

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K034

School Name:

P.S. 034 OLIVER H. PERRY

Principal:

CARMEN ASSELTA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Oliver Hazard Perry Elementary School School Number (DBN): 14K034
Grades Served: Pre-K to 5th Grades
School Address: 131 Norman Avenue, Brooklyn, NY 11222
Phone Number: 718-389-5842 Fax: 718-389-0356
School Contact Person: Carmen Asselta Email Address: CAsselt@schools.nyc.gov
Principal: Carmen Asselta
UFT Chapter Leader: Teri Mascioli
Parents' Association President: James Sheehan and Erica Rahavy
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): james Sheehan
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Room 246, Brooklyn, NY 11206
Superintendent's Email Address: AWinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718- 302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501 , Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carmen Asselta	*Principal or Designee	
Teri Mascioli	*UFT Chapter Leader or Designee	
James Sheehan and Erica Rahavy	*PA/PTA President or Designated Co-President	
June McNeil	DC 37 Representative (staff), if applicable	
James Sheehan	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jeanette Sternberg	Member/parent	
Nicole Devereau	Member/parent	
Naomi Hassebroek	Member/ parent	
Krista Rizzo-Femia	Member/ parent	
Julia Kotowski	Member/ parent	
Laura Chastain	Member/teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Belfiore	Member/ teacher	
Anna Rzerzicha	Member/ teacher	
Lise Brown	Member/ teacher	
Edyta Karwinska	Member/ teacher	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 34 is an elementary school with over 500 students from grade Pre K through grade 5. The school population is comprised of 4% Black, 18% Hispanic, 74% White, and 4% Asian students. The student body includes 14% English Language Learners and 5% Students with Disabilities. Male students account for 53% of the students enrolled and female students account for 47%. The average attendance rate for the school year 2013-2014 was 94.4%. PS 34 is currently a Rewards School. Over the past year, the school has consistently communicated high expectations to the entire staff and provided trainings connected to the alignment of the Framework for Great Schools as well as ensuring students are exposed to a path to college and career readiness. We are proud of our 2014-2015 NY State ELA and Math Test Scores; 53% of our students in grades 3-5 achieved proficiency in ELA and 66% reached proficiency in Math. During the 2014-2015 school year, PS 34 received an overall Well Developed on the Quality Review with an area of celebration for establishing a culture for learning that communicates high expectations for all stakeholders and providing supports to achieve those expectations.

The school's high expectations results in a culture of mutual accountability and allows the school to successfully partner with families to support student progress and engagement. Collaboration with families is imperative to the school's vision and educational philosophy and as a result, families feel very well supported by the school in preparing their children for life after PS34 and the next level of schooling. Families have numerous opportunities to contribute to the school community such as through the Parents Association and participating as Parent Volunteers in each classroom. In addition, the school partners with a variety of community based organizations to further enrich students' academic as well as social and emotional growth in the following programs: Disney Aladdin Kids, Brooklyn Conservatory of Music, Chess NYC, Robotics Grant Program, Hosh Yoga, American Ballroom Dancing, and others.

There is ongoing communication of high expectations to staff through a variety of means, such as a staff handbook; daily message; weekly and monthly newsletters; professional learning community and faculty meetings; verbal feedback on daily walkthroughs; modeling behaviors towards students and parents; and especially through observation reports. Feedback on Advance observations reveals high expectations for teacher practice, even where teachers are receiving Highly Effective and Effective ratings.

Just as school leaders have high expectations, teachers insist on a culture of feedback and continuous improvement. Teachers implemented their own cycle of inter-visitations of each other's classrooms, meeting both before and after the visits to debrief and share their learning. The physical layout of the school, which has no corridors and doors opening from room to room, allows and encourages teachers to be open and welcoming to colleagues, and see each other's best practices. Administrators expect teachers to visit each other, allow them to visit other schools, and encourage them to attend various professional development opportunities, through the District Office, the Borough Field Support Office, through city-wide events and outside vendors. All adults are expected to learn, and to model excellence to students, and teachers report continuous improvement in their practice and student achievement.

The quality of feedback teachers receive in response to their class work and written assignments cultivates confidence and advances their own teacher practice. All teachers along with administration and our school-based literacy instructional specialist, meet regularly to analyze student work samples and align practices to the CCLS. Our teachers incorporate the Danielson Framework for Teaching and the Citywide Instructional Shifts into their daily practice, which greatly guides and drives our teaching philosophy. In order to continue learning, our educators collaborate to effectively incorporate the eight components of the Danielson Framework to ensure individual student needs are consistently being met. To cultivate highly effective instruction, teachers engage students in purposeful lessons that meet the needs of individuals of our children and create opportunities for small group instruction. Teachers regularly provide differentiated tasks in all lesson plans for independent practices that incorporate multiple entry points for varied learning styles and preferences as well as plan for extension activities for accelerated students. Additionally, students engage in Reciprocal Learning, Math Exemplars and projects on a weekly basis. Teachers are provided with feedback, based on the Danielson Rubric, that highlight their strengths, challenges, and the next steps needed to improve instructional outcomes. Using Danielson's Framework supports our belief that effective instruction is a result of teachers being knowledgeable about and prepared to implement the content and for students to be active participants that are fully engaged in that content. The Danielson Framework helps us plan and formulate questions that ensure that we are meeting the needs of our students.

Our school community had a wide range of assessments aligned to curriculum as well as the Common Core Learning Standards for monitoring student progress and growth. Teachers use rubrics, checklists, periodic reading running records, and formative assessments during lessons resulting in grouping students for targeted instruction. As a school community we developed our instructional focus around the practice of using *Feedback* as a tool for creating meaningful instructional improvement for meeting all students' needs, specifically in writing. Currently, we have identified how these strategies and shift in our professional practice is becoming a vehicle for developing student goals. Students are becoming more aware of how feedback leads to goal setting and progress monitoring, which empowers them as independent learners. The impact of this work is evident in how our teachers work collaboratively in teams and utilize each other as thought partners to create Universal Design for Learning strategies that align assessments, informal and formal data and curriculum planning to measure individual student growth.

