL strategies, such as using TPR, visual aids, and differentiated tasks. For ELLs who are literate in their native language, teachers provide them with bilingual dictionaries. However, academic vocabulary and language are still taught explicitly to facilitate their English language development.

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?

   No dual language programs are offered to ELLs in our school.

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

   The success of our ESL program (Push-In, pull-out and co-teaching) is evaluated based on several criterions. First of all, the AMAOs 1 and 2 Status Estimator is a useful tool for our school to see whether our ESL program is meeting the AYP. We compare the percentage difference of ELLs who are making progress in learning English and attaining English language proficiency between the DOE's targets and our current status. In addition, we gather results from State examinations and the NYSESLAT to analyze the effectiveness of our ESL programs in helping ELLs to make progress in English language acquisition.

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.)

   At enrollment, all parents or guardians of new students to the DOE receive a Home Language Identification Survey in the appropriate home language. One of our ESL teachers administer the survey to the parent in the apprepiate home language. Interpretation is also provided when necessary. After reviewing all the home language surveys, that ESL teacher conducts an informal interview with the students. If a student speaks a language other than English and speaks little or no English, he/she is required to take the LAB-R test within 10 school days after initial enrollment. For Spanish-speaking students who are unable to answer any question in the LAB-R, a Spanish LAB is conducted by that ESL teacher with a Spanish-speaking paraprofessional.

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.

After an ESL teacher obtains the LAB-R scores, an Entitlement Letter and ELL Parent Orientation Invitation are given to parents of new ELLs. That ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin and Cantonese when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full details. An online orientation video, which is in parents' native language, is also viewed by the parents in their native language, which provides more information about their choices. For students who enroll after the orientation, their parents are invited to meet with our ESL teachers and the parent coordinator to know and discuss their options.

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 parents of newly identified ELLs directly from an ESL teacher. Parents are given the Parent Survey and Program Selection Form (in their native language if necessary) to select the preferred ESL program for their child during the ELL Parent Orientation or informal orientation. All the parents are required to fill out the Parent Survey and Program Selection Form to show their preference. For parents who want to take home the information for decision making, we encourage them to return the Parent Survey and Program Selection Form the next day and notify them that the default program is Freestanding ESL Program if they do not return the form. Parent Survey and Program Selecton forms are stored in a secure cloest which can only accessed by the principal, the assistance principal and our ESL teachers.

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 placement of newly identified ELLs depends on parents' preference and the number of ELLs with the same native language. If parents would like a Bilingual or Dual Language program model, one will be provided when there is a sufficient number of ELLs (15 or more students within two consecutive grades whose native language is the same). Parents can opt for another school that provides the program they desire or choose the ESL program our school is currently providing. If parent wants the dual language or bilingual program, and the school does not have sufficient numbers to open a program (15 students of the same home language and in the same grade or two contiguous grades) send their request to ELL ProgramTransfers@schools.nyc.gov. An ESL teacher checks the parent selection forms periodically to keep up-to-date with parent choices.

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.

   An ESL teacher obtains updated RLER ATS report regularly to determine the NYSESLAT eligibility of that year. A month before the NYSESLAT, parents of ELLs are given notification of the dates that their child is taking the NYSESLAT. This is to raise the awareness so parents will ensure their child take all four sub-tests of the NYSESLAT. ELLs in each subgroup (k, 1-2, 3-4, 5-6, 7-8) will be taking the same sub-test on the same time, and they only will take one sub-test per day. Our school also ensures to provide testing modifications for students who have an IEP or a 504 plan. If a student is absent during a sub-test, we will administer the test the next day when that student comes back. For students who are absent for a few days during the NYSESLAT testing period, we will contact their parents/ guardians to discuss this matter.

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.

   After reviewing Parent Surveys and Program Selection for the past few years, the majority prefers a Freestanding ESL Program, which is currently offered at our school. We check the Program Selection regularly, as there may be changes due to transferred ELLs and newly admitted ELLs.

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])?

    a. Our school has a Freestanding ESL program for ELLs from K-8. Our school utilizes both Push-In (co-teaching, and collaborative) and Pull-Out teaching models.

    b. Our Push-In model is heterogeneous in grade levels that consist of a group of ELLs. ESL, classroom teachers and/or subject teachers collaborate to provide appropriate instructions for ELLs in the same grade level. Our Pull-Out model is ungraded between two consecutive grade levels. This is to ensure the gap between grade level's learning standard is minimal.

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)?

