

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	29Q034
School Name:	P.S. 034 JOHN HARVARD
Principal:	PAULINE SHAKESPEARE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: John Harvard School Number (DBN): 29/Q/34
Grades Served: Pre-Kindergarten through fifth grade
School Address: 104-12 Springfield Boulevard, Queens Village NY 11429
Phone Number: 718-465-6818 Fax: 718-464-9073
School Contact Person: Pauline Shakespeare Email Address: pshakes@schools.ny.gov
Principal: Pauline Shakespeare
UFT Chapter Leader: Lugeria Lee
Parents' Association President: Tasheka Pryce
SLT Chairperson: Diana Perrone
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Vera Tomaselli
Student Representative(s): N/A

District Information

District: 29 Superintendent: Mr. Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue Room 217 Queens Village, NY 11428
Superintendent's Email Address: LMurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 646-522-7133 Fax: 718-264-3148

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)
Pauline Shakespeare	*Principal or Designee	
Lugeria Lee	*UFT Chapter Leader or Designee	
Tasheka Pryce	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Nadine Nadir	Parent	
Mireya Lopez	Parent	
Nubia Guerrero	Parent	
Carmita Lliguicota	Parent	
Lois Shivers	Parent	
Antonella Lowrey	UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diana Perrone	UFT	
Vera Tomaselli	Assistant Principal	
Marisa Lambert	Assistant Principal	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 34, John Harvard, is a Prek-5 school located in Queens Village, New York. Our school currently has 559 students with approximately 9.1% English Language Learners and 15.8% of students with IEP's. Our mission is ensuring that all our children achieve mastery of all the essential learning standards. Literacy is our obsession. We focus on effective, interactive, collaborative comprehensive instruction incorporated in all content areas to provide competency and mastery. In a multicultural environment fortified by family involvement we raise expectations and develop a firm understanding of social and civic values of acceptance and respect. Our focus will remain that all students can learn. Our children will meet and exceed the established performance standards in language arts, mathematics, science and social studies.

This year our fourth and fifth grade students were involved in the New York Road Runners Young Runners Program. We also received a technology grant which provided smart-boards, laptops, computers and printers for our technology lab and classrooms.

With our special education department increasing in population our specific instructional focus for them is increasing achievement in. Our special education students are performing at a higher rate in math but are still struggling with reading and writing.

This year using the Framework for Great School our school made measurable progress in rigorous instruction. Our school uses common grade work assessments to create a clear snapshot of student progress within each grade. Teachers then track each individual student's progress and adjust instruction to meet student's needs. Our goal for this year is that teacher teams collaborate. All stakeholders will play an integral role in key decisions that affect student learning across the school.

29Q034 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	561	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.6%	% Attendance Rate		93.2%
% Free Lunch	77.8%	% Reduced Lunch		13.3%
% Limited English Proficient	8.5%	% Students with Disabilities		16.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		76.9%
% Hispanic or Latino	13.3%	% Asian or Native Hawaiian/Pacific Islander		7.5%
% White	1.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.63	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		3.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.5%	Mathematics Performance at levels 3 & 4		35.1%
Science Performance at levels 3 & 4 (4th Grade)	66.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	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	N/A	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		YES
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	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.

Even though our students perform at a higher percentage on the state math test than on the ELA, problem solving skills is still a concern for our students as early as kindergarten. On the common core math state test grades 3,4 and 5 performed on average below 50% in constructive response.

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, teacher teams will collaboratively develop rigorous math instruction to improve problem solving skills measured by a 10% increase in the NYC math performance task for grades kindergarten through second grade and the common core math state test in grades 3-5.

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>Professional development on designing rigorous instruction which targets problem solving skills.</p>	<p>Staff</p>	<p>September-June</p>	<p>Administration Staff</p>

Collaborative learning through peer intervisitations to observe and learn different instructional techniques.	Staff	September-June	Teachers
Teacher teams will meet to analyze assessments and design instruction to meet student's needs.	Staff	September-June	Teachers
Periodic assessments will be administered and analyzed.	Staff	September-June	Teachers

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.											
Common planning Classroom- intervisits Lunch and learns											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Periodic assessments in math will be used to monitor progress as well as chapter tests, exit slips and/or low inference notes.										
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.

Even though our attendance report shows 93.8 % of students come to school regularly, over 85 % of students arrive late which causes students to miss valuable instruction.

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, there will be a 20% decrease in the whole school lateness rate as measured by the Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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>Workshop for parents on time-management. Creating a schedule for parents and having parents stick to the schedule. Provide an understanding of the affects of students when they are late.</p>	<p>Parents</p>	<p>September-June</p>	<p>Guidance Counselor</p>

Monthly celebration for the class with the least amount of lateness's based on ATS. Rewards to encourage being on time.	Students	September-June	Administration
Weekly announcements for the classes with the lowest number of lateness's per week.	Students	September-June	Administration
Procedures of communicating lateness to parents. Phone system to parents/guardians to let them know their child is late.	Parents	September -June	Guidance Administration Secretary 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.											
Pupil accountant secretary to analyze data on ATS Parent coordinator to reach out to parents Robo call phone system to reach out to parents											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	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.
Analyze records of lateness to review patterns (ex. Monday morning, after holidays, etc.) Monthly attendance meetings to discuss data of lateness from ATS.
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.