We established a collaborative professional learning environment to support the importance teacher teams. Our prep schedule supports weekly grade level common planning, and vertical team meetings. Team meetings are focused on instructional goals, implementation of the Citywide Instructional Expectations, instructional shifts and student learning. Unique to PS 34, our Monday professional development time is devoted to teacher-led professional learning communities and in-house trainings aligned to the school and the districts instructional focus.

14K034 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	512	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		61.0%	% Attendance Rate	94.0%
% Free Lunch		26.3%	% Reduced Lunch	1.5%
% Limited English Proficient		13.4%	% Students with Disabilities	12.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	3.6%
% Hispanic or Latino		17.8%	% Asian or Native Hawaiian/Pacific Islander	3.6%
% White		74.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		48.8%	Mathematics Performance at levels 3 & 4	66.3%
Science Performance at levels 3 & 4 (4th Grade)		93.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- 96% of respondents indicated a positive response to the questions regarding “Rigorous Instruction” on the 2014-2015 NYC School Survey Report
- 4th Grade students experienced an increase of 3 percentage points to 50% of students at proficiency on the NYS Math test
- Received a rating of “Well Developed” for our area of celebration in school culture

Needs:

- A drop of 5 percentage points in 3rd grade students scoring at proficiency and a drop of 22 percentage points of 5th grades students scoring at proficiency on the NYS Math test

An analysis of the 2015 Math test Item Skills Analysis reveals that students in grades 3-5 have a need to improve performance on questions involving multiplication and fractions

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers in grades 3-5, through collaborative inquiry, will develop multiple points of access for students with disabilities and English Language Learners, resulting in improved student achievement on unit performance tasks in Math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning for teachers and Paraprofessionals that will support targeted students through UDL strategies.</p>	<p>All grades teachers and paras</p>	<p>Sept 2015 -June 2016</p>	<p>All faculty, administration, paraprofessionals</p>
<p>Professional Learning Communities that focus on literacy strategies for ELLs and SWDs, which will be regularly shared with colleagues</p>	<p>All grades, teachers and paras</p>	<p>Sept 2015 -June 2016</p>	<p>All faculty, administration and paraprofessionals</p>
<p>Regular, routine collection and analysis of student work samples to monitor for progress and develop next steps</p>	<p>All grades, teachers and paras</p>	<p>Sept 2015 -June 2016</p>	<p>All faculty, administration and paraprofessionals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Literacy Instructional Specialist</p> <p>SETSS teacher</p> <p>Scheduling of small groups for instruction</p> <p>Common preps across all grade levels for planning and sharing of best practices</p> <p>Professional Learning to support initiatives</p> <p>Monday and Tuesday Professional Learning time</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Throughout the year, faculty and administration will work to conduct an on going analysis of periodic assessments and performance tasks in Math to check for progress in the targeted areas.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- 94% of respondents indicated a positive response to questions regarding “Collaborative Teachers” on the 2014-2015 NYS School Survey Report
- The school received a “Well Developed” rating in the area of Additional Findings for “Systems for Improvement” on the 2014-2015 Quality Review

Needs:

- 81% of responding teachers agreed that their professional development experiences have “been sustained and coherently focused, rather than short-term and unrelated” on the survey
- 57% of responding teachers agreed that their professional development experiences have “included opportunities to work productively with teachers from other schools

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will have participated in at least 4 cycles of targeted professional learning that address the continual improvement of progress for all students, including Students with Disabilities and English Language Learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p> </p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • Collaborative Share of best practices at the end of each 6 week cycle of professional learning • Surveying teaching to check for engagement • Review of data for progress in areas being targeted by the collaborative inquiry work • Classroom visits, walk-through
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- 97% of teacher respondents on the 2014-2015 NYC School Survey Report believe that “all students can learn, including English Language Learners and Students with Disabilities,” indicating the commitment the faculty has to the growth and progress of all students.

Needs:

- 80% of teachers agree that the principal “Sets clear expectations for teachers about implementing what they have learned in professional development” on the survey.

84% of respondents on the survey responded positively to the questions on the component “Effective School Leadership” /span>Classroom visits, walk-through

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school leadership will foster a cognitively rigorous and challenging environment for all students by supporting teachers in their use of Reciprocal Teaching in order to equip every child, including Students with Disabilities and English Language Learners, with strategies for engaging them in questioning and discussion with peers and teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p> </p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p> </p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Community-wide cultural and arts events, parent meeting, Parents Association, School Leadership team, workshops for parents and families on a variety of topics
- From the 2014-2015 Quality Review Report “Families feel very well supported by the school and that their children will be well prepared for the next level of schooling.”
- From the 2014-2015 Quality Review Report: “Families have the ability to contribute to the school in many ways, through the Parents Association and directly to students.”

Needs:

- Increased collaboration and communication with a broader group of families across grade levels and from all sub-groups
- From the survey: 87% of respondents overall in the component “Strong Family-Community Ties” had a positive response

80% of parents and teachers surveyed agree that the “School staff encourage feedback from parents/guardians and the community”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, the school will develop a more collaborative partnership with families as measured by a 5% increase in the percentage of parents/teachers who agree that the school has positive parental involvement, based on the Framework for Great Schools Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During the designated weekly parent engagement time, teachers will prepare for, and conduct, curriculum nights, open houses, parent-teacher conferences and other opportunities for parents to engage in the life of the school</p>	<p>All families, guardians</p>	<p>Sept 2015 -June 2016</p>	<p>All faculty and administration</p>
<p>Parent Coordinator will organize a series of workshops related to the academic, physical and social-emotional growth of children</p>	<p>Families, guardians, community</p>	<p>Sept 2015 -June 2016</p>	<p>All faculty, administration, parent coordinator</p>
<p>The administration will ensure the maintenance and updating of the school's website, the distribution of monthly calendars and newsletters</p>	<p>All faculty, families, community</p>	<p>Sept 2015 -June 2016</p>	<p>Parent coordinator Administration, teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Parent Coordinator, Tuesday Parent-Engagement time, Chancellor's Professional Development Days, Monday and Tuesday professional learning time, Parent-Teacher conferences,</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Principal and parent coordinator will conduct conversations and surveys with parents and teachers to determine if there has been an increase in positive parental involvement</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYS ELA exam scores, Fountas & Pinnell Reading Level, Teacher assessment/ recommendation, and/or parent request	- Zoom In – comprehension skills and vocabulary development - Wilson Reading System – decoding and fluency development - Fountas & Pinnell Leveled Literacy Intervention - guided reading instruction	- Small group, pull-out - After school tutoring - One-on-one services provided by SETSS teacher and AIS F-Status teacher	- During the school day - After school - Super Saturday program
Mathematics	NYS Mathematics exam scores, teacher assessment/recommendation, and/or parent request	Go Math – utilizing Tier 2 and 3 intervention components for remediation of computation and development of problem solving skills	- Small group, pull-out/push-in - After school tutoring - One-on-one services provided by SETSS teacher and AIS F-Status teacher	During the school day - after school - Super Saturday program
Science	NYS Science exam scores	Through ELA as outlined above	Small group, pull-out/push-in - After school tutoring - One-on-one services provided by SETSS teacher and AIS F-Status teacher	During the school day - after school