    ELLs in grade 3 and 6 receive ESL services by their NYS ESL licensed classroom teachers. ESL teachers incorporate ESL strategies in their lessons, and ELLs obtain mandated number of instructional minutes through small groups and differentiated activities. ELLs receive ESL support daily in different subject areas. The instructional minutes provided exceeds 360 minutes (beginning and intermediate level) and 180 minutes (advanced level) per week. All ELLs regardless of their proficiency are provide with a minimum of 90 minutes or more of ELA instructions every day.

    An ESL teacher co-teaches with classroom teachers in grade 1 and 5 for content areas to provide mandated ESL service for 90 minutes per week, while she collaborates in ELA for another 90 minutes per week. Advanced ELLs in these two grades receive all their ESL instructions in their class. For beginning and intermediate ELLs in grade 1, they are pulled out by an ESL teacher and receive an additional 180 ESL instructional minutes with ELLs in grade 2. As for beginning and intermediate ELLs in grade 5, they are pulled out by an ESL teacher and receive 180 additional ESL instructional minutes with ELLs in grade 4.

    For grade 7 and 8 ELLs, they receive 90 ESL instructional minutes in their classroom and 90 minutes in a pull-out ESL class during extended days. Beginning and intermediate ELLs in these two grade levels are provided another 180 ESL instructional minutes. Our school meets CP Part 154 time allotments for ELLs through effective proficiency level clustering. Beginning and intermediate level students are provided with 360 minutes a week of ESL instructions and advanced ELLs receive 180 minutes of ESL instruction per week, and at least 180 minutes of ELA lessons.

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.

    To meet the Common Core Learning Standards in content areas, PS/MS 34 emphasizes on teaching academic language and vocabulary in all content areas.

    In our elementary levels, some of our classroom and ESL teachers, who have been participating in a year-long action research based on Dr. Lily Wong Fillmore's work on using complex texts in content areas to collaborate the development of the social studies and science curricula. Aside from covering the content, teachers read and deconstruct complex texts with the whole class to ensure all students are exposed to a wide range of Tier II vocabulary words, academic language, and text dependent questions. Our teachers implement different strategies, such as TRP, dramatization, lexical arrays and generative words/ word families, to

build students' academic vocabulary words. ELLs, and all students, learned to tackle complex non-fictional readings with guided instructions, while their group or independent activities are differentiated based on their needs. All lessons are designed as literacy blocks that target specific content areas.

As to grade 6 to 8, a balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. Social studies and Science are also part of ESL instruction. Our ESL teachers collaborate with subject teachers to supplement ESL strategies in their science and social studies lessons. Contextual support is important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulative. Academic language development is also planned within each lesson to ensure the exposure of academic language and vocabulary. Moreover, ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language goals. During the pull-out classes with middle school ELLs, an ESL teacher designs literacy lessons based on students' needs in their content areas. For grade that consists of newcomers who lack background knowledge in content areas, an ESL teacher uses the Push-In model to assist the subject teachers.

We ensure that all our teachers are aware of the necessary modifications that our ELLs will need in content areas. In-house ESL professional developments are provided to discuss the use of ESL strategies. Teachers use these strategies to differentiate instructions for ELLs.

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

   Bilingual and Dual Language programs are not established at our school. Thus, native language instruction is not provided.

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

   The evaluation of all four modalities of English language acquisition are measured through both formative (e.g. running records, anecdotal records, student's homework and classwork) and summative assessments (e.g. rubrics for mid- or final-assessment, Periodic Assessments, and Benchmark Assessment) throughout the year. Our ESL teachers interpret these assessments regularly and conduct conferences with ELLs to set learning goals and discuss their concerns. Classroom and cluster teachers are notified these goals so they can ensure their ELLs are working towards them. Our ESL teachers will conduct on-going conferences with the ELLs and discuss their progress.