An area of focus according to our Principal Performance Observation, (PPO), is teacher teams. While some teacher teams are engaged in inquiry-based, structured professional collaboration not all teacher teams can function effectively without support. Our goal is for teacher teams to collaborate to create a supportive environment and rigorous instruction.

Part 2 – Annual Goal

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

By June 2016, all teachers will be engaged in an inquiry-based structured professional teacher team so all teachers play an integral role in key decisions that affect student learning and rigorous instruction by analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom level.

Part 3 – Action Plan

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

Professional development on how to analyze student work; what are our expectations of students by the end of a specific unit and how will the work of students be measured.	Staff	September-June	Administration Staff
Analyze student work as a team to differentiate instruction to meet the needs of all students.	All students	September-June	Teachers
Common planning will be well organized and demonstrate understanding of our school's mission. Agendas will include CCLS standards, rubrics, parent meeting ideas, assessments, and classroom environment which will include respect for all.	Staff Parents	September-June	Teachers

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 Learning Communities by Richard DuFour, Rebecca DuFour, Robert Eaker Scheduled common planning in the prep schedule											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Development of teachers based on observations using Danielson Framework. Evidence of student learning. Using data for student improvement.										
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 MOTP data from 2014-2015 indicates that 67 % of our teachers were rated effective/highly effective in domain 3 component D whereas 33 % were rated developing or ineffective which makes this component a need for improvement in our school.

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 June 2016, school leaders will create and implement a professional development plan that builds teacher capacity to use assessment in instruction for all learners, resulting in teachers improving one performance level reflected in 3D, using assessment in instruction, in Advance.

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>Having highly effective teachers pair-up with developing and/or ineffective teachers to help with assessments in instruction.</p>	<p>Teachers</p>	<p>September- June</p>	<p>Administration</p>

Professional development of how to incorporate assessments in instruction.	Teachers	September- June	Administration
Peer-intervisitation	Teachers	September- June	Teachers Administration
Professional Development of different types of assessments to incorporate within a lesson.	Teachers	September- June	Teachers 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.											
Scheduling intervisits for teacher’s to observe lessons Summative and Informative assessments created by teacher teams Mentors of teachers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Monitor data from observation reports reflecting 3D in Advance										
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.

Even though our school offers a variety of parent workshops throughout the school year, our attendance rate is low at many of the workshops. Our goal is to collaborate with families to create strong family ties.

Part 2 – Annual Goal

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

By June 2016, the school will develop a more collaborative partnership with parents by increasing parent participation and attendance at school workshops by 20% based on attendance documents from parent events.

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>Survey to parents of workshops they would like offered for the 2015-2016 school year.</p> <p>Survey parents on best time to hold workshops A.M. or P.M.</p>	<p>Families</p>	<p>September</p>	<p>Parent Coordinator</p>

Survey to staff of workshops they would like to administer to parents.	Staff	September	Parent Coordinator
Workshops geared to meet the specific needs of students such as students with IEP's, ENL learners, early childhood parents.	Parents	October-June	Administration Staff Parent Coordinator
Use Tuesday afternoon, parent engagement, more effectively.	Teachers	September-June	Administration Staff 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.											
Survey's to reach out to parents. Scheduling of workshop to accommodate families											
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	X	Title II, Part A	X	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.
Monitor the attendance of meetings. Look for patterns to determine if a specific time and/or day works better for parents/guardians to attend meetings
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)	State exam scores for students in grades 4 and 5. Running records of students not meeting interim benchmarks every six weeks.	Guided reading	Small group instruction	During school Before and after school Saturday Program
Mathematics	State exam scores students in grades 4 and 5. Math benchmarks.	Guided math instruction	Small group instruction	During school Before and after school Saturday Program
Science	Intervention will be provided by classroom teacher using subject appropriate text based on ELA assessments.	Small group instruction	Small group instruction	During school
Social Studies	Intervention will be based provided based by classroom teacher using subject appropriate text based on ELA assessments.	Small group instruction	Small group instruction	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students requiring at-risk services will be reviewed at out monthly PPT meeting based on requests made by teachers, administration and/or families.	Small group instruction One on one	Small group One on One	During school

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.
Teachers are required to be leaders in educational theory and practice. All work will reflect the highest level of performance standards. New teachers will be drawn to a cohesive innovative and high quality education model. New teachers are provided with a school-based mentor, given the opportunity to observe highly effective teachers.

