

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M034

School Name:

P.S. 034 FRANKLIN D. ROOSEVELT

Principal:

ROSEMARIE GONZALEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S./ M.S. 34 Franklin Delano Roosevelt School Number (DBN): 01M034
Grades Served: Pre-k – 8th grade
School Address: 730 East 12th Street New York, N.Y. 10009
Phone Number: 212-228-4433 Fax: 212-353-1973
School Contact Person: Rosemarie Gonzalez Email Address: RGonzal52@schools.nyc.gov
Principal: Rosemarie Gonzalez
UFT Chapter Leader: Kevin Cusumano
Parents' Association President: Jorge Solano
SLT Chairperson: Janet Lo
Title I Parent Representative (or Parent Advisory Council Chairperson): Jorge Solano
Student Representative(s): _____

District Information

District: 1 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street, New York, N.Y. 10002
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave. 8th Floor New York, N.Y. 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Rosemarie Gonzalez	*Principal or Designee	
Kevin Cusumano	*UFT Chapter Leader or Designee	
Jorge Solano	*PA/PTA President or Designated Co-President	
Deloris Brown	DC 37 Representative (staff), if applicable	
Jorge Solano	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	
Janet Lo	Member/UFT	
Dusha Kameraj	Member/ UFT	
Rebecca Collazo	Member/Parent	
Gladys Gonzalez	Member/Parent	
Desiree Jones-Owens	Member/ Parent	
Patricia Allen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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./M.S. 34 serves 395 students from Pre-K through grade 8. The student population comprises of 63% Hispanic, 28% Black, 6% Asian, and 2% White. The student population includes 6% of English Language Learners and 33% of Students With Disabilities. Boys account for 51% of the students enrolled and girls account for 49%. The attendance rate for 2014-15 is 91%.

As a school community, we share a set of values, beliefs and attitudes that contribute to creating a culture for learning among our staff, parents and students. Together we developed our mission statement: P.S./M.S. 34 will create an environment which promotes integrity, respects the individual differences of others, values creativity, encourages students to persevere as scholars and be responsible members of the community.

PS/MS 34 offers middle school students the opportunity to become self-reliant, astute learners in an atmosphere that encourages them to develop as thoughtful, caring and intellectual members of the global community.

Parents appreciate the supportive learning environment in which teachers know the students well and expect the best from each student. In the 2013-14 New York City School Survey, 97% of parents said they were satisfied with the education that their children received at PS/MS 34 (higher than the City and District Average).

The 2013-14 School Quality Review was Proficient.

Areas of focus cited in the 2013-14 quality Review were:

- Researched based, effective instruction that yields high quality student work.
- Support and evaluation of teachers through feedback using the Charlotte Danielson framework and analysis of learning outcomes.

Two areas of Celebration were:

- Well developed in School Culture 3.4 -establishing a culture for learning that communicates high expectations to staff, students and families.
- Well developed in Systems for Improvement 4.2- Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

01M034 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	396	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	6	# Music	4	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	89.0%	% Attendance Rate		91.1%
% Free Lunch	91.1%	% Reduced Lunch		3.8%
% Limited English Proficient	6.4%	% Students with Disabilities		33.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		27.5%
% Hispanic or Latino	62.6%	% Asian or Native Hawaiian/Pacific Islander		6.6%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.95	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.3%	Mathematics Performance at levels 3 & 4		27.8%
Science Performance at levels 3 & 4 (4th Grade)	75.6%	Science Performance at levels 3 & 4 (8th Grade)		39.6%
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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	YES	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	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.

PS/MS 34 received a Proficient rating in the 2013-14 Quality Review.

On the New York City Department of Education Quality Guide the school received “Meeting Target” on Student Progress, School Environment, Closing the Achievement Gap and “Exceeding Target” on Student Achievement. Also, on the 2013-14 School Quality Guide Summary, PS/MS 34’S New York State Accountability status was in “Good Standing”.

2013-14 Quality Review area of focus stated a need to improve teaching practices that engage all students with challenging tasks in student-centered environments to promote further high level thinking.

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, 90% of teachers will rate effective or highly effective in Danielson’s Framework Component 3C, engaging students in learning, based on their annual ADVANCE Measures of Teacher Practice (MOTP) as evidenced by formal and informal observations.

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) <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>
<p>Based on observations and feedback, from Administrators, teachers</p> <p>will show evidence of increased practice ratings, aligned to Danielson's Framework ,in student engagement.</p> <p>Teachers will conduct assessment and planning for differentiation instruction, Inquiry-based, project-oriented activities. Activities will reflect strengths, interests and needs of students. Rigorous habits and high order skills are emphasized in curricula and academic tasks are embedded in a coherent way across grades and subjects so that all learners demonstrate their thinking.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Oct-June</p> <p>September-June</p>	<p>Administration</p> <p>Administration and teacher leaders</p>
<p>Common preps to facilitate grade team meetings so that teachers can collaborate, develop, and plan units of study and analyze student work to inform instruction.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Administration and teacher leaders</p>
<p>Teachers and Paraprofessionals will continue to participate in professional development /Inquiry Team work in order to review data, plan instruction and monitor progress of students.</p>	<p>Teachers, Paraprofessionals</p>	<p>September-June</p>	<p>Administration, teacher leaders</p>
<p>Teacher leaders and teachers will model, co-teach, observe and plan lessons, in alignment with the curriculum maps, in order to improve pedagogical practice and increase student achievement and strengthen the instructional core.</p>	<p>Teachers</p>	<p>September-June</p>	<p>Teacher leaders, Administration</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.

Teacher leaders will be provided with coverage and per diem/ per session to facilitate professional learning opportunities and inter-visitations.

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

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.

By February 2016, 100% of teachers will have met, with Administrator, to identify areas of improvement and to discuss teacher observations and identify and share best practices that increase student engagement.

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.

Based on the New York City School Survey from 2013-2014, "71% of students felt safe in the hallways, bathroom, locker rooms, and cafeteria" compared to the city-wide average of 81% and District Average of 85%. Only 40% of students say that most students at the school treat each other with respect compared to the city average of 59%. Parents, students, and School Leadership Team surveys show that there is a need to focus on improving our school culture and reducing student suspensions.

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.