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).

a. Our plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies.

b. The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers are receiving the ELL mandated services while our ESL teachers are working closely with classroom teachers and/or subject teachers to identify the language needs for each individual. Since the majority of newcomers lack background knowledge in content areas, an ESL teacher pushes in during social studies and sciences to give them extra support. Instruction is scaffolded and differentiated by all teachers to meet newcomers' academic needs. ELLs are all provided with the opportunity to attend all academic after-school programs, which provide ELA and Math support to help ELLs prepare for ELA/Math testing.

c,d. The plan for our ELLs receiving ESL service for 4 to 6 years and long term ELLs is to identify areas of weakness through varies assessments for planning instructions. In some cases, motivation is the issue. Our ESL teachers conduct surveys and informal interviews with these students to understand their concerns, their academic expectations, and what subjects or topics they are interested in. The data collected can help all teachers plan lessons that motivate these students. One major focus for these students is on their reading and writing modalities. The NYSESLAT scores indicate that these students mostly straggle in these two areas. At the beginning of the school year, our ESL teachers reinforce the strategies for reading and writing once again as to compensate the skills that they lack or forget. These skills include brainstorming, organizing, revising, inferring and higher-order thinking, etc. Throughout the whole year, our ESL teachers ensure these strategies are implemented constantly. In addition, students also participate in academic after-school programs or Title III ESL after-school program and receive additional language support during extended days.

e. The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services upon request from their parents/ guardians. For classes that an ESL teacher pushes in or co-teaches, that ESL teacher provides necessary supports for the former ELLs. As to testing, they will receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can also participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers meet with our ESL teachers regularly to discuss concerns and strategies for these students.

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?

At our school, all ELL-SWDs receive mandated number of minutes of ESL instructions. Test scores and data show that their English levels are similar to other ELLs in the same grade level. These students are placed in classrooms and ESL groups that have a small student-to-teacher ratio so that the teachers can cater their diverse needs more efficiently.

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?

Our school utilizes the Push-In ESL model to minimize ELL-SWDs from missing their regular classes. Since classroom, special education and our ESL teachers collaborate to design lessons, ELL-SWDs are provided with additional modifications specific to their IEPs and identified needs. Meanwhile, our ESL and special education teachers meet regularly to discuss and implement ESL strategies to accelerate students' English language acquisition. Our ESL teachers also take part in IEP meetings in order to have a throughout understanding of the needs of ELL-SWDs.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   Our school provides Academic Intervention Services (AIS) for ELA and Math. Tier I ELA intervention is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000 and myON for literacy level, and IXL for Math. Tier II ELA intervention is provided by academic intervention teachers in our school. Students are pulled out in small groups or individually from 10 to 20 minutes a day to work on their fluency, decoding and comprehension skills using Reading Rescue Program from Teacher College (for K-1) and Scholastic Read About Program. In addition, they work with our math intervention teacher for targeted skills and practices. For ELL-SWDs, Tier III intervention is provided by special education teachers in small pull-out groups. While most of our ESL students with IEPs are in Integrated Co-Teaching classroom with a classroom and a special education teacher, some of our ELL-SWDs (from grade 3 to 5) are put in a Self-Contained Special Education classroom. Elementary students with IEPs meet with the special education teacher for at least 150 minutes a week, and a minimal of 200 minutes a week for middle school ELL-SWDs.

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

    The NYSESLAT results from the past two years show us that our co-teaching model in content areas has been efficient to enhance English development of our ELLs. There was a higher percentage of ELLs who attained proficient or advanced levels in learning ESL. Since the lessons are designed to align with the CCLS, students are exposed to a range of non-fictional reading in their content areas. Thus, besides ELA, they are learning literacy through content area subjects. Lessons are designed to boost the use of academic language of ELLs, and to ensure that ELLs learn strategies to tackle complex reading materials at their grade level.

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

    Compare to previous years, our school has an increasing use of Push-In model for ELLs. Since our ESL teachers collaborate and plan with the classroom teachers, more ESL strategies are implemented during class time. ELLs will have less interruption as they get pulled out less from their classroom.

    The teachers, including an ESL teacher, who have been trained to teach academic language and to use complex texts in content areas, conduct professional developments for our staff so classroom and cluster teachers can learn more strategies and implement them to cater the needs of ELLs.

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

    No ELL programs are discontinued for the current school year.

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

    ELLs are provided with the same opportunities of all other students at our school. They can join all afterschool academic and extracurricular activities. There are also various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELL-SWDs are provided with special education services according to their IEPs. Programs such as Achieve 3000, Words Their Way and Foundation are used to enhance students' English levels. ELLs are provided with academic after-school programs that focus on math and ELA. Extracurricular activities that our school provides are as follows: art, basketball, student council, and music.

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

    There are various Instructional materials used to support our ELLs. For examples, Words their Way, NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, IPads, Kindles and various leveled novels in Spanish and English for independent reading. Ebooks on Kindles are provided to newcomers in the class who are reading at a far lower reading level than their classmates. Students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000, which provide bilingual supports, and myON for ELLs to enhance their reading levels. Various pictures and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instructional materials.