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).
Danielson Framework and common core curriculum tasks are integrated via school based professional development as a yearlong unfolding model to advance instruction and increase student achievement. Staff members are also offered district wide/city wide professional development throughout the school year in order to deepen their knowledge base, enhance instructional practice and increase student achievement.

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.).
Align curriculum to common core standards Prekindergarten students are involved in our school activities as well as evening activities such as pajama night Kindergarten orientation is scheduled in Spring for pre-kindergarten parents to attend

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.
Teacher teams will develop formative and summative assessments using various questioning techniques. Then using student data teachers will plan instruction based on student’s needs as shown from item analysis 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	237,885.00	x	5E
Title II, Part A	Federal	152,201.00	x	5E
Title III, Part A	Federal	11,200.00	x	5E
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,696,378.00	x	5A, B, C, D, 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 34Q**, 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 34Q** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS 34Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>John Harvard</u>	DBN: <u>29Q034</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: Our Title III supplemental program is designed to maximize English proficiency and student achievement in mathematics and literacy. This program will take place before school and will target 35 students from grades 3-5. The program will be taught in English, with appropriate materials to encourage language development in English. ELLs are held to the same high expectations outlined in the CCLS. The goal of this program is to support and develop literacy and math skills in order to prepare ELLs for the high expectations of the standards and become college and career ready. The program will take place four (4) mornings a week (Monday-Friday), 45 minutes a day (7:30-8:15) from Novemeber 2014 through April 2015 (14 weeks). Two (2) certified ESL teacher and a licenced Common Branch teachers will provide the instruction. One (1) of the certified ESL teachers will work with the Common Branch teacher using ESL strategies to support the content being taught by the CB teacher. The ELL teacher will focus on academic langauge and using lingustic frames to support speaking and writing development. This group will have 20 students and will consist of Newcomers, Beginner, and Intermediate ELLs. Having two (2) teachers in the class will support the language development of these students. The other certified ESL teacher will work with fifteen (15) Advanced ELLs and Former ELLs who have tested Proficient on the NYSESLAT within the past two years.

After reviewing the 2014 NYSESLAT scores and AMAO indicator tool, the ESL teacher determined that the modalities of weaknesses were in reading and writing. It was also determined that many of the 4th and 5th grade ELLs are in-danger of becoming Long Term ELLs (LTE). Therefore the students will be divided into 2 groups based on their current NYSESLAT level and Years of Service. The focus of this program will be differentiated based on the diverse needs of learners within our ELL population. Assessments will be done on an ongoing basis and drive the instruction. The Focus Collection is a set of interdisciplinary non fiction texts the teachers will use to strengthen ELLs comprehensions skills. Crosswalk Coach will emphasize grammar and writing skills, such as using text evidence to support responses. BuckleDown will concentrate on reinforcing math concepts and skills.

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 learning for the three (3) Title III teachers will take place monthly (November-March) for one (1) hour sessions. Tese sessions will be on Wednesday afternoons from 2:45-3:45. The Professional Learning will be conducted by Assitant Principals, Vera Tomaselli and Marisa Fredrick. The goal of the sessions will be to learn and reflect on "best practices" that meet the needs of ELLs. Topics to be covered are: Using data to plan instruction for ELLs; Scaffolding strategies for ELLs, Questioning Strategies for ELLs; Building Academic Language for ELLs; and Using writing frames to support ELLs in the writing process. The ESL teacher will also have the opportunity to share additional strategies and resources that she learns about at the monthly Network ELL Liaison Meetings. Furthermore the teachers will have the opportunity to attend Professional Learning oportunites offered by the Division of English Language Learners.

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: Parent involvement is encouraged in our school community. Parents are involved in ongoing initiatives including regularly scheduled PTA meetings, monthly "coffee with the Principal", "pizza with the Principal" days, and workshops for families in literacy, math and science. We also offer recreational activities for families.

Family participation is strongly encouraged in special events such as Spirit Day, Dance Festival(with a different theme each year), Field Day(with numerous games and sports), Winter and Spring Recorder Concerts, Class Assemblies and African Dance Assembly in which students celebrate their own cultures. Programs centered around local music, dance and the arts help each and every child and their families feel a part of their individual heritage and also a part of the school and wider community.

Also, parents are encouraged to join our Memorial Day celebrations and career day. Our Memorial Day celebration highlights our local veterans, and our career day exposes students to many successful and innovative people in our community.

All these events and workshops are available on our school's monthly calendar. A copy of the calendar are sent home at the beginning of each month so that they can make the necessary arrangements to attend. Also notices announcing these events will be sent home as reminders. The notices will be translated into multiple languages.

Staff members in the school speak Haitian Creole, French and Spanish. They provide translation when needed during workshops and activities. We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher Conferences. The notices announcing these events will also be translated into the native language. This will enhance parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. Parent support is an integral part of improving and motivating student achievement.