By June 2016, the staff will implement prevention and intervention strategies to help students with behavior management that will result in an increase of positive student behaviors and decrease, by 25%, OORS incidents and suspensions.

dPart 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) 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>All teachers will participate in Restorative Circles training aimed at engaging students at establishing positive</p>	<p>All teachers</p>	<p>September-June</p>	<p>Administration</p>

connections with their peers and solving conflicts collaboratively and nonviolently. Training will be provided by Morningside Center for Teaching Social Responsibility.	Students		Morningside Center onsite Coach Guidance Counselor
Teachers will use a reward structure (PBIS) to build trust with students and increase positive behavior.	All Teachers	September-June	Administration, Teacher Leaders
Restorative groups (students, teachers) will conduct needs assessments, surveys to gather information about school safety and school environment and make ongoing changes to promote a positive social emotional learning environment.	Teachers students	September-June	Administration, Teacher Leaders
Monthly assemblies to discuss school belief statements and to celebrate student accomplishments (Perfect Attendance, Scholar of the Month)	Teachers students Parents	October-June	Administration Guidance Counselor PBIS Team

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.											
Teachers have common weekly grade preps and also a weekly professional period. Teachers are also available to meet on Monday’s professional development time. Morningside Center for Teaching Responsibility Coach will facilitate student advisory on Mondays.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
By February 2016, 100% of the teachers will participate in Restorative Circles Training and conduct a needs assessment survey to guide future assemblies and planning.
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.

On the PS/MS 342013-14 Quality Review two areas of Focus Were:

- * 1.2 To develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula.
- * 4.1 To observe teachers using the Danielson Framework for Teaching, along with the analysis of learning outcomes to elevate school-wide instructional practices.

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, 100 % of all lessons will be aligned to the Danielson Framework for Effective Teaching and Common Core Learning Standards to maximize and improve student learning and teacher pedagogy .

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly grade meetings to plan and discuss grade goals, sharing of resources and best practice, inter-visitations for teachers so that they give and receive feedback, aligned with the Danielson Framework.	, Teachers	September-June	Administration Advance Talent Coach
Based on observations and administrator feedback, teachers will show evidence of increased practices that impact student achievement and progress.	Teachers,	September - June	Administration
Regularly on-going professional development that strengthens knowledge of content areas and focuses on designing lessons and effective planning.	Teachers	September-June	Administration

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.											
Per Session, Professional Development, Common Planning Time, Professional Learning Communities, Teacher inquiry Team meetings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
In February 2016, teachers will review student data to assess how many students met the mid-point Benchmarks . Teachers will complete a survey to determine teacher needs in professional growth.
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 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.

Our School Quality Snapshot for 2013-2014, shows that only 19% of our students met State Standards on the State English test. Also, based on other needs assessment and data such as the Gains report, School Leadership Team discussions, we have determined the need to focus on improving students reading proficiency.

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.

By 2016, 100% of teachers will plan and teach Common Core Learning Standards aligned instruction, that will decrease the number of students scoring level 1 and level 2 on the Common Core New York State English Language Arts exam by 25% in grades 4-8.

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>
<p>Teachers will create Common Core aligned curriculum maps using the web based program, Rubicon Curriculum Atlas Map.</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration</p>

During weekly grade meetings, focus will be on analyzing student work and using data to connect unit goals with differentiated daily lesson plans.	Teachers	Sept-June	Administration
Examine and analyze formative and Summative assessments	Teachers	Sept-June	Administration
Professional Development for teachers to focus on specific daily effective teaching practices that have multiple entry points .	Teachers	Sept-June	Administration

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.											
Professional Development sessions addressing CCLS Units. Teacher Effectiveness. After School planning sessions for teachers to plan and develop lesson plans.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	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.										
By February 2016, 100% of the teachers should have created at least two units on the Rubicon Atlas website										
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 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.

According to the School Snapshot for 2013-2014, 97% of Parents are satisfied with the education that their child has received at PS/MS 34. Our goal is to continue to support parent engagement and increase parent participation.

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, we will increase parent participation and engagement by 25% increase in parent attendance at school functions and activities.

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) <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>
<p>Workshops and information for parents of ELLS and SWDs with a focus on assisting parents on how to support their child at home.</p>	<p>Parents Teachers Students</p>	<p>Sept-June</p>	<p>Teachers Parent Coordinator Administration</p>

			School Based Management Team
Professional development for teachers on how to communicate and outreach effectively with parents to increase parent involvement.	Teachers	Sept-June	Administration Parent Coordinator Guidance Counselor
Monthly School celebrations that all parents can attend, Attendance and Scholar of the Month Assemblies.	Teachers	Sept-June	Administration Guidance Counselor Parent coordinator
First Friday of the month for families to visit classrooms and observe lessons	Teachers	Sept-June	Administration Parent Coordinator

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.											
Tuesday parent engagement planning time. Parent Workshops can be held on Saturdays during Saturday School and in the afternoon when students are in after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.
By February 2016, 50% of parents should have attended at least two events in our school.
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)	2015 New York State English Language Arts scores and school based assessments	Differentiated instruction, Reading Reform, phonics and fluency instruction	Small group and one on one instruction	During the school day, Saturday Academy, After School Academy
Mathematics	2015 New York State Math scores and school based assessments	Differentiated instruction, skill bases instruction	Small group and one on one instruction	During the School Day , After School, Saturday Academy
Science	Performance on school based assessments	Differentiated instruction	Small group and one on one instruction	During the School Day, After School, Saturday Academy
Social Studies	Performance of school based assessments	Differentiated instruction	Small group and one on one instruction	During the School Day, After School, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referred, Guidance and Administration, Social Worker, Parent Request	At Risk Services	Small group and one on one instruction	During the School day, After School, Saturday Academy

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.
We have a hiring Committee that screens and recruits highly qualified teachers/Staff. For recruitment, we work in partnership with a variety of Colleges such as New York University, Fordham University, Metropolitan and Mercy College. We also recruit qualified adults that have worked in our school as student teachers and know our population. In order to support high quality teaching, we ensure that staff attends high quality professional development workshops.

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).
Teachers are provided with Professional Development Workshops twice a week. These workshops are based on teacher needs and goals. Teachers are sent to workshops and then turnkey to the rest of the staff. Workshops focus on best practices, new research and are aligned to the CCLS and Danielson Framework. Staff attend workshops provided by the UFT and CSA after school, during weekends and Summer months.

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.).