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

    Our school currently provides Freestanding ESL Program, and native language support is provided when necessary. One of our ESL teachers can provide native support to Mandarin and Cantonese speaking ELLs. Also, there are Spanish speaking and Cantonese speaking paraprofessionals who can provide native language support to ELLs when necessary. As to learning materials, there is an ESL library that is dedicated to native language books in a multitude of genres and levels.

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

All service supports in the building correspond to ELLs' age and grade level. ELLs are grouped between 2 consecutive levels in our Pull-Out ESL classes to ensure the lessons are appropriate for the age and grade level. Classroom and cluster teachers are provided with data (e.g. reading level, NYSESLAT result, and anecdotal records) about their upcoming ELLs before the beginning of the year, so they can supplement their lessons with resources that their ELLs might need.

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.

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

18. What language electives are offered to ELLs?

    No language electives are offered to students in our school.

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)?

    No dual language programs are provided in our school.

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. Our ESL teachers and any teacher working with ELLs attend various ESL workshops at Columbia Teacher's College and various professional development offered by the Office of English Language Learners. As one of the schools in the Children's First Network 206, one of our ESL teachers attends regular ELL meetings with the network ELL consultant Fay Pallen, and an Action Research hosted by an ELL staff developer Maryann Cucchiara. Both professional developments focus on Dr. Lily Wong Fillmore's work of using complex texts to enhance academic language for ELLs. That ESL teacher, along with two teachers who also attend the Action Research, presents key information to all teachers during in-house professional developments. The ESL network consultant Fay Pallen also meets with all three of them to provide additional support to build the social studies and science curricula . This occurs on a monthly basis.

2. The Action Research offered by CFN 206 has been ongoing since 2010. One of our ESL teachers and two classroom teachers have been attending the meetings monthly to learn pedagogies to tackle complex texts and academic vocabulary in content areas. This work focuses on meeting the CCLS, and has been successfully implemented in 1st, 2nd and 5th grade social studies. Using the key information acquired in the Action Research meetings and our own practice, all three teachers are developing a series of in-house professional developments for other staff members. Teachers are grouped in cohort to learn strategies to enhance literacy and academic language in content areas, and are provided with the knowledge, awareness, sensitivity and strategies to support ELLs in all content areas. There are 6 monthly trainings. During each meeting, there are hands-on activities, co-planning time and discussions. Teachers meet monthly to learn new methodologies (e.g. vocabulary, sentence deconstruction, finding complex texts, using text-dependent questions, differentiation of writing tasks, etc.) and discuss the effectiveness and concerns of these strategies. In addition, there are workshops regarding ESL and CCLS offered by Columbia Teacher's College and the Office of English Language Learners that teachers can sign up for.

3. Since our school is a K-8 school, when ELLs enter the middle school, the ESL teacher who provided service in the previous year will present collected data of the ELLs to their upcoming ESL teacher. Our ESL teachers continue to update previous data so that teachers who have ELLs can understand the strength and weaknesses, and use the date for lesson planning.

4. At the beginning of each year, one of our ESL teacher ensures all new teachers are aware of the 7.5 hours of ELL training (10 hours for special education teachers) by providing concrete examples (e.g. undergraduate and graduate classes, outside and in-house ESL workshops, etc.) of ELL trainings. Teachers are also reminded to keep a record of all the ESL trainings they have received. Our school keeps a record of teachers who have not received enough hours of ESL training, and notify them when there are ESL trainings. Every year, we update the record of the hours of ESL training that teachers received through the previous year.

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

2. Our school does not collaborate with other agencies or Community Based Organizations to provide ESL workshops. Our workshops for parents are provided by our ESL teachers, literacy couch, classroom teachers and parent coordinator.

3. Needs of the parents are evaluated by surveys and communication with the school parent coordinator regularly. Our ESL teachers and the parent coordinator make friendly phone calls, conduct informal and formal conferences with parents of ELLs to talk about the progress and hear their concerns. Our ESL teachers also attend the IEP meeting in which information regarding the ELLs is delivered to parents.

4. Parental activities are based on the needs collected through surveys and communication with our ESL teachers, parent coordinator and administration. In all of our involvement activities, interpreters are provided to assist parents with limited English proficiency.