Social Studies	Teacher recommendation	Through ELA as outlined above	Small group, pull-out/push-in - After school tutoring - One-on-one services provided by SETSS teacher and AIS F-Status teacher	During the school day - after school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher/staff recommendation and/or parent request	- counseling sessions - classroom activities	- Individual or group counseling sessions	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.
All teachers at PS 34 are currently highly qualified. PS 34 has a hiring committee for all new teachers and induction committee to the school. In addition to all new teachers receive a mentor that is an expert in their license area. Teachers are also encouraged to pursue additional

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Professional Learning calendar for Monday afternoons includes opportunities for teachers to engage in Collaborative Inquiry with a focus on analysis of student work, Professional Study groups and Professional Development that is offered by staff, the literacy coach, outside organizations and the administration

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

PS 34 has one full-day pre-kindergarten class which is staffed with an experienced Pre-K teacher and paraprofessional. The curriculum used in the Pre-K is the New York State Early Childhood Units of Study. Early intervention services are being provided in the classroom through centers for students who are in need of support. Pre-Kindergarten families are included in all school events. Pre-K parents and guardians are assisted through the Kindergarten admissions program.

4b. 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.

PS 34 has a MOSL Committee and an Professional Learning Team which meet regularly to evaluate and plan for assessments and Professional Learning Opportunities. Additionally, the school has a grade level team for all teachers in grades pre-K – 5, and all staff are engaged in year-long professional learning in teams that cover topics of varying interests to teachers.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	305,098.00	X	12, 14, 16, 18, 20
Title II, Part A	Federal	121,073.00	X	12, 14, 16, 18, 20
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,447,507.00		

¹Explanation/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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **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 the school and the families. The 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 the 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 the school community;

The 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 school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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.

PS 34 PSchool-Parent Compact (SPC) Template

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>76</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>4</u>

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

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

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

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

Part C: Professional Development

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

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

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

_____ November -Identifying the levels and needs of students

_____ December-CKLA/Expeditionary Learning and ELLs

_____ January- GO MATH and ELLs

_____ February-Scaffolding for ELLs

_____ March- ELLs with IEPS

_____ April-NYSESLAT-Reading and Writing

_____ May-NYSEST-Listening and Speaking

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

throughout the year. In addition, we will host an ELL Showcase in May. Parents will be invited to view student work and speak to them about their projects.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 034
School Name Oliver H. Perry Elementary School		

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 ENL teacher, and one parent.

Principal Carmen Asselta	Assistant Principal Maria LoRe-Dioguardi
Coach Carolyn Chabin	Coach type here
ENL (English as a New Language)/Bilingual Teacher Aleksandra Pietrusiewicz	School Counselor Lisa Bargognone
Teacher/Subject Area Elizabeth Czastkiewicz	Parent Julia Kotowski
Teacher/Subject Area	Parent Coordinator Deise Kowalski
Related-Service Provider Iwona Borys	Borough Field Support Center Staff Member Tatyana Ulubabova
Superintendent Alicja Winnicki	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	463	Total number of ELLs	66	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	14	0	0	0	0	0	0	0	0	0
ENL	43	0	6	9	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Polish	14	9	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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0

Freestanding English as a New 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	3	2	1	2	2	1	0	0	0	0	0	0	0	0
Chinese	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	3	0	0	2	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	15	14	7	8	0	3	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	0	0	1	0	2	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	8	2	0	0	0	1	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	7	1	0	1	1	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	20	5	11	3	4	4	0	0	0	0	0	0	0	0
Commanding (Proficient)	20	7	10	0	2	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	6	12	2	4	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	0
4	2	4	1	0	0
5	3	1	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	0	1	0	1	0	1	0	0
4	1	0	5	0	1	0	0	0	0
5	3	1	2	0	0	0	1	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	2	0	5	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessments our school uses to determine the level of the early literacy skills development of our ELLs include Fountas and Pinnell running records along with additional Fountas and Pinnell tools for the grade level specific specific literacy skills development. For example, we utilize word lists, high-frequency word lists, phonogram, and word feature checklists. In addition, we use informal assessment (teacher created checklists, observations, and conference notes) to keep track of our students progress. Also, twice a year our school uses the ELA MOSL performance in grades K through 5. The evaluation of the data derived from these assessments provides teachers with valuable information about the strengths and challenges of the ELL students in the area of literacy. Based on the individual needs of each student, we set short and long term instructional goals and plan for necessary scaffolds and levels of support in the classroom and standalone ENL program. Additionally, we assess all students using the built-in assessment offered by our literacy curriculum in grades K-2, the Core Knowledge Language Arts program to monitor progress frequently..
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A review of the NYSITELL and NYSESLAT test results identifies ELLs at every grade level. The NYSITELL results show that 1/3 of the ELL students reach the expanding level demonstrating relatively strong listening and speaking skills. About 50% of the students assessed with the NYSITELL scored at the commanding level. Upon reviewing the NYSESLAT test results for our ELL students in grades K-5, certain patterns were observed for second language acquisition. The language acquisition appears in the following order of mastery: listening and speaking competency is attained first, followed by reading, lastly writing. Looking at the individual scores of our entering level ELLs it was evident across all grade levels that the scores for listening and speaking were consistently higher as compared to the other two modalities. At the transitioning level, our ELL students showed most improvement in reading and writing with the writing score being slightly lower than the reading score. This was clearly evident among students in grades 1 through 5. Our expanding level students continued to show improvement across all four modalities. Our instructional goals and objectives are planned accordingly in keeping with this consistent pattern across proficiencies and grade level. Our high achieving and English Proficient ELL's receive instruction in flexible groups to address their needs .