We provide parent workshops focused on CCLS to assist preschool children transition to the elementary school. Day care centers are invited to school tours, with students and parents, during the school day to observe lessons and meet the school community. Teachers team up with other teachers and have the older students become reading Buddies with the students in early childhood classes. Pre-K teacher meets and plans with Kindergarten teachers and share records and information on how to best meet the needs of the students.

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.

Teachers are involved in planning professional development and setting school goals. Teachers participate in Inquiry teams, grade, and vertical teams. Teachers collaborate and meet weekly to plan, develop, assess and monitor ongoing, grade specific instructional strategies and interventions and assessments.

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	262,275.00	x	Section 5 A-E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,494,907.00	x	Section 5 A-E

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)

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/MS 34M, 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/MS 34M 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 PS/MS 34's 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 PS/MS 34's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend 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/MS 34M School-Parent Compact

PS/MS 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:

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 PS/MS 34’S 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>PS/MS 34 FDR</u>	DBN: <u>01M034</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>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: 30 ELLs in PS/MS 34 are participating in the afterschool ESL program and the Saturday academy, which are instructed by a licensed ESL teacher from our school. The ESL teacher will use English as the medium of instructions. We have identified two groups of students – ELLs and former ELLs (students who score commanding/proficient on NYSESLAT within two years) from third to fifth grade (8 students) and middle-school ELLs and former ELLs (22 students). Starting from mid-November, targeted beginning ELLs will meet once a week (Wednesdays) for two hours (2:40-4:40). The program will run from mid-November through the end of May – approximately 25 weeks. As to our struggling ELLs, they will attend the Saturday academy (from 8:30-12:30) starting in January. The Saturday academy will run for 10 weeks. During the Saturday academy, we provide the Title III service through a team-teaching model in both elementary and secondary levels. Four teachers (2 ENL teachers, 1 general education teacher, and a content-area subject teacher from middle school) will provide Title III service. In the elementary level, a licensed ENL teacher will collaborate with a general education teacher to strengthen instructions for ELLs. As to the middle-school teacher, a ENL teacher will team-teach with a content-area teacher.

Since our newcomers were all tested at beginning level (in all four domains – speaking, listening, reading and writing) in the NYSITELL, instructional focus and activities will be developed to enhance their English proficiency in all four domains. Bilingual Spanish-English materials (such as Math exercise books and Spanish trade books) will be provided to scaffold students' math and literacy skills (including comprehension, critical thinking, and inferential skills), and encourage their native language development.

Analysis of NYSESLAT(2013-14, 2014-15), and ELA State Test (2013-14, 2014-15) indicates that reading and writing is the lowest modalities among struggling ELLs. Hence, instructional focus and activities will heavily revolve around reading and writing. Besides, the program will focus on phonics, fluency, vocabulary, and comprehension, which will be beneficial and appropriate to all ELLs.

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

Materials to be purchased are as follows:

- Finish Line New York ELLs: Bilingual Common Core (for 2016 NYSESLAT) – These are practice lessons that meet the Common Core Learning Standards (CCLS) and the New Language Arts Progressions, and prepare ELLs for the format and item types on the 2016 NYSESLAT. We will purchase the student booklets, audio CDs and annotated teacher's editions to supplement ELLs in 3rd to 8th grade for their literacy skills.

- Spanish Trade Books - These literacy materials are for Spanish-speaking ELLs from 3rd to 8th grade. The books are chosen based on the English trade books they have in their classroom. Some books for elementary schools include the Spanish version of Bud, Not Buddy, the Magic Tree House Series, Shel SilverStein's Poem Collections, Judy Moody Series, nonfiction books relevant to the content-area subjects of each grade level. As to middle school, some Spanish books includes the Harry Potter series, the Series of Unfortunate Event series, the Hunger Game series, historical fictions related to the American Revolution, the Civil War, the Civil Rights Moment, the Great Depression and the World Wars, and nonfiction books relevant to the content-area subjects of each grade level.

Part C: Professional Development

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

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

Begin description here: Professional meetings consisting of the ENL teacher and general content teachers are held to focus on academic language and methodologies used for ELLs in content areas. The group meets once a month after school (from 2:40-4:00) on Mondays during the professional development time. The professional meetings is conducted as a group study format, in which Title III teachers learn with their colleagues.

The topics are as follows:

- Academic Language: Choosing the Right Texts (Nov 9)
- Academic Vocabulary (Dec 7)
- Word Play (Jan 11)
- Deconstruction and Reconstruction of Complex Texts (Feb 1)
- Text Dependent Questions that Linger on Language (March 7)
- Differentiating tasks for ELLs (April 4)
- Differentiating assessment for ELLs (May 9)

Topic are subjected to modification depending on the needs of teachers.

During the meeting, the ESL teacher and the general content teachers collaborate to investigate and develop teaching strategies for their social studies or science lessons that cater to the needs of ELLs. The topics cover Teachers study and practice the strategies for deconstructing and reconstructing complex read-aloud texts used in the class. They also investigate differentiated writing tasks for ELLs for these lessons. Language focuses are set to ensure students learn to read and write complex sentences. These strategies are then implemented in the classroom, the ENL afterschool program and the Saturday academy. Teachers will determine effectiveness of strategies and make modifications in subsequent meetings.

All the above professional developments will be provided at no cast to Title III.

In addition, a few sets of professional books will be purchased in order to facilitate teachers' research on different pedagogies. The titles are They Say, I Say, Vocabulary Is Comprehension, Building Academic Language: Meeting Common Core Standards Across Disciplines.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs who are identified for the afterschool program are notified by the Title III ESL teacher at the beginning of November during the Parents Teacher Conference, about the afterschool ESL program or the Saturday academy. The ESL teacher gives parents an overview on the program and tips on what they can do at home to help their child succeed in English acquisition. Interpretation will be given to parents throughout the meeting.

Letter to the parents will be sent once a month to report the progress of the ELLs in the afterschool program. The letter describes the skills that students should have learned and gives parents advice on

Part D: Parental Engagement Activities

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

The ESL teacher will contact parents via friendly phone calls, formal, and informal meetings with appropriate interpretation after school on Tuesdays. This is to build a closer relationship with parents so the ESL teacher can have a better understanding of individual needs and concerns.