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/MS 34 FDR		School DBN: 01M034	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Gonzalez	Principal		11/5/13
	Assistant Principal		
Ivette Cintron	Parent Coordinator		11/5/13
Wan Chi Ashley Breen	ESL Teacher		11/5/13
	Parent		
Wendy Rahaman Seuram	Teacher/Subject Area		11/5/13
Gabriel Goris	Teacher/Subject Area		11/5/13
Karina Audiffred	Coach		11/5/13
	Coach		
	Guidance Counselor		
Ada Cordova	Network Leader		11/5/13
	Other _____		
	Other _____		
	Other _____		

	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M034 **School Name:** PS/MS 34 Franklin Delano Roosevelt

Cluster: 2 **Network:** CFN206

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

Part A: Needs Assessment Findings

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

For transferred students and students who are newly admitted to NYC public school, PS/MS 34 uses Part 3 Parent Information of the Home Language Identification Survey (HLIS) to assess parents' preferred language in both written translation and oral interpretation. The Language Identification Guide, acquired from the Translation and Interpretation Unit, will be provided for limited-English-proficient parents to identify their native language. In addition to the HLIS of students, we also assess parent's language translation and interpretation needs by the RAPL and RPOB ATS reports, which indicate their preferred language for communication. The need for language translation and interpretation is assessed during informal interviews with parents and parent conferences.

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.

According to data from ATS, the majority (80%) of PS/MS 34's parents prefer to communicate and receive written documents in English. As to limited-English-proficient parents, 15% of them prefer translation and interpretation in Spanish, while 3% prefer Chinese (Mandarin and/or Cantonese), and 2% prefer Bengali. There is a clear and definite need for oral/written interpretation services at PS/MS 34 in the languages of Spanish, Chinese and Bengali. PS/MS 34 ensures these translation and interpretation services, which are necessary for teachers and parents to communicate about critical information regarding their child's education, are provided.

These findings were communicated to the school community by utilizing the Parent Coordinator to disseminate information to parents, and by sharing the information with the School Leadership Team to make them aware of the needs and actions to be taken. PS/MS 34 also inform limited-English-proficient parents whom the Bilingual staff members are regarding interpretation. Notices to parents are always translated by staff members in Spanish, Chinese, and Bengali. There is adequate staff to communicate with parents orally and provide translations when necessary.

Part B: Strategies and Activities

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

PS/MS 34 plans to provide written translation services to limited-English-proficient parents who require translation in the following ways:

• Report Card Translation - Translated report cards are downloaded from Translated Documents in the DOE Intranet. Parents will receive report cards in both English and their native language if the language is available.

• Parent Letters - Parent Letters that contain critical information for parents about their child's education will be translated into their native language.

• Permission Slips - Class trips notifications and permission slips will be sent home in their native language.

• School-wide Documents - Documents such as notices, flyers, forms, and notification letters will be downloaded from Translated Documents in the DOE Intranet. Parents will receive documents in both English and their native language.

PS/MS 34 will obtain translated documents that are available in the DOE Intranet for parents. If the desired documents or languages are not available, written translation will be provided in-house by staff members who are Spanish and or Chinese literate, or will be requested through the DOE Translation & Interpretation Unit.

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

Over-the-phone Interpretation - This is to be provided by a bilingual staff member (in Spanish, Cantonese, Mandarian, and Bengali), or our PTA president (in Spanish) when a limited-English-proficient parent needs to be contacted by the teacher or administration.

In-Person Interpretation -This is to be provided during meetings/ events (including, but not limiting to, Citywide parent conferences, informal parent conferences, fairs, workshops, training sessions, and hearings). When scheduling a conference, teachers would make arrangement with the appropiate interpertator to be present in the conference. In case of a language not spoken by any staff members, PS/MS 34 will contact the DOE's Translation & Interpretation Unit to request for interpretation service.

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.