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities - reading/writing and listening/speaking have a very strong impact on instructional decisions. Newcomers and students in lower grades who speak very little English or not speak at all, work intensively to build language in all four modalities, with an emphasis on the oral language development and listening skills. As the students progress and move from the entering/emerging levels to the higher levels in the speaking/listening modalities, our instruction becomes more focused in developing the reading/writing modalities. Although, we did not meet the Annual Measurable Achievement Objectives, we have noticed that our ELL students positively respond to scaffolded instruction in their classrooms and push in/pull out groups as evidenced by student assessment results.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across grade levels that has emerged is that ELL students move through the performance levels as they move up in grade. For example, most Kindergarten students who start the year as "transitioning" will move on to "expanding" by the time they are ready for 2nd grade. The school leadership and teachers use the results of the ELL periodic assessments to inform instruction (for example, MOSL Performance Task), develop flexible groups and work with students to set goals for themselves in all subject areas, with a particular focus on literacy. Our school is learning about tracking ELLs and monitoring for progress in meeting their goals. The use of the home language is encouraged by all teachers, when appropriate, to help support and build upon the child's existing literacy skills in the home language, and transfer these skills to English. Our ELL students test only in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

During our weekly Inquiry Meetings, data collected for targeted ELL students is analyzed and discussed regarding students needs. This data is used to plan lessons, develop goals for the individual students, monitor progress, and make recommendations for further interventions if necessary. For each student who scored below expected levels of performance on the annual English language proficiency assessment, we conduct a thorough review of student academic data to determine the additional support services to provide the student. The school RTI plan includes tiered interventions for ELLs.

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

In September, all classroom and cluster teachers are provided with lists of ELLs for each class and their levels of language acquisition. General Education and Special Education teachers carefully consider this information when choosing materials, planning lessons, activities and grouping their students. Professional Learning supports these practices as groups of teachers collaborate with each other and the ENL providers to assure that the needs of their ELL students are met.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

In September 2015 we opened the Dual Language (Polish) program in Kindergarten which is comprised of 14 ELL students and 9 EP students. Within the English -proficient group there are 2 students at the entering level, 5 students at the emerging level, 2 students at the transitioning level, and 5 students at the expanding level.

Students are assessed in both languages on a regular basis to ensure that both ELLs an EP students are meeting all State and City standards. Assessments include:

- Fountas and Pinnell Benchmark Assessment
- Core Knowledge unit assessments English and Polish
- Project Based Learning English and Polish
- NYSESLAT progress
- Student portfolios in English and Polish
- Teacher created assessments English and Polish
- MOSL Performance Tasks
- Teacher observations and student-teacher conferences

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

The success of our program for ELLs is measured by the results on the NYSESLAT and NYS English Language Arts exam. While the assessment results indicate individual student progress, our ultimate goal is to achieve the proficient/commanding level on the NYSESLAT and level 3 or above on the NYS ELA exams for each of our ELL student in grade 3-5. To ensure ELL students' success the ENL teachers, in collaboration with classroom teachers and related service providers (for ELL-SWDs), develop adequate short and

long term goals for all ELL students which affects unit and lesson planning. School data derived from formative assessment indicates that our ELL students make satisfactory gains in developing oral language, including academic vocabulary and their writing shows better quality, as evidenced by rubrics and portfolio review.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL identification process begins upon entrance into PS 34 and is conducted by the ENL teachers, Aleksandra Pietrusiewicz and Elizabeth Czastkiewicz (both bilingual Polish) in collaboration with the Pupil Accounting Secretary, Eileen Tabala. If a parent needs service in Spanish, they are accompanied in this process by a bilingual teacher, Ms. Martinez. If another language is needed, we solicit telephone interpretation from the DOE Translation and Interpretation Unit.

The steps for the initial identification of ELLs are as follows:

1. The Home Language Survey (HLS) is completed by a parent or guardian at the time of registration. In addition, an interview with both the student and parent is conducted by a trained pedagogue in English and the home language to determine the student's home language. The HLIS forms are available in all languages for the parents. Parents are also assisted by a designated and trained pedagogue to fill out the forms correctly. Interpreters are provided as needed.
 2. Each eligible student is administered the NYSITELL to assess English proficiency in speaking, listening, reading, and writing. If a new entrant's home language is Spanish and he is identified as ELL based on the NYSITELL results, the student is administered the Spanish LAB at the time of enrollment.
 3. The student score is determined and scanned. The procedures of administrating the NYSITELL and Spanish LAB follow the same 10-day testing window which includes placement in an ELL program if applicable. Within 5 school days of ELL identification the parent is informed of the ELL status of their child via the standard NYCDOE letter: the entitlement letter, non-entitlement letter or continued entitlement letter.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In addition to the required ELL identification process, for every new admit ELL student a trained pedagogue conducts age/grade-appropriate academic screening and an interview with a parent. In an event of a possible SIFE, we further review student records, work samples, and teacher reports to determine the student levels of performance. Additional assessment (for example LENS) is administered as needed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a newly enrolled student has an IEP and his/her Home language other than English, the Language Proficiency Team is formed to review evidence of the student's English language development. In addition, the School Implementation Team reviews the student's IEP and an interview with the student is more in-depth. Upon review, the LPT recommends the student take or not take the NYSITELL. If the Team determines that the student may have English language acquisition needs, the student will take the NYSITELL, otherwise, the recommendation of not taking the NYSITELL is reviewed by the principal who may reject or accept it. If the principal accepts the Team recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision and the sparent is notified within 3 school days of the decision. We complete the procedures of testing and placement in an ELL program (if applicable) for students entering our school with IEPs within 20 days of enrollment.