In addition, parents of ELLs involved in the afterschool program will be invited to attend parent workshops that address the specific needs of the children involved in the Title III program. There will be two workshops held throughout the 2014-15 school year. Each workshop will be held by the ESL teacher, with a translator for each language present at the workshops. The PTA and parent coordinator will also help facilitate parents' involvement in these workshops.

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

Feb 10 (Tuesday, 2:40-3:50, 1 hour and 20 minutes): Reading Strategies – Parents whose children are in the Title III program will be invited to this workshop, which aims to emphasize the importance of reading outside the classroom. A Title III ESL teacher and another Title III teacher (general education/ content-area subject) will discuss with parents the strategies they can use while reading with their children. The Title III teacher will show clips of reading lessons as to let parents know how conversations are carried when ELLs read. The teachers and parents will uncover useful questioning skills in reading. Materials such as PowerPoint Presentation handouts, and a recommended book list will be distributed to parents. Parents are also given bilingual books, so they work on their children's literacy skills in their native language. Refreshment will be provided during the workshop.

April 21 (Tuesday, 2:40-3:50, 1 hour and 20 minutes): Getting Ready for NYSESLAT – Parents whose children are in the Title III program will be invited to this workshop, which aims to enhance the awareness of the upcoming NYSESLAT. A Title III ENL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ENL teacher will also provide materials and list recourses for parents to use at home. Refreshment will be provided during the workshop.

- May 20 (Friday, 9:00-2:00, 5 hours): May 20 (Friday): ENL Field Trip to the Lower East Side Tenement Museum. The purpose of this trip is to let ELLs and their parents explore America's urban immigrant history. Since our students live around the Lower East Side, this trip allows them to connect more to their community. Accommodated with our bilingual parent coordinator (Ms. Ivette Cintron), Spanish speaking parents will be given translation throughout the trip. Entrance and transportation fees will be covered by our Title III funding.

-

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	_____	_____

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.
<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 01	Borough Manhattan	School Number 034
School Name Franklin Delano Roosevelt		

B. Language Allocation Policy Team Composition

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

Principal Rosemarie Gonzalez	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Wan Chi Ashley Breen	School Counselor Richard Vasquez
Teacher/Subject Area Wendy Rahaman Seuram/ CT, ESL	Parent
Teacher/Subject Area Gabriel Goris/ CT, ESL	Parent Coordinator Ivette Cintron
Related-Service Provider	Borough Field Support Center Staff Member Ada Cordova
Superintendent Daniella Phillips	Other (Name and Title) Laura Salzberg/ IEP Specialist

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language arts 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 <u>not</u> 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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	386	Total number of ELLs	31	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	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	1

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	0	0	0	0	0	0	0	0	0	0
ENL	21	0	1	9	0	7	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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): _____	Number of students who speak three or more languages: _____
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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	1	3		9	5	4					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1		1							0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)		1					1	2	2					0
Emerging (Low Intermediate)			1		3		2		1					0
Transitioning (High Intermediate)	2	1					2							0
Expanding (Advanced)	1			1	1	1	4	3	1					0
Commanding (Proficient)				1			1	3	1					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	0	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	0	0	0	1	0	0	1	4	1	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	1	0	0	0	0	0	0	0
4	0	0	1	0	0	0	0	0	0
5	7	0	0	0	0	0	0	0	0
6	1	2	2	0	0	0	0	0	0
7	2	2	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	1	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	0	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.
 Our school uses TCRWP running records, TCRWP letter-sound identification assessments, TCRWP high frequency word assessments, performance assessments, the NYSITELL and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the NYSITELL provide teachers with basic understanding of the reading, writing, speaking and listening skills of our new ELLs. Throughout the academic year, classroom and/or ENL teachers use letter-sound identification assessments, high frequency word assessments, and running records to assess students' literacy levels. We administer two ELA performance assessments to measure literacy standards, and have five assessment windows throughout the year to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT, which measures their progress in learning English as a Second Language. Our data shows that our ELLs from kindergarten to second grade, even for those who can identify all the letter sounds, struggle with high frequency words at their grade level. The majority of them are below grade reading level. However, all our ELLs in this subgroup (including ELL-SWDs) have progressed throughout the last academic year. ENL teachers and classroom teachers share their findings from different tools in order to provide appropriate instructions. ELLs whose literacy level is below grade level are put in small inquiry groups in which teachers provide instructions based on targeted literacy skills. Teachers who are trained with the Spauding Phonograms will provide intensely lessons on letter-sound identification, and phonemoic awareness.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The majority of our newcomers were tested at the beginning level on the NYSITELL in the past two years. By the first time they took the NYSESLAT, more elementary ELLs attained an intermediate (emerging and transitioning) or a higher level than secondary ELLs. According to the NYSESLAT Spring 2015, 44% (15 out of 34) of ELLs in PS/MS 34 obtained a higher overall proficiency level. 53% (18 out of 34) remained at the same level. While only 5% (1 out of 21) of our newcomers is ELL-SWDs, 80% (8 out of 10) of our developing and long-term ELLs are ELL-SWDs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the information about the AMAOs to determine the effectiveness of our ENL program, and to track ELLs' growth percentile in ELA and Math levels. According to the Title III AMAOs 1 and 2 Status Estimator based on Spring 2015 NYSESLAT,

21.88% of ELLs in our school attained commanding level. The data reveals that our school met the AMAOs 2 in 2014-15. Our data indicates that none of our ELLs obtained a level three or four in ELA and Math in 2014-15. However, 87% of our ELLs has an ELA growth percentile of more than 25, and 76% of them has a Math growth percentile of more than 25.

4. For each program, answer the following:

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

a. The pattern across proficiencies and grades is that the majority of ELLs in K-4 are at emerging, transitioning and expanding levels, with the exception of one entering ELL in first grade. For grade 5 and 6, ELLs ranged from entering to expanding level. Grade 7 and 8 contain a portion of newcomers who are at the entering level, while the rest of them are at expanding level. Last year, we had 7 (out of 10) ELLs who took the NY State Math examination in their native language in grade 6 to 8. The difference in their performance compare to ELLs who took it in English is not significant.