The parents of the participating ELL students will be invited to attend four (4) meetings during the course of the Title III program. During these meetings, parents will be given updates on their child's progress. The three (3) teachers will conduct these meetings. The first meeting will be held in November 2014. Expectations, requirements and materials will be discussed. The following meetings will be in January 2015, February 2015, and March 2015. The topics for these meeting will be engaging, educational, and informative. Parents will learn about the process of learning a second language and receive materials to support their child at home. The parents will also learn about state assessments and their importance in the education of their child. Sample exams will be given to the parents. Translators will be available in Haitian Creole and Spanish.

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Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 34
School Name John Harvard		

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 Pauline Shakespeare	Assistant Principal Marisa Lambert, Vera Tomaselli
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Hamide Aktas - ENL teacher	School Counselor Jill Handley - G. Counselor
Teacher/Subject Area Maria Pisciotta - Music	Parent
Teacher/Subject Area Diana Perrone- Sp.Ed.	Parent Coordinator Jennie DeStefano
Related-Service Provider Julia Tomeo - Speech	Borough Field Support Center Staff Member
Superintendent Lenon Murray	Other (Name and Title) Kelly Dolan - RTI

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	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	575	Total number of ELLs	55	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input 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
Dual Language														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	55	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	42	2	3	13		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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	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	2	3	5	7	4	2								0
Chinese														0
Russian														0
Bengali	1			1										0
Urdu														0
Arabic	1	1		1	1	1								0
Haitian	3	1	4	2	9	2								0
French					1									0
Korean														0
Punjabi	1													0
Polish														0
Albanian														0
Other						2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	1	2	2	5	2								0
Emerging (Low Intermediate)	2	2	3	2	4	1								0
Transitioning (High Intermediate)	2		1	1		1								0
Expanding (Advanced)		2	3	6	6	3								0
Commanding (Proficient)			1		3	2								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				3	1									0

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

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

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

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

Assessments can provide important information to help guide and inform instruction. Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared only to his/her own prior level of achievement.

There are many assessments used in our school. Classroom assessments that are used in all grade K -5 classes are the Mondo assessments. These assessments test oral language, decoding skills, memory skills, auditory discrimination and reading comprehension levels. Mondo oral language assessments are administered to track student growth. The interim assessments and Acuity are used in grades 3-5 and grades K-2 use the ECLAS to rate the child's literacy levels. These assessments are used continuously throughout the year to assess and evaluate the students' progress and evaluate the need for small group instruction. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended day support and one-to-one tutoring is provided to students who require additional support to meet standards.

ECLAS is administered at the beginning of school year in grades K- 3 to rate students' literacy levels. ECLAS is an assessment tool used by teachers to observe, record and analyze individual students' literacy behaviors to inform instruction.

NYSITELL is the test we use to determine initial entitlement. Students receive instruction in English with native language support in freestanding ESL/ENL programs throughout the school year. In spring students take NYSESLAT, a test that measures the English proficiency of ELLs and determines their progress as well as their continued entitlement or exit from entitlement. Since students receive ESL/ENL services as well as other intervention services they are expected to show progress academically.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Our ELLs have started performing better on the NYSESLAT than they have on the state exams and their performance on the MONDO running records. In addition , over time we have noticed an increase in the percentage of students scoring 'expanding' and 'commanding' over the past three years. Comparing the data from the past two years using the old grade bands, we have seen

growth across the school.

According to 2013 NYSESLAT results 4% scored proficient and exited the ESL program; 12% moved up one proficiency level or two while 28% stayed at the same level. The majority of the students who scored Beginning on LAB-R moved up a level or two on NYSESLAT.

In 2014 NYSESLAT, 3.5% scored proficient and exited the program; 35% moved up one proficiency level or two while 21% stayed at the same level. 2 out of 6 Kindergarten ELLs moved up one proficiency level (LAB-R 2014/Beg. - NYSESLAT 2014/ Int.), 3 of them moved up two levels (LAB-R 2014 /Beg.-NYSESLAT 2014/Adv.), and one student stayed at the same proficiency level.

2015 NYSESLAT results reveal 15% scored commanding and exited the ESL/ENL program. 34% moved up a level; 32% stayed at the same level. The majority of the students who scored Entering on NSITELL moved up a level or two on NYSESLAT.

The percentage of Commanding and Expanding students increased significantly in 2015 NYSESLAT which shows that our ELLs are gaining proficiency and improvement.