*PS 34 Language Proficiency Team composition:

Carmen Asselta, Principal
Maria LoRe, Assistant Principal
Iwona Borys, SETSS/IEP Teacher
Elizabeth Czastkiewicz, ENL/Polish Dual Language Teacher
Student's parent/guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is administrated to the eligible students, answer documents are scanned into ATS via the attendance scanner as soon as possible but not later than within 10 days of enrollment. A designated person downloads the NYCDOE parent notification letters in their prefferd language. Within 5 days of ELL determination, we inform parents of the NYSITELL results and ELL status

choosing one of the following: entitlement letter, non-entitlement letter, or continued entitlement letter. Dated and signed letters are collected by the ENL Coordinator and retained in the student's cumulative folder. Upon a delay of the letter return, the ENL teachers, our Parent Coordinator (and additional bilingual personnel as needed) make follow-up phone calls and/or send out second notices.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

We send entitlement letters to all qualified students. The letter informs parents that there is a 45 days window to appeal ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

PS 34 provides the parent orientation to all parents of newly newly enrolled ELLs. During the parent orientation all three program choices (Bilingual, Dual, and Freestanding ESL) are explained regardless the model(s) currently offered at PS 34. Some parents participate in group meetings while others are accommodated on individual basis. In addition to sending out invitation letters, we also call every parent by utilizing our bilingual personnel. At the meeting, the qualified parents view the Parent Orientation Video which describes all three program choices available in New York City in 13 languages (translation in any other language is offered if accessible). The Parent Survey and Program Selection Forms are also provided in their respective home language together with a flyer explaining the three choices. The bilingual principal and staff attend Parent Orientation to answer all parents' questions and concerns. During the meeting, the principal or a principal designee provides parents with detailed information on the Common Core Learning Standards, assessments, and school expectations for ELLs. At the conclusion of the parent orientation, we provide each parent with the Parent Survey and Program Selection Form in their preferred language where parents indicate their program choice. We instruct parents that the forms must be completed and signed within 5 school days and offer our assistance as needed. Most parents decide about their choice at the end of the meeting. If more time is needed to make the choice, follow-up phone calls are made in the parent preferred language and our outreach attempts are documented.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We explain the timeframe for returning both documents and encourage parents to fill out both the Parent Survey and Program Selection Form at the end of the parent orientation. If the parent is not ready to make the decision at that time, the ENL providers and designated support staff/interpreters are responsible for follow-up phone calls and/or additional meetings with the parents. Our outreach attempts are documented and the records are maintained by the ENL Coordinator, Aleksandra Pietrusiewicz.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection form is not returned within 18 days, regardless our outreach attempts, the student is placed in ENL and his name is recorded on the waiting list for a bilingual program. Letters are sent home to notify parents.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL Coordinator is responsible for sending out placement notification letters and retaining copies in the program binder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original documentation is retained in the student cumulative folder and copies are placed in the ENL program binder.

11. 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.

Every year the ESL Coordinator reviews NYSESLAT results and additional ATS reports to determine ELL eligibility for each student. Students who qualify for ELL services are tested in May. Prior to the NYSESLAT administration, she works with the SETSS/IEP teacher, Iwona Borys, and the school administration on developing schedule for proctors including testing accommodations for ELLs with IEPs as needed.

1. The ESL Coordinator sends letters to ELL parents to inform them about the child's entitlement to take the NYSESLAT that indicate the date(s) and time(s) of the test.

2. The ENL Coordinator meets with the Testing Coordinator and IEP Teacher to review updates on test administration, protocols, and packing requirements.

3. All teachers who are responsible for administering the test are trained by the ENL Coordinator according to the NYSESLAT administration guide.

4. Test is conducted with all eligible students within the timeframe indicated by the administrative guidelines.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Each spring, ELLs are tested to evaluate for their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners take the NYSESLAT. Continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). The process of sending out letters to parents is completed no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in

the preferred language of the parent. In an event of receiving articulating ELLs we review student records in order to provide program continuity.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms, we noticed that the trend in program choices of students from the Polish linguistic background has shifted from freestanding ENL to Dual Language program. This year, 15 ELL students (21% of our ELL population) started this program in a Kindergarten class. All parents of students from language backgrounds other than Polish continue choosing freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Our Freestanding ENL program is implemented in both pull out and push in models. The pull out groups are homogeneous and contain students from contiguous grade levels. In the push in model, the ENL teacher delivers the service in heterogeneous groups in the student's classrooms. Our ELL students are programmed in STARS and serviced as described by CR 154.

Level	Total # minutes. ENL	Minimum # minutes stanalone ENL	Minimum # minutes integrated ENL
Beginner/Entering ENL/ELA	360	180	180 integrated
Low Intermediate/Emerging ENL/ELA	360	90	180 integrated
Intermediate/Transitioning ENL/ELA	180	0	90 integrated
Advanced/Expanding or other content area	180	0	180 integrated ENL/ELA
Proficient/Commanding or other content area	90	0	90 integrated ENL/ELA

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

DL Polish Kindergarten program - instruction is delivered in a self-contained model with one ENL bilingual Polish teacher who provides instruction in both languages English and Polish at separate times. Our DL is designed in the Half-Day variant of the 50:50 model. The class comprises of 15 ELL students and 9 English proficient students who are interested in learning Polish. In this DL Polish class we integrate students learn the target language through content areas as well as through literacy. The primary language acquisition goal of the program is the development of grade-level-appropriate bilingual and biliterate academic skills in both English and Polish. We provide all students in this class with the academically rigorous curriculum in both languages to enable the students to meet or exceed New York State and City standards.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We cross-referenced NYSITELL and NYSESLAT scores and ENL program schedules to ensure that mandated minutes are provided to all ELL students by proficiency level.

3. Describe how core content is delivered in each program model. 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.

Core content is delivered by the classroom teachers and ENL teachers. All staff members receive ongoing training on scaffolding, sheltered instruction, and other forms of instruction for ELLs. This year, as outlined by CR 154, 50% of professional development for the ENL teachers and 15% for all other teachers will be devoted to effective instructional strategies for ELL students.

Instructional strategies for ELL students are aligned with rigorous grade-level expectations articulated by the Common Core Language State Standards for English language arts and mathematics.