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

c. The Periodic Assessment reports indicate that reading and writing are the weakest modalities of our ELLs. ELLs from grade 3 to 8 are struggling with applying learning strategies to examine, interpret and evaluate a variety of materials (NYS ENL Reading Learning Standard 3). Native language is used minimally, especially at elementary levels. There are paraprofessionals in our school who can provide assistance to students who speak Chinese (Mandarin, and Cantonese), Spanish and Bengali as their native language when necessary. For newcomers who are literate in their native language, resources, such as bilingual dictionary and online translation tools, are provided to aid their learning. ELLs who prefer to take the State examinations (except ELA) in their native language will use both English and an alternative language edition of the test simultaneously. If there is no translated edition for the state examinations, our school will provide ELLs with oral translation from suitable translators.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

Instructional decisions are made by both ENL, classroom and subject teachers collaboratively. Therefore, even if our ENL teacher is not present in the classroom, the instructions and activities are incorporated with ENL strategies, such as using TPR, visual aids, and differentiated tasks. Translated textbooks and materials (if available) are provided in content-area subjects. For ELLs who are literate in their native language, teachers provide them with bilingual dictionaries, or allow them to use electronic devices for translation. These ELLs are encouraged to read books in their native language (as a transition) and apply reading strategies taught in the class. They are also encouraged to type their writing in their home language, so their ENL, classroom and content-area teachers can interpret using online tools and assess their writing skills.

7. For dual language programs, answer the following:

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

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

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

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

Part IV: ELL Identification Process

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

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.
At enrollment, all parents or guardians of new entrants to the NYC DOE, and reentrants to the NYC DOE after two continuous years outside New York States, receive a Home Language Identification Survey (HLIS) in their preferred home language. A licensed pedagogue (an ESL teacher) administers the survey, and conducts interviews with parents or guardians, and students in English and/or the parent’s preferred language of communication. Interpretation is provided when necessary, through either school staff, or telephone translation provided by the DOE. For students entering school with IEPs (from within the US), the Language Proficiency Team (LPT) members meet, and determine the students’ NYSITELL eligibility. After reviewing the HLIS, interviews, and LPT meetings (for students with IEPs), a licensed pedagogue fills out the two-letter OTELE ALPHA CODE on the HLIS, along with the decision of NYSITELL eligibility. Eligible students are administered the NYSITELL within five school days after their initial enrollment. For Spanish-speaking students, a Spanish LAB is administered by that ESL teacher with a Spanish-speaking paraprofessional. Newly identified ELLs in grade 3 to 8 whom we suspect may have a gap in education or may have inconsistent education are administered the SIFE Oral Interview Questionnaire within 30 days from initial enrollment. If a gap of two or more years is determined, an ESL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS).
Wan Chi Ashley Breen (an licensed ESL teacher) is responsible for the administering HLIS and the NYSITELL.
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).
Newly identified ELLs in grade 3 to 8 whom we suspect may have a gap in education or may have inconsistent education are administered the SIFE Oral Interview Questionnaire within 30 days from initial enrollment. In addition, student work and past report cards are reviewed to determine the gap. If a gap of two or more years is determined, an ESL teacher (Wan Chi Ashley Breen) administers the Literacy Evaluation for Newcomer SIFE (LENS) to students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish in order to determine SIFE status. For other languages, our school will hire an interpreter for the LENS. The LENS result determines the SIFE status in BNDC. Initial SIFE status will be entered in BNDC within 30 days from initial enrollment.
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).
For students entering school with IEPs (from within the US), the Language Proficiency Team (LPT) members meet and determine the students’ NYSITELL eligibility. Interpretation will be provided for parents who have limited English proficiency. The LPT members includes the principal, an ENL teacher, a classroom or content-area teacher, a member of the assessment team, a special education teacher, and the students’ parents, or guardians. The principal reviews the LPT’s decision. Within 20 days, the principal decides to accept or reject the LPT recommendation. If the principal decides not to administer the NYSITELL, she will notify the superintendent with related documentation. The superintendent will make the final decision. Parents will be notified within 3 days of decision in their preferred language.
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.
Eligible students are administered the NYSITELL within five school days after initial enrollment. Once the NYSITELL are scanned and scores are determined, an ENL teacher distributes the entitlement and non-entitlement parent notification letters in both English and in parent’s preferred language.
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).
Parents are informed orally by an ENL teacher, or qualified personnel that they have the right to appeal their child’s ELL status within 45 days of enrollment. Parents can also obtain this information during the ELL parent orientation, on the entitlement, and the non-entitlement parent notification letters.
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.
After our school obtains the NYSITELL scores, an entitlement parent notification letter, and ELL Parent Orientation Invitation are given to parents of new ELLs within 10 days of enrollment. An ENL teacher, along with the parent coordinator, hosts an ELL parent orientation. Interpretation is provided when necessary. The transitional bilingual education, dual language, and freestanding ENL programs are explicitly explained in full details. An online orientation video, which is in parents’ preferred language, is viewed by the

parents, provides more information about their choices. Parents who cannot attend the orientation will be contacted by our school, so they can arrange another day to meet with the the ENL teacher. For students who enroll after the orientation, their parents are invited to meet with our ENL teachers and the parent coordinator to know and discuss their options. Once the Parent Survey and Program Selection forms are completed and returned, parent choice are inputted in the ELPC screen. If forms are not completed and returned within 20 days of enrollment, the default program of the parent choice is bilingual education.

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.

An ENL teacher or qualified personnel will contact parents, or guardians who have not returned the Parent Survey and Program Selection forms on the day listed on the form. Parents, or guardians are informed the importance of their decision, and that their child will be put in a default program (bilingual education), if our school does not have their response within 20 days of enrollment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For parents, or guardians who do not return the form within 20 days of enrollment, the parent choice on ELPC will be bilingual education. An ENL teacher or qualified personnel will inform parents, or guardians, that their parent choice is bilingual education.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the Parent Survey and Program Selection forms are returned, or after 20 days of enrollment if the forms are not returned, the placement parent notification letters (in both English and in parents' preferred language) will be distributed to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All the ELL documentation (including the HLIS, parent survey and program selection form, entitlement, continued entitlement letter, non-entitlement letter, placement letter after receiving parent survey) are retained in our school. One copy of ELL documentation is retained by the ENL department, and another copy is retained in each student's communicative record.
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.