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

After reviewing the data for each grade level and modality, we noticed various differences across the grade levels which will impact the ESL instruction and small class instruction. In Grade 1,(Kindergarten NYSESLAT 2015), overall students performed better in listening and reading while writing was the lowest. Grade 2, (Grade 1 NYSESLAT 2015), performed highest overall in Speaking and lowest overall in Reading. Grade 3 (Grade 2 in NYSESLAT 2015) students performed highest in reading and listening and lowest in speaking. Grade 4(Grade 3 NYSESLAT 2015) students performed highest in listening and lowest in writing. In grade 5(grade 4 in 2015) students scored highest in Reading and lowest in Speaking. The patterns across NYSESLAT modalities - reading/writing and listening/speaking - affect instructional decisions in different ways. We determine to focus on reading/writing strategies and oral language during 2015-2016 school year. At P.S. 34, the students in need of intervention services are the most deficient in the areas of writing and speaking therefore additional support is needed. Thus, the following plans for intervention are in place:

The "workshop model" of writing will be utilized. Rubrics will be based on the literacy standards. Since this is a balanced literacy approach, assessment will be done individually through conferencing. Let's Talk About It program from Mondo and Let's Talk program from Reach (National Geographic) will be used to develop oral language skills during the literacy block in grades kindergarten through fifth grade with the classroom teacher as well as ESL/ ENL teacher. Classroom teachers incorporate daily shared reading lessons in grades kindergarten through grade 2 in which choral reading in reading different genres. Teachers analyze conversation and responses of students during "turn and talk", "think-pair-share", and "inside circle out".

The ENL program has been aligned with the new comprehensive core curriculum in both literacy and math. Our Assistant Principals and classroom teachers as well as Resource Room Specialist will work in conjunction with our ENL teacher enhancing instruction. Double periods of ESL instruction will be given to many of our students. Our school based support team, guidance counselor and resource room specialist will work with individuals as well as small groups based upon the students' need. All ELLs will receive small group,targeted instruction for ELA, Math and ENL. Those students who have low NYSESLAT scores will receive differentiated instruction in reading, writing, and math, also AIS services in reading, writing, listening and speaking. In addition of these services , P.S. 34 is offering an after school program(from November 2015 to April 2016) as well as Saturday Academy (from January 2016 to March 2016) to improve performance of ENL, Math and ELA.

Progressing in English language acquisition (AMAO 1) shows the annual increases in the number or percentage of students making progress in learning English. From the 2014 administration of the NYSESLAT to that of 2015, 18 students out of 53 made progress of one proficiency level or more, 17 students stayed on the same proficiency level overall (showing one year of progress), while 10 students show no progress.

Exiting or reaching English Language proficiency (AMAO 2) shows annual increases in the number or percentage of students attaining English Language proficiency by the end of each school year. In 2014-2015 school year the percentage of students scoring commanding at P.S. 34 was 15%.

ELL Annual Measurable Objectives (AMO) (AMAO 3) shows adequate progress for the ELL subgroup (under Title 1) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics.

Examination of this data allows us to see trends so that we can plan effective programs for our ELLs. The data above indicates that our programs have been effective in the area of language acquisition. It is our belief that by scaffolding up on the base of knowledge that each student possesses, success will be imminent.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a) Looking at the data from the ELA 2015, we can see that 11 students scored Level 2, and 3 students scored Level 3. On the state Math test 3 students scored Level 4, 8 students scored Level 3, and 7 students scored Level 2. On the state Science test the majority of

fourth grade ELL students scored Level 2, one student scored Level 3, and 1 student scored Level 4. Upper grade ELLs take the NYS assessments in math and science. Some of the students take the exams in their native language and some use the English version of the tests. While using the translated versions, the students are able to use the English versions for clarification on certain terms that they don't know in their native language.

b) The NYC interim assessments are used by the school leadership to arrange AIS groups to focus teacher instruction. The students' weaknesses are targeted by these tests and students are pulled out of their classes for small group instruction.

c) The ELL interim assessments are used during small group instruction to focus on the student's individual needs and assess areas of difficulty, prior to the administration of the NYSESLAT.

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*.]

At the start of the school year we review State Data, benchmark assessments, and on-demand writing assessments. Based upon all of the data reviewed, we determined the specific tier 1 activities within the classroom appropriate for each student. In addition we invite any student in need to our after-school programs (tier 2 intervention). We determine whether the student need ESL services, ELA, or Math (or a combination). Students are reassessed throughout the year to determine continuation of tier 1 /tier2 or if tier 3 intervention is necessary. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level /course standards.

For the upcoming school year we are planning to monitor the progress of students at least once a month, and use the data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams will design an intervention plan. We will provide training for teachers on how to collect and interpret student data on reading efficiently. Data-driven decision rules will be developed for providing differentiated instruction to students at varied reading and language proficiency levels for part of the day. Peer- assisted learning activities will be planned and organized carefully. Instruction will address both the social and academic aspects of working with a peer. Activities will focus on simple routines for lower grades, and vocabulary, reading practice and comprehension skills for the upper grades.

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

Each student is placed within the general education setting grouped with ENL peers with similar linguistic needs. Students are further grouped for ENL services to support their language development in reading, writing, speaking and listening. Within the classroom and ENL groupings all teachers further ensure linguistic needs are met by :

- promoting cooperative learning,
- using accountable talk stems during turn and talks,
- teachers encourage students choice for writing topics and in independent reading,
- teachers provide authentic resources for reading in fiction and informational,
- providing students with hands-on experiences, technology is utilized through listening centers, smartboards, and computers (with specific software to enhance learning).