All ENL classes follow a carefully structured instructional approach that develops literacy skills in the four language modalities: speaking, listening, reading, and writing. This is accomplished through a variety of activities that include but are not limited to:

- read alouds
- shared reading, guided reading, and independent reading
- phonemic awareness and phonics activities
- shared writing, guided writing, and independent writing
- building of grammatical structures

Additionally, carefully selected scaffolds are incorporated into every lesson. During bi-weekly common planning time and Professional Learning Communities sessions, the ENL teachers and classroom teachers determine which scaffolds will meet individual student's needs. These scaffolds include picture supports, language experience charts, sentence and paragraph frames, and other supports included in the core ELA programs, CKLA and Expeditionary Learning.

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

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

In addition to standardized testing, we provide ongoing assessment in various ways using the following tools:

- rubrics
- student portfolio
- student self-assessment checklists
- project-based learning
- student presentations
- beginning-of-unit and end-of-unit tests
- performance tasks

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Individual plans for SIFE and Long Term ELLs are developed based on gathering and analyzing student's data.

1. Thorough assessment of the student's needs based on data retrieved from ATS conducted by the ENL teacher(s), school counselor and school administrators
2. Additional formal and informal assessment administered by the ENL teacher, members of the RTI Team and classroom teachers to identify the student levels of performance and areas in need of improvement.
3. Based on the assessment results frequency and intensity of interventions are planned for each student.

We differentiate instruction for all other ELL subgroups as follows:

1. Grouping ELL students according to their level of language acquisition including curriculum compacting
2. Utilizing a variety of materials appropriate for each group of students
3. Focusing on addressing Common Core Language Standards
4. Using supports included in the core programs, Core Knowledge Language Arts and Expeditionary Learning

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

For every student re-identified as ELL or non-ELL, the principal reviews the Re-identification Process decision within 6-12 months to ensure the student's academic progress has not adversely affected by the determination. The review is conducted in collaboration with the student teacher(s), parent, and the student. Upon review, the principal may reverse the determination. If

Chart the principal's decision is to reverse the ELL status, sha consults with the District Superintendent. Parents are notified about the final decision in writing within 10 days.

8. 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?

All teachers and paraprofessionals have access to their students' IEPs which are carefully analyzed in collaboration with the special education teachers and related service providers of each student. Our ELL-SWDs are programmed in general education and ICT classes where they have full access to the content and core curriculum. Additionally, carefully selected supports are implemented in the general education classrooms and ENL classes.