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

Teachers responsible for administering the NYSESLAT are Wan Chi Ashley Breen and Laura Salzberg.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Within 10 days of school, parents, or guardians will be notified the NYSESLAT result and ENL status of their children through the continued entitlement and transitional support parent notification letters. Our school ensures letters are in both English and the language preferred by the parents, or guardians. Students need to return the signed continued entitlement letters to their ENL teacher.
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 Parent Surveys and Program Selection for the past few years, the majority of our parents prefers a Freestanding ESL Program, which is currently offered at our school. We check the Program Selection regularly, as there may be changes due to transferred ELLs and newly admitted ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 school has a Freestanding ESL program for ELLs from K-8. As per CR Part 154.2, we implement both integrated and standalone ENL models. Our school provides integrated ENL service for all grades. For grade 3, 6, and 8, integrated ELL services are provided by dually certified teachers; for the rest of the grade, an ENL teacher is team-teaching with the common branch or content area teachers. ELLs who have mandated standalone ENL service are grouped heterogeneously between two consecutive grade levels. This is to ensure the gap between grade level's learning standard is minimal.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

ELLs (including commanding ELLs) in grade 3, 6 and 8 receive ENL services by their dually certified teachers. ENL teachers incorporate ENL strategies in their lessons, and ELLs obtain mandated number of instructional minutes through small groups and differentiated activities. ELLs receive ENL support daily in different subject areas. The instructional time provided exceeds the mandated requirement. All ELLs regardless of their proficiency are provided with a minimum of .5 unit of study (90 minutes) or more of ELA instructions daily.

ELLs in kindergarten, grade 1, 2, 4, 5, and 7 receive one unit (180 minutes) of integrated ENL services, provided by an ENL teacher with a classroom or content-area teacher in ELA. Commanding ELLs receive .5 unit of study (90 minutes) in an integrated ENL model per week. Entering and emerging ELLs are grouped heterogeneously between two consecutive grade levels. They receive one unit (180 minutes) of standalone ENL service.

Our school meets CR Part 154 time allotments for ELLs through effective proficiency level clustering. Entering and emerging ELLs are provided with two units of study (360 minutes) of ENL instruction per week; Transitioning and expanding ELLs receive one unit of study (180 minutes) of ENL instruction per week; Commanding ELLs receive .5 unit of study (90 minutes) per week.
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.

To meet the Common Core Learning Standards in content areas, our school emphasizes on teaching academic language and vocabulary in all content areas. In our elementary levels, some of our classroom and ENL teachers, who participated in an action research based on Dr. Lily Wong Fillmore's work on using complex texts in content areas to collaborate the development of the social studies and science curricula, integrate literacy into content-area subjects. Aside from covering the content, teachers read and deconstruct complex texts with the whole class to ensure all students are exposed to a wide range of Tier II vocabulary words, academic language, and text dependent questions. Our teachers implement different strategies (i.e. TRP, dramatization, lexical arrays and generative words/ word families) to build students' academic vocabulary. ELLs, and all students, learned to tackle complex non-fictional readings with guided instructions, while their group or independent activities are differentiated based on their needs. All lessons are designed as literacy blocks that target specific content area knowledge. As to grade 6 to 8, a balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. Social studies and Science are also part of ENL instruction. Our ENL teachers collaborate with subject teachers to supplement ENL strategies in their science and social studies lessons. Contextual support is important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Academic language development is also emphasized within each lesson to ensure ELLs' exposure of academic language and vocabulary. Moreover, ENL methodologies (i.e. repetition, visuals, literacy frames) are used to foster achievement of these academic language goals. During the standalone classes with middle school ELLs, our ENL teacher designs literacy lessons based on students' needs in their content areas. We ensure that all our teachers are aware of the necessary modifications that our ELLs will need in content areas. In-house ESL professional developments are provided to discuss the use of ENL strategies. Teachers use these strategies to differentiate instructions for ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Bilingual and Dual Language programs are not established at our school. Thus, native language instruction is not provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The evaluation of all four modalities of English language acquisition are measured through both formative (i.e. running records, anecdotal records, student's homework and classwork) and summative assessments (i.e. rubrics for mid- or final-assessment,

Periodic Assessments, and Benchmark Assessment) throughout the year. Our ENL teachers interpret these assessments regularly and conduct on-going conferences with ELLs to set learning goals and discuss their progress and concerns. Classroom and content-area teachers are notified these goals, so they can ensure their ELLs are working towards them.

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
 - a. Our plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ENL methodologies. The ENL teacher will collaborate with classroom and subject teachers to differentiate instructions and tasks. The ENL teacher also incorporate the SIFE Bridges Curriculum (resources provided by the DOE) in ELA, math, science and social studies.

b. The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers receive mandated ENL service, while our ENL teachers work closely with classroom teachers and/or subject teachers to identify the language needs for each individual. Since the majority of newcomers lack background knowledge in content area subjects. Our ENL teachers collaborate with social studies and science teachers to design differentiated instructions and activities. ELLs are all provided with the opportunity to attend all academic after-school programs, which provide additional ELA and Math support.

c,d. The plan for our ELLs receiving ENL service for 4 to 6 years and long term ELLs is to identify areas of weakness through varies assessments for planning instructions. In some cases, motivation is the issue. Our ENL teachers conduct surveys and informal interviews with these students to understand their concerns, their academic expectations, and what subjects or topics they are interested in. The data collected can help all teachers to plan lessons that motivate these students. One major focus for these students is on their reading and writing modalities. The NYSESLAT scores indicate that these students struggle most in these two areas. At the beginning of the school year, our ENL teachers reinforce the strategies for reading and writing once again as to compensate the skills that they lack or forget. These skills include brainstorming, organizing, revising, inferring and higher-order thinking, etc. Throughout the whole year, our ENL teachers ensure these strategies are implemented constantly. In addition, students also participate in academic after-school programs, or Title III ESL after-school program for extra support. Our ENL teachers conduct case studies for long-term ELLs to determine the specific challenges these students have. Though the case studies, students' data are analyzed, and targetted action plans are designed. All teachers of those students are informed about the plans, and implement them in their classroom.