A copy of the Bill of Parent Rights and Responsibilities regarding translation and interpretation services will be provided to parents, whose primary language is one of the covered languages and who require language assistance services, within the student's first 10 school days. A sign indicating the availability of interpretation services is posted near the main office of PS/MS 34. This sign is in each of the covered langauages, or most prominent covered languages. PS/MS 34's Safety Plan for 2013-14, and 2014-15 will incorporate procedures for ensuring that parents in need of language assistance services have equal access to administrative office services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/MS 34 FDR	DBN: 01M034
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☐5 ☒6 ☐7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: 15 ELLs in PS/MS 34 are participating in the afterschool ESL program, which is instructed by a licensed ESL teacher from our school. We have identified two groups of students – struggling ELLs for our elementary school and long-term ELLs for middle school. Targeted ELLs from grade 2 to 4 will meet once a week (Mondays) for two hours (2:50-4:50), while targeted ELLs from 6-8 will meet once a week (Wednesdays) for two hours (3:40-5:40). The program will run from Nov 19 through Jun 12 – approximately 28 weeks. Analysis of NYSESLAT(2011-12), ESL periodic assessments(Fall 2012), and ELA State Test (2011-12) indicates that reading and writing is the lowest modalities school-wide. As a result, instructional focus and activities will heavily revolve around reading and writing. Besides, the program will focus on phonics, fluency, vocabulary, and comprehension, which will be beneficial and appropriate to all ELLs. Apart from using methodologies learned from Teachers' College Workshop to enhance students reading and writing skills, the teacher uses literacy materials that are content area based so students can be exposed to academic language. The teacher selects complex texts for read aloud during the mini-lesson. Through deconstruction and reconstruction of the complex texts, students learn different language skills (such as grammar, vocabulary, and sentence structures) in addition to the content area knowledge. Afterwards, students practice the specific skills learned in their independent writing tasks.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: The ESL teacher will attend workshops offered by Teacher's College, and Action Research workshops provided by CFN206 and Maryann Cucchiara, in addition to 4 and ½ days consultation with Fay Pallen on implementing strategies in TESL. Workshops offered by Teacher's College focus on enhancing TESL strategies in reading and writing, while the Action Research workshops and consultations focus on teaching ELLs academic language in content areas. The ESL teacher will be covered by a per diem sub in order to attend these workshops. The Title III ESL teacher has attended three ESL workshops in the fall and will attend four more sessions in the springs. Dates of the workshops

Part C: Professional Development
will be announced at a later date. In addition, professional meetings consisting of the Title III ESL teacher and two general content teachers in third and fifth grade are carried to focus on the academic language and methodologies used for ELLs in content areas. The group meets once a week for 45 minutes, in addition to the 4 and ½ days consultations with Fay Pallen. During the meeting, the ESL teacher assists the general content teachers in planning their social studies or science lessons. Teachers study and practice the strategies for deconstructing and reconstructing complex read-aloud texts used in the class. They also design differentiated writing tasks for ELLs for these lessons. Language focuses are set to ensure students learn to read and write complex sentences. These strategies are then implemented in the classroom and the afterschool program. Teachers will determine effectiveness and make modifications in subsequent meetings. All Title III professional development will be provided at no cost to title III.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents of ELLs who are identified for the afterschool program were notified by the Title III ESL teacher on 14th November, 2012, during the Parents Teacher Conference, about the afterschool ESL program. The ESL teacher gave them an overview on the program and tips on what they can do at home to help their child succeed in the classroom. Interpretation was given to parents throughout the meeting. Letter to the parents will be sent once a month to report the progress of the ELLs in the afterschool program. The letter describes the skills that students should have learned and gives parents advice on how to practice these skills at home. Besides, students' work, as well as rubrics, are attached to each letter showing their progress. If necessary, the letter and the rubrics will be translated into Spanish or Chinese (Simplified and Traditional) by the parent coordinator and the ESL teacher so that parents can have a complete picture of their children's performance during the afterschool program. The ESL teacher will make effort to contact parents via friendly phone calls or informal meetings with appropriate interpretation. This is to build a closer relationship with parents so the teacher can have a better understanding of individual needs and concerns. In addition, parents of ELLs involved in the After-School ESL program will be invited to attend Parent Workshops that address the specific needs of the children involved in the Title III program. There will be 2 workshops held throughout the 2012-13 school year. Each workshop will be held separately for

Part D: Parental Engagement Activities
Spanish-speaking parents and Chinese-speaking parents by the ESL teacher, with a translator for each language present at the workshops. The PTA and Parent Coordinator will also help facilitate involvement in these workshops. The tentative schedule and topics to be addressed in these Parent Workshops are as followed: Feb 15: Reading Strategies – This workshop aims to emphasize the importance of reading outside the classroom. The Title III ESL teacher will discuss with parents the strategies they can use while reading with their children. The ESL teacher will show clips of reading lessons as to let parents know how conversations are carried when ELLs read. The ESL teacher and parents will uncover useful questioning skills in reading. Mar 22: Getting Ready for NYSESLAT – This workshop aims to enhance the awareness of the upcoming NYSESLAT. The Title III ESL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ESL teacher will also provide materials and list recourses for parents to use at home.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____