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

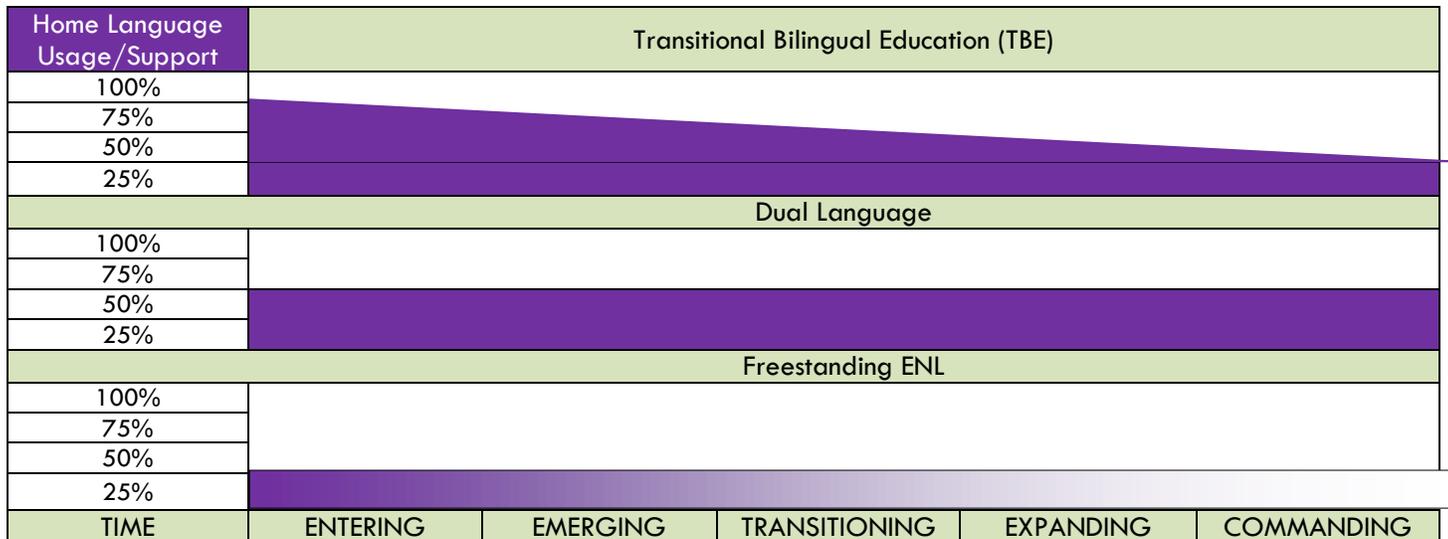


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs who have been in the ENL program longer than 3 consecutive years and who scored at the low intermediate level on the NYSESLAT are one of the target subgroups for academic interventions in ELA, Social Studies, Science and math. Analysis of their assessments (formative and summative) indicate that this subgroup needs language support in vocabulary development and writing. ENL teachers collaborate with classroom teachers during weekly grade level inquiry teams' conferences on developing best practices and supports for these students. The strategies include but are not limited to graphic organizers, visual aides, dictionaries (bilingual and monolingual), charts, word families, and frontloading of the vocabulary. ENL teachers set goals, list strategies, and monitor students' progress. In writing, ENL teachers usually work alongside with the classroom teachers to support their students in all aspects of the writing process. Our SETSS/Academic Intervention Services teacher further supports the needs of the identified ELL students by providing direct instruction in their areas of weakness. Because both ENL teachers and the AIS provider are bilingual Polish, they offer home language support in Polish, specifically in reading and text comprehension and vocabulary in all subject areas. Additionally, we closely monitor progress of the students in the Kindergarten Dual Program to identify early interventions as needed. Classroom teachers use high interest lower level non-fiction texts to work with identified targeted ELLs. In addition, our bilingual paraprofessionals offer support to the ENL staff. Moreover, Bilingual Social Studies, Science, and Math glossaries, are available in several languages and translated in-house to Polish. These tools are used by classroom and ENL teachers to support English Language Learners, especially in upper grades. Classroom teachers are trained in ENL methodologies, provide language support in all content areas by the implementation of flexible grouping and student partnerships. Parent volunteers facilitate content learning for an ELL who speaks a low frequency first language (In the past, we used French, Polish, and Arabic speaking volunteers).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The school data analysis indicates that our ELL students make progress and many of them meet the grade level benchmarks. The NYSESLAT results show movement in the number of students reaching the proficiency in the language development.
12. What new programs or improvements will be considered for the upcoming school year?
1. Dual Language Polish program in Kindergarten
 2. STEM - the enrichment program in grades K-5 that provides our students with an opportunity to solve real world problems. In the STEM units of study, Ms. Marshall integrates science, technology, engineering, and math. The teacher is working closely with our Sustainability Coach, Tina Wong, to assure the alignment with the Greenpoint Eco-Schools project.
 3. The Greenpoint Eco-Schools project supports our school in creating an environmental education program. The Sustainability Coach, is leading this initiative alongside with the school leaders.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our schools offers all ELLs equal access to school academic and extracurricular programs. Each grade level has a daily schedule of academic and enrichment programs and activities. All program cards and flow of the day charts are posted in the classrooms. All ELLs are held to the same high standards and expectations of the school. Therefore, if an ESL pull-out service is scheduled, it is done in collaboration with classroom teachers and must be approved by a supervisor to assure the least disruption to a child's academic learning. All ELLs are always included in program invitation letters sent home and translated to Polish and Spanish. Parents of all students are invited to Open House and Open Door events to learn about academic curriculum. They are informed about extracurricular programs via letters, Principal's Bulletins, and the school website. The following are the programs, in addition to academic ones, that ELLs participate in: 1st and 2nd grade dance, K-5 enrichment program in visual arts and science, 5th grade ballroom dance and all senior activities, music with the Brooklyn Conservatory of music in grades K, 1, 3 and 4, class trips, school-wide Character Counts Program, and many others. The following are supplemental programs that are offered this school year: Saturday Academy for grades 3-5 (Title III and Title I funding sources), After School Enrichment Program with Brooklyn Conservatory of Music. Our goal is to increase student achievement in ELA and math and to support enrichment programs for all students, including ELLs. In addition, the school houses an OST Program with The School Settlement CBO which offers after school and many ELLs and their families take advantage of this program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- In literacy instruction we use CKLA in grades K-2 and Expeditionary Learning in grades 3-5. Go Math is used across the grade levels at PS 34. The STEM program utilizes technology on a daily basis. In addition we utilize supports and scaffolds built-in for ELLs in the core programs as well as computers, iPads and smart boards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ELL students use their native language freely with bilingual personnel and parent volunteers and among themselves. They can express their academic needs and ask for clarification. Books in native languages are available for students to take out on loan. In

addition, students are supported by glossaries in content areas, picture and non-picture dictionaries, and support staff.

In the Dual Language Polish program students have an opportunity to use the target language for 50% of their school day.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required service support and resources correspond to the ELLs age and grade level work. ENL teachers use a variety of instructional materials that are grade level and age appropriate. Our anchor ELA programs (CKLA in grades K-2 and Expeditionary Learning in grades 3-5) have built-in instructional and assessment components for ELLs on each grade level. use leveled libraries for guided reading and building reading fluency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?
We offer Polish language to ELLs in the Dual Language Polish program.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our DL Polish Kindergarten instructional program is delivered in a self-contained model. In this model, there is one teacher who provides instruction in both languages English and Polish at separate times. The class comprises of 14 ELLs with mixed proficiency levels and 9 EP students. Our DL is designed in the Half-Day variant of the 50:50 model.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As outlined by the District 14 leaders, our professional plan for all ELL personnel is based on the premises of reflective practice. All teachers are given opportunities to:
 - Have information on content and its classroom application
 - Have time to construct knowledge and understanding of the new information
 - Have time to implement, practice, and assess the newly learned information
 - Have time and opportunities to share and reflect on their newly acquired knowledge
 - Realign, restructure, and practice based on their reflections and professional knowledge
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ENL, classroom teachers, and cluster teachers are offered several opportunities to participate in professional development throughout the school year. Our PD plan includes the development of instructional supports to ensure that the ELL students meet the Common Core Learning standards. Our focus topics are as follows:
 - Universal Design for Learning principles and resources including multiple entry points approach
 - questioning techniques derived from Depth of Knowledge as a tool to increase instructional rigor
 - strategies for developing academic vocabulary (for example through reciprocal teaching)
 - scaffolding instruction for ELLs with the use of "Scaffolding Instruction for English Language Learners: Resource Guides for ELA and Mathematics" by Diane August and Diane Stehr FennerIn addition, select teachers will participate in professional development offered by the District Office. Our District leaders provide opportunities to participate in the following study groups:
 1. The Power of Two (planning and implementation of high quality Dual Language program using research-based practices)
 2. New Teacher Study Group
 3. Teacher Leader Study GroupFurthermore, our teachers will attend professional development offered by DELLSS throughout the year in person and/or via online webinars and videos.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The following staff is involved in the articulation process and student transition from elementary to middle school: 5th grade teachers (E. Krakower-Larkin, L. Brown, A. Panopoulos, and J. Brahmstedt), SETSS provider, I. Borys, ENL Coordinator, Aleksandra Pietrusiewicz, Principal, Carmen Asselta, Parent Coordinator, D. Kowalski, Pupil Accounting Secretary, E. Tabala. Our part-time guidance counselor, Lisa Bargognone, supports the process. Every year, we invite the parents of 5th grade students to participate in our own Middle School Fair where they can meet representatives from local middle schools. Parents of ELLs and F-ELLs have an opportunity to participate and learn about options for their children. If we have a first-year ELL in the 5th grade, the Principal guides the family through the process. 5th grade teachers take their classes on tours to the local middle schools and many parents of ELLs and F-ELLs accompany their children. The Principal personally monitors the articulation process and works closely with the Pupil Accounting Secretary, 5th grade teachers, and parents. Mrs. Asselta assists ELLs as they transition to middle schools and supports teachers and personnel in this process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
ALL teachers are engaged in weekly professional development on Mondays where scaffolds and supports for ELLs are included on the agenda. This year, teachers have an opportunity to participate in the Professional Learning Communities that will study instructional practices for ELLs and SWDs. In addition, we attend workshops offered by the Borough Field Support Center and participate in study groups led by the District Office specialist, Cynthia Felix.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In order to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs we start scheduling annual individual meetings with parents of ELLs in October. The ENL teachers in collaboration with the administration, classroom teachers, paraprofessionals and special education providers (if applicable) reach out to parents in their preferred language via telephone, email and invitation letters. (We use surveys to determine parents' preferred way of communication.) Meetings are held before, during, and after school hours depending on the parent choice. During the meeting, each parent has an opportunity to learn about their child's academic progress in regard to the language development as well as ask questions about the program. Parents are accommodated with interpretation services as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The outreach attempt logs and attendance records are kept in the program binder maintained by the ENL Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our Parent Coordinator encourages the parents to take an active role in educating our children to improve academic achievement of our students through meetings, workshops, and other forms of communication. School in-house surveys are provided in the most common languages spoken by the parents. Translations are provided by teachers, paraprofessionals, and parent volunteers. All parents, including parents of ELLs, are encouraged to actively participate in their children's educational process and school activities such as assemblies, shows, workshops, Open House, Open Door, parent partnership program, trips, School Leadership Teams, Parent Teacher Association, fundraisers, etc. Additionally, parents of the students in lower grades meet at school several times during the year to participate in special events, such as The Thanksgiving Feast (Kindergarten) or building ginger-bread houses (Grade One and Kindergarten). In upper grades, parents are invited to the Curriculum Showcase where students' projects and presentations are demonstrated to the parents on a select unit of study. All parents are invited to participate in Multicultural/Family Nights. Our parents are also active participants in Kindergarten and 1st Grade Orchestra. Grade Four invites parents to Poetry Café where poems are presented not only in English but other languages as well. Grade Five parents have the opportunity to participate in the Ballroom Dance presentation. Grade Three students play the recorders for the Flag Day in front of all the parents and many other guests. Parent volunteers are invited to work alongside with teachers in the student classroom on all grade levels.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We provide workshops for ELLs in collaboration with the District Office, Brooklyn North Support Center as well as NYU BTAC.
5. How do you evaluate the needs of the parents?
We evaluate the needs of the parent by analyzing The School Environment Survey, in house school surveys, annual and additional individual meetings.
6. How do your parental involvement activities address the needs of the parents?
Parents of the ELL students participate in all events offered by PS 34. High attendance rate in individual meetings and parent surveys results show that they are satisfied and their needs are met.