e. The plan for continuing transitional support for commanding ELLs is that these students are entitled to receive two additional years of ENL service as per CR Part 154. Their ENL service is provided through the integrated ENL model. As to testing, they will receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can also participate in the ELA after-school program to maintain and enhance their English levels. In addition, classroom and subject teachers meet with our ENL teachers regularly to discuss concerns and strategies for these students.
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.
Students who are re-identified as ELLs will be provided with mandated ENL instruction time according to their English proficiency level. Our school uses the NYSESLAT 2014 to 2015 comparison charts to determine their current proficiency level.
Students who are re-identified as non-ELLs will be provided with extra support from an ENL teacher in an integrated setting.
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?
At our school, all ELL-SWDs receive mandated number of minutes of ENL instructions. These students are placed in classrooms and ENL groups that have a small student-to-teacher ratio, so that the teachers can cater to ELLs' diverse needs more efficiently. Our ENL teachers work collaboratively with special education teachers to analyze students' data, plan for appropriate instructions, and differentiate teaching and learning materials.
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?
The integrated ENL model ensures that ELL-SWDs do not miss their content-area lessons. Classroom, special education and our ENL teachers collaborate to design lessons specific to the IEPs and identified needs of ELL-SWDs. Meanwhile, our ENL and special

Chart

education teachers meet regularly to discuss and reflect on ENL strategies to accelerate students' English language acquisition. Our ENL teachers also take part in IEP meetings in order to have a thorough understanding of the needs of ELL-SWDs, and to ensure that language components, and goals are addressed in their IEPs.

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)	2 units of study <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
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(u) 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.

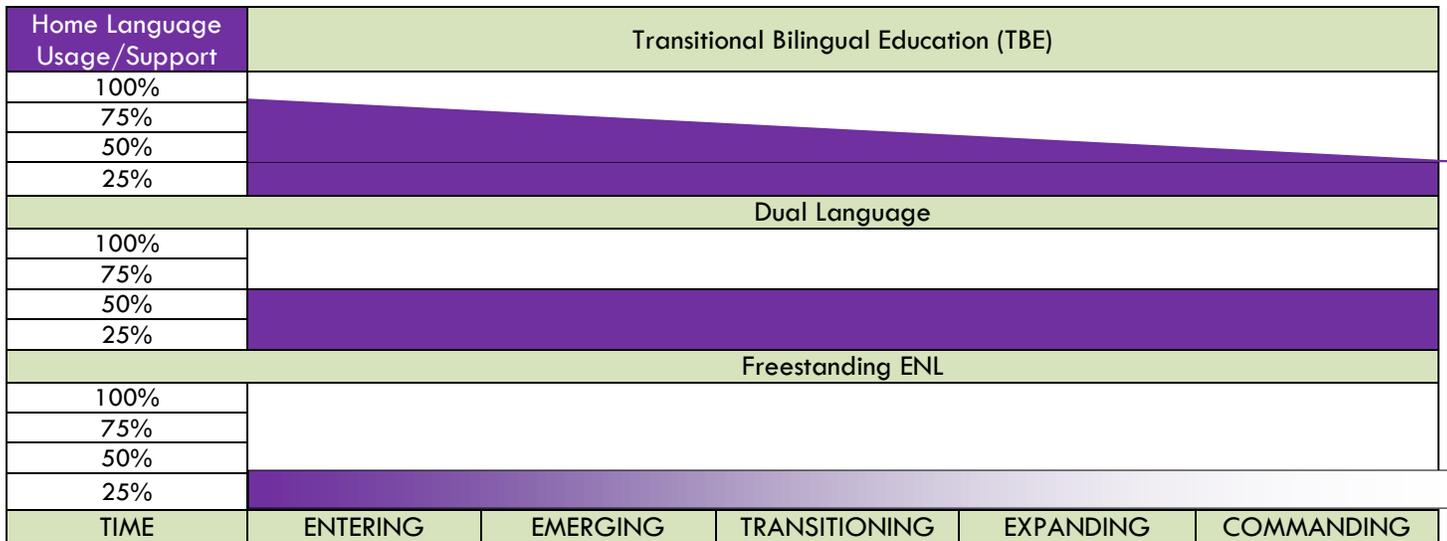


*Note: “other approved services” does not apply to New York City at this time.

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.
Our school provides Academic Intervention Services (AIS) for ELA and Math. Tier I ELA intervention is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000 and myON for literacy, and IXL for Math. Tier II ELA intervention is provided by academic intervention teachers in our school. Students are pulled out in small groups or individually from 10 to 20 minutes a day to work on their fluency, decoding and comprehension skills using Reading Rescue Program from Teacher College (for K-1) and Scholastic Read About Program. In addition, they work with our math intervention teacher for targeted skills and practices. For ELL-SWDs, Tier III intervention is provided by special education teachers in small pull-out groups. While most of our ELL-SWDs are in Integrated Co-Teaching classroom with a classroom and a special education teacher, some of our ELL-SWDs (from grade 5 to 6) are in a self-contained special education classroom. ELL-SWDs are provided with special education services (i.e. counselling, OT, and speech therapy) as per their IEPs.
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 NYSESLAT results from the past two years show us that our integrated model in content areas has been efficient to enhance English development of our ELLs. There was a higher percentage of ELLs who attained expanding and commanding levels. Since the lessons are designed to align with the CCLS, students are exposed to a range of non-fictional reading in their content areas. ELLs learn literacy and develop English through content area subjects. Lessons are designed to boost the use of academic language of ELLs, and to ensure that ELLs learn strategies to tackle complex reading materials at their grade level.
12. What new programs or improvements will be considered for the upcoming school year?
Compare to previous years, our school has an increasing use of integrated co-teaching model for ELLs. Since our ESL teachers collaborate and plan with the classroom teachers, more ENL strategies are implemented during class time. ELLs will have less interruption, as they are not pulled-out from their classroom. These teachers, who have been trained to teach academic language and to use complex texts in content areas, conduct professional developments for other staff members, so classroom and content-area teachers can learn more strategies and implement them to cater the needs of ELLs.
13. What programs/services for ELLs will be discontinued and why?
No ELL programs are discontinued for the current school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are provided with the same opportunities of all other students at our school. They can join all afterschool academic and extracurricular activities. There are also various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELL-SWDs are provided with special education services according to their IEPs. Programs such as Achieve 3000, Words Their Way and Foundation are used to enhance students' English levels. ELLs are provided with academic after-school programs that focus on math and ELA. Extracurricular activities that our school provides are as follows: art, basketball, volleyball, student council, and music.
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.
There are various Instructional materials used to support our ELLs. For examples, Words their Way, NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, iPads, Kindles and various leveled novels in Spanish and English for independent reading. Ebooks on Kindles are provided to third to eighth grade newcomers who are reading at a far lower reading level than that of their classmates. These students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000, which provide bilingual supports for third to eighth grade ELLs and myON for elementary ELLs to enhance their reading levels. Various pictures and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated appropriately by academic and grade level.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school currently provides a Freestanding ESL Program, and native language support is provided when necessary. Our ENL teachers can provide native support to Spanish, Mandarin and Cantonese speaking ELLs. Also, there are Spanish speaking and Cantonese speaking paraprofessionals who can provide native language support to ELLs when necessary. As to learning materials, an ENL library is dedicated to native language books in a multitude of genres and levels.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service supports in the building correspond to ELLs' age and grade level. ELLs are grouped between two consecutive levels in our standalone ENL classes to ensure the lessons are appropriate for the age and grade level. Classroom and content-area teachers are provided with data (e.g. reading level, NYSESLAT result, and anecdotal records) about their upcoming ELLs before the beginning of the year, so they can supplement their lessons with resources that their ELLs might need.