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?

N/A

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

To evaluate the success of our program for ELLs we review formal and informal assessments. Formal assessments are New York State ELA and Math Tests, NYS Interim Assessments, ELL Interim Assessments, Acuity and NYSESLAT. Informal assessments portfolios, teacher-made tests, teachers' observations. For oral communication and reading we use performance-based assessments.

Over the past few years our focus has been to move ELLs at least one proficiency level, and to increase independent reading levels. After receiving and analyzing 2015 NYSESLAT results, we evaluate the programs, units, and teaching in order to alter for the following school year. This year while continuing to work with the students to improve their NYSESLAT scores in each modality, and their independent reading levels, we will focus on the Common Core State Standards and State exam scores to support growth on the exams.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The English Language Learner (ELL) Identification process includes 4 steps;

(1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. The HLIS is given to parents of students entering NYCDOE system for the first time in their own language if available. NYSITELL eligibility is determined by the results of HLIS. Completed copies of all HLIS are kept on file in the General Office, the completed original HLIS are placed in the student's cumulative file and remain a part of the student's permanent record.

At enrollment our certified ESL teacher is responsible for conducting the interview with both the parent and the student in English and the home language to determine NYSITELL eligibility as part of general intake procedures. Over-the-phone interpretation services through the DOE's Translation and Interpretation Unit is used to give parents language assistance and to get their answers in their preferred languages during the interview. Once ESL teacher collects HLIS from parents and determines that the student is eligible, the child is administered NYSITELL to establish English proficiency level. NYSITELL eligibility for students with IEPs are based on the determination of the Language Proficiency Team (LPT). Within 5 school days of ELL determination, ESL teacher inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. Students that score below commanding level on the NYSITELL become eligible for state-mandated services for ELLs. Those who speak Spanish at home and score below commanding level on the NYSITELL are administered Spanish LAB to determine language dominance. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Students who scored at or above the Commanding level are not entitled for services and receive Non-Entitlement Letters. Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement and also inviting them to a parent orientation. We notify parents of their child's eligibility for services and provide information and service options. After parents are informed of all three program models at the parent orientation, Parent Survey and Program Selection Forms are completed by parents to show their program choice. The original Parent Survey and Program Selection Forms are retained in the students' permanent record and accessible for State or City audits and reviews. ESL teacher inform parents of their child's placement by sending Placement Letters in parents' preferred language.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications that a student has had an interruption or inconsistency in their formal schooling, and if the student is in grades 3-5, and scored at the entering or emerging level at NYSITELL, our ENL teacher administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish we administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is indicated in the DOE's data collection systems within 30 days from initial enrollment (BNDC screen).

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).

NYSITELL eligibility for newly enrolled students with IEPs are based on the determination of the Language Proficiency Team (LPT). At P.S. 34, the ELT is comprised of Marisa Lambert (Assistant Principal), Vera Tomaselli (Assistant Principal), Hamide Aktas (ENL teacher), Jill Handley (Guidance Counselor/Special Ed. Liason), and the student's parent or guardian.

If the PLT determines that the student may have English acquisition needs based on evidence, the student must take NYSITELL. If PLT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

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.

Entitlement and non-entitlement letters (in the parents' preferred language) are sent in backbacks to all entitled and non-entitled students. The ENL service provider along with the assistant principal ensure that all students receive the appropriate letters. Copies of the letters are stored in ENL cumulative binder (sorted alphabetically by grade) and the students' cumulative folders.

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).

After the identification process and administration of NYSITELL, entitlement letters are sent home for eligible students. In the Entitlement Parent Notification Letter, the parent is invited to school for an orientation meeting. The parent is informed that if the parent feels the student's ELL status should be reviewed and/or reassessed, the parent has to contact with the ENL teacher at earliest convenience to further discuss this matter. In the entitlement letter the parent is explained that this contact must be made within 45 days of the student's enrollment in school. Also, the same information is mentioned and explained again during parent orientation meeting. At the orientation, the Parent Survey and Program Selection Forms are explained to the parents and are encouraged to fill

the form out. We provide the parent selection forms in native languages, and provide oral translators to ensure all parents understand.

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.