D. Additional Information

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

School Name: Oliver H. Perry**School DBN: K14034**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Asselta	Principal		10/28/15
Maria LoRe-Dioguardi	Assistant Principal		10/28/15
Deise Kowalski	Parent Coordinator		10/28/15
Elizabeth Czastkiewicz	ENL/Bilingual Teacher		10/28/15
Julia Kotowski	Parent		10/28/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Carolyn Chabin	Coach		10/28/15
	Coach		1/1/01
Lisa Bargognone	School Counselor		1/1/01
Alicja Winnicki	Superintendent		
Tatyana Ulubabova	Borough Field Support Center Staff Member _____		
Iwona Borys	Other <u>SETSS</u>		10/28/15
Elizabeth Czastkiewicz	Other <u>ENL/Dual Language</u>		10/28/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K034** School Name: **Oliver H. Perry**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

According to ATS reports, currently 14.25% of PS 34 students are English Language Learners. The results from this year's Home Language Survey (HLIS) and information provided by the parents on the emergency cards reveal that many parents of our ELLs speak languages other than English at home and come from a variety of linguistic backgrounds (predominantly Polish but also Spanish, Chinese and Arabic and many more). Teachers and parents have frequently asked for assistance in facilitating oral and written communication between the school and home.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At PS 34 parents' preferred languages for both written and oral communication are as follows: Polish, Spanish, Chinese, Arabic, Bengali, Japanese, Mandarin, Punjabi, Romanian. The majority of parents needs assistance with translation and interpretation services in Polish (44%) and Spanish (7%). These services are provided by our bilingual staff.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every year, our school disseminates many documents that require translation to communicate important information to parents with limited English language skills:

- Parent Handbook (September)
- Curriculum Overview (September)
- Principal Bulletin (ongoing throughout the year)
- Beginning of the school year announcements
- Newsletters and calendars (ongoing throughout the year)
- Parent-teacher conference announcements (3 times per year)
- Current events flyers (ongoing throughout the year)
- After-school and Super Saturday program announcements
- Community events flyers (ongoing)
- NYS testing dates and information (April-May)
- Report Cards

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We conduct parent-teacher formal conferences 3 times a year, when the report cards are issued. In addition, teachers schedule many individual meetings with parents to keep them informed about their child's progress. These meetings occur before, after school, and every Tuesday afternoon (during parent involvement time). In addition, we also accommodate parents in their preferred language during IEP conferences, as needed. We also offer translation and interpretation services during the following events:

- Open House (September)
- Open Door (October)
- Curriculum Night (Spring)
- Parent Orientation

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 34 employs bilingual professionals who translate documents to Polish and Spanish. We also take advantage of parent volunteers who are proficient in other languages that some of our parents use. Our Language Access Coordinator works with the school leaders on scheduling translations to provide enough time for the designated personnel/parent volunteers to complete the services in a timely manner. At this time, we are not using outside resources.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet interpretation needs of the limited English language parents by providing on-site interpreters. If a parent who has requested interpretation services visits or calls the school, a teacher who is proficient in the home language will be made available to accommodate the parent. If a staff member who speaks the parent's home language is not available, we will ask our parent volunteers for assistance. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly should any such needs occur. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 34 has a multilingual welcome poster displayed in the main office to make every visitor aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the NYC DOE's translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. All members of the school staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. During individual meetings with parents of ELLs, the ENL teachers have an opportunity to ascertain the needs and concerns that may be expressed. Then, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We also communicate with the School Leadership Team that is represented by parents from a variety of linguistic backgrounds in order to improve our Translation and Interpretation plan and practices.