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).

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

19. What language electives are offered to ELLs?

No language electives are offered to students in our school.

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)?

No dual language programs are provided in our school.

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.)
Our ENL teachers and teachers of ELLs attend various ENL workshops at Columbia Teacher's College and various professional developments offered by the Office of English Language Learners. In-house ENL workshops are provided by ENL teachers to all teachers of ELLs during the professional periods on Mondays. ENL teachers also attend grade meetings to assist teachers in planning instructions for ELLs in their classrooms.
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?
Our ENL teachers actively participate in CCLS related ENL workshops, or trainings offered by Columbia Teacher's College and the Office of English Language Learners (OELL). They also view recorded webinars offered by the OELL to learn CCLS related pedagogies that can be implemented in their ENL instructions.
In order to support other teachers of ELLs, some of our teachers, who were trained in an action research (from 2011-2015) in engaging CCLS into ENL instructions, provide workshops and study groups. Trained teachers share researched pedagogies that embed literacy into content-area subjects. This work focuses on meeting the CCLS, and has been successfully implemented in 1st, 2nd and 5th grade social studies. Using the key information acquired in the action research meetings and from our own practices, trained teachers develop a series of in-house professional developments for other staff members. Teachers are grouped in cohort to learn strategies to enhance literacy and academic language in content areas, and are provided with the knowledge, awareness, sensitivity and strategies to support ELLs in all content areas. During each meeting, there are hands-on activities, co-planning time and discussions. Teachers meet monthly to learn new methodologies (e.g. vocabulary, sentence deconstruction, finding complex texts, using text-dependent questions, differentiation of writing tasks, etc.) and discuss the effectiveness and concerns of these strategies. In addition, there are workshops regarding ESL and CCLS offered by Columbia Teacher's College and the Office of English Language Learners that teachers are encouraged to attend.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
When fifth grade ELLs from our school enter the middle school, the ENL teacher who provided service in the previous year presents data of the ELLs to their upcoming ENL teacher. Our ENL teachers continue to update student data and progress, so all teachers can understand the strengths and weaknesses of ELLs, and analyze data for instructional planning.
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.
At the beginning of each year, our school ensures that all new teachers are aware of the ELL-specific professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for ENL teachers. Teachers are informed the different types of ELL-specific professional development, such as undergraduate and graduate classes, outside and in-house ESL workshops. Teachers are also reminded to keep a record of all the ESL trainings they have received. We keep records of agendas, attendance and materials used for in-house professional development in our ENL department.

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?

Parents, or guardians are scheduled to have an individual meeting with our ENL teachers on Tuesdays during parent engagement (from 2:40pm - 3:55pm). For parents who cannot come on Tuesdays, our ENL teacher schedule a time when the parents, or guardians are available to have a phone conversation. Depending on the preferred language of communication of each parent, our school arranges interpreters – either through bilingual school staff or through the DOE Interpretation & Translation Unit.

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.

Our ENL teacher keeps records of phone calls made to parents, or guardians regarding the invitation of the meeting. A sign-in sheet, with the agenda, is provided by the ENL teacher, when he/she meets with the parents, or guardians. As to meetings that are made through phone calls, the ENL teacher records down the date, time and content of the meetings. Documentation is retained in the ENL department.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school has various opportunities for parental involvement of all students including ELLs. Parents, or guardians of ELLs are invited to a greet-and-meet within the first month of school. There are two greet-and-meets – one for elementary-school and one for middle-school. During the meeting, an ENL teacher describes the ENL models in our school, discusses how our ENL instructions align with the CCLS, and answers questions concerning language development of ELLs. In addition, we encourage parents to attend PTA meetings, Family First Fridays, and principal's breakfasts. Parents also have the opportunity to volunteer as a learning leader or to assist teachers in the classroom. We have in-house interpreters (Spanish, Bengali, Cantonese and Mandarin) who can provide translation during these activities, so that parents with limited English proficiency can be involved.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school collaborates with various agencies and organizations to provide workshops or services to parents of ELLs. Food Bank for New York City, a non-profit social services organization, collaborates with our school to provide monthly cook shops for parents. Leap, a non-profit community based organization, provides workshops (i.e. stress workshop, technology workshop, art and craft workshops) for parents in our school. This organization also offers free family trip ideas for immigrant parents. Ryan NENA partners with our school to provide health workshops for parents. Our school arranges interpreters for parents who have limited English proficiency.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

Parental activities are designed based on parents' needs, which are indicated on surveys, and from their conversations with teachers, our parent coordinator and administrators. In all of our involvement activities, interpreters are provided to assist parents with limited English proficiency.

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: PS/MS 34 FDR**School DBN: 01M034**

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)
Rosemarie Gonzalez	Principal		10/9/15
	Assistant Principal		
Ivette Cintron	Parent Coordinator		10/9/15
Wan Chi Ashley Breen	ENL/Bilingual Teacher		10/9/15
	Parent		
Wendy Rahaman Seuram/ CT, ESL	Teacher/Subject Area		10/9/15
Gabriel Goris/ CT, ESL	Teacher/Subject Area		10/9/15
	Coach		
	Coach		
Richard Visquez	School Counselor		10/9/15
Daniella Phillips	Superintendent		10/9/15
Ada Cordova	Borough Field Support Center Staff Member _____		10/9/15
Laura Salzberg	Other <u>IEP Specialist</u>		10/9/15
	Other _____		
	Other _____		