At P.S. 34 ongoing Parent Orientation Meetings are held. Translators (e.g. aides, paraprofessionals, parents, the parent coordinator) and ELL provider conduct an oral and video presentation to the parents whose children speak another language. The orientation and paperwork given out are in the native language of the parents (unless the parents choose English materials). The selection documents are explained and completed after the orientation. If a parent does not attend the first round of parent orientations, additional orientation sessions are held. Those parents are sent an additional invitation for the orientation session. If they do not attend this time phone calls are made to the house or ENL service provider meet the parents at arrival/dismissal to invite them to come in. Parent sign-in sheets at the orientation are cross-checked with the ENL student list to ensure all parents attend. For parents who cannot attend the meeting or do not complete the Program Selection Form after multiple attempts, by default the students are placed in a TBE program as per CR Part 154. Since P.S. 34 does not have a TBE Program those students are placed in the Freestanding ENL program by default. Parents are informed that there should be 20 students per grade or per contiguous grades before a certain program is offered. If a certain program is not offered at P.S. 34 due to an insufficient number of students, the parents will be directed to a school and location where the program of choice is offered. The parents are informed that their choice will stand for a minimum of one year and will subsequently continue unless they fill out another selection stating a different choice. We have created a tracking sheet in the naming the student, grade level, home language, and parent selection to ensure the appropriate programs are offered at P.S. 34. ENL teacher works carefully to ensure that Parent Surveys and Program Selection Forms are returned and are accounted for. Copies of the forms are kept on file with the ENL teacher, and in the students' cumulative files.

ENL teacher and assistant principals make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Since the state requires that ELLs to be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice along with program availability determines program placement for ELLs.

The first orientation takes place within the first ten days of the school year. During the parent orientation, parents watch a video provided by the DOE and are informed of different programs available in the New York City School System; Transitional Bilingual Education, Dual Language, and Freestanding English as a New Language. Parents have the opportunity to ask questions. Bilingual staff members are available at the meeting to translate the parents' preferred language while ENL teacher answers questions about the three program choices.. Materials are distributed in different languages, and refreshments are served.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The first orientation meeting takes place within the first ten days of the school year. During this time we discuss the placement options with the parents. Bilingual staff members are available at the meeting to communicate with the parents using their native language. Our staff explain the consequences of not returning Parent Surveys and Program Selection Forms so that the parent understands that if the form is not returned by the date indicated, the student will be placed in a bilingual program(DL or TBE), if there are sufficient numbers of students at school. Otherwise the student will be placed in a Freestanding English as a New Language program. The parents are informed that there should be 20 students per grade or per contiguous grades before a certain program is offered. If a certain program is not offered at P.S. 34 , the parents will be offered two choices; the students may stay at P.S. 34 and placed in ENL program by default, or parents may be directed to a school or location where the program of choice is offered. The parents are informed that their choice will stand for a minimum of one year and will subsequently continue unless they fill out another selection stating a different choice. In order to monitor parent program choice we have created a tracking sheet naming the student, grade level, home language, and parent selection to ensure the appropriate programs are offered at P.S. 34.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In order to place a student into one of the three ELL programs offered within the NYC public schools system, Parent Survey and Program Selection Form has to be returned by the date indicated on the form. ESL teacher makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice along with program availability determines program placement for ELL.
9. Describe how your school ensures that placement parent notification letters are distributed.

Once parents complete and return The Program Selection Forms, Placement Letters are sent home informing parents of the program their child is placed in. For parents who choose a program that the school does not offer a list of schools that offer the

chosen program is given and transfer options are informed. All ELLs are placed in a program within the first ten days of enrollment. Placement letters in English and parents' preferred language are sent home in the students' backpack. Copies of these letters are placed in the students' cumulative folders and ENL cumulative binders in The ENL room.

Since ELL parents often speak a language other than English we use the translated Departmental materials (e.g. brochures, DVDs) as needed. If Parent Survey and Program Selection Form is not completed and returned, Default Program placement letters in parents' preferred language are sent home informing parents of the program the student is placed in. Copies of placement parent notification and default program placement letters are retained on file in the ENL room.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The completed original HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. Copies of HLIS are retained on file in the main office. Administrators, secretaries, and classroom teachers have access to ELL documentation. Completed and returned Parent Surveys and Program Selection forms are kept on file in ENL room. Parent notification letters (i.e., entitlement, non-entitlement/transition, and placement) are kept on file in the ENL room. Copies of parent notification letters are placed in each student's cumulative folder as a part of the student's permanent record. ENL teacher is responsible sending, collecting, storing and monitoring all types of parent notification letters.
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.
In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. NYSESLAT is a secure test. It is stored and maintained in a secure location. An inventory of test materials is conducted after delivery by ENL teacher. There are four subtests; speaking, listening, reading and writing. Speaking subtest is administered individually and scored simultaneously by a teacher other than the student(s) ENL or ELA teachers. Listening, Reading, and Writing subtests are administered by ENL service provider. All ENL students are grouped according to grade and class; testing modifications for SWDs are identified. A testing schedule and memo are created, outlining which students will be taking each part of the NYSESLAT and on what day or time. Only one modality is tested each day. Absentee sheets are filled out on each day of testing to provide make-up exams. After Speaking, Listening, Reading and Writing subtests are administered . K-2 students mark all answers in their text booklet. A teacher or aide transcribes answers onto the answer sheets. NYSESLAT items are scored holistically by a rating team. Once all tests have been administered the booklets and bubble sheets are compared to the RLAT ensuring that all ELLs have been tested in each of the four modalities. Before NYSESLAT, ENL teacher informs parents of the upcoming test and websites that the parents can view sample test questions and get information about the achievement test. Also ENL teacher prepare answer documents and the test room. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services and can enter all-English monolingual classes. ENL teacher notifies parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based on NYSESLAT results students who scored ENTERING/EMERGING/TRANSITIONING/ EXPANDING levels receive Continuation Letters (in the parents' preferred language and English) informing of continued services in the program. Students who scored COMMANDING receive Transitional Support Letters informing that the student received a score indicating that he/she is considered English proficient and is no longer an ELL and eligible to receive transitional services to support and monitor his/her language development and academic progress, which includes 90 minutes of English as a new language per week. These students receive transitional support and testing accommodations for the state tests for two years. Copies of all letters (entitlement, non-entitlement, placement and continuation) are kept on file in the ENL room. ENL teacher is responsible for sending and storing parent notification letters.
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).
During ELL parent orientation meetings there has been a discussion of the programs available throughout District 29. The parents are informed that bilingual education is a legal entitlement for New York City's Spanish-speaking ELL students as per ASPIRA Consent Decree.
90% of our ELL families have chosen the Freestanding English as a New Language Program as their first choice. Their reasons are that they are anxious for their children to learn English, and they feel that this will happen faster if the students are in an ENL class. Also, at the orientation meeting ENL curriculum and the state mandates for the ELLs are explained to the parents by the ENL teacher and the assistant principals.
Only one parent has Dual Language as her first choice. She was informed that the selection is not available in the school, and explained that we can keep the student enrolled in our school in an ENL program, or transfer the student to a different school where Dual Language is currently available. The parent preferred not to transfer and keep the student enrolled at P.S. 34. The parent's

response is retained on file.

Based on the parent choice trends on the Parent Survey, the school's language is in alignment with parent choice and program offerings.

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.

Freestanding English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English Language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, we have two types of Freestanding ENL:

Stand-Alone ENL is instruction to develop English Language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. Our full-time K-12 certified ESOL teacher provides instruction in STAND-ALONE ENL.

Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher. Integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs after exiting ELL status receive a minimum number of integrated ENL. The ENL students are grouped according to their proficiency levels.

Mandated number of minutes are provided to each student according to his/her proficiency level. Based on NYSITELL and NYSESLAT results the Entering and Emerging Level ELLs receive 2 units of study/360 minutes of ENL instruction per week. The students scoring at the Transitioning Level receive 1 unit of study/180 minutes of ENL instruction per week and Expanding level ELLs receive 1 unit of study/180 minutes of INTEGRATED ENL instruction.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

Instruction is delivered in English with the home language support. The program model is organized by grade and proficiency level. All students are grouped heterogeneously. There is a wide range of proficiency levels in each group at each level.

According to the test (NYSELAT or NYSITELL) results, students who scored ENTERING Proficiency Level will receive 2 units of study per week; 1 unit of study in Stand-Alone ENL, and 1 unit of study in ENL/ELA (Integrated ENL). Students who scored EMERGING level will receive 2 units of study per week; .5 unit of study in Stand-Alone ENL, 1 unit of study in ENL/ELA (Integrated), and .5 unit of study can be Stand-Alone ENL or INTEGRATED ENL/Content Area. Those who scored TRANSITIONAL proficiency level will receive 1 unit of study per week; .5 unit of study in ENL/ELA (Integrated ENL), .5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ Content Area. EXPANDING level students receive 1 unit of study per week in ENL/ELA or other Content Area (INTEGRATED ENL). Former ELLs must continue to receive services for an additional two years, .5 unit of study per week of INTEGRATED ENL in ELA or Content Area.

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.

The ENTERING and EMERGING Level ELL groups focus largely on speaking, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Scaffolding activities are provided to support learning and are slowly withdrawn as the student gains proficiency in English. Some of the ways we accomplish this is through pictures, poetry, music, puppetry, TPR, role-playing, shared and guided reading and writing activities. We expose our beginners to a variety of language situations to assure that they maintain a low affective filter.

The TRANSITIONING ELL groups focus on reading and writing in the content areas using comprehensible input. A balanced

literacy approach is used in this instruction. Many of the methods used with the beginners are utilized here as well. In addition this group receives intensive instruction in writing mechanics and creative writing. We use Mondo Workshop Model to teach a variety of reading strategies.

The four components of ESL are utilized to drive instruction with the EXPANDING Level ELLs. Reading comprehension, usage of advanced vocabulary, grammar and writing are thought through a thematic approach. A variety of subjects are explored to enrich the students' knowledge in social studies and science and engage them in a learning process.

Assesments are done individually through conferencing. Rubrics are based on the Literacy/ Common Core Learning Standards. The ENL program has been aligned with the Common Core Curriculum in both literacy and math. Literacy coach works in conjunction with the ENL teacher as well as classroom teachers of ELLs enhancing instruction. All teachers of ELLs in P.S. 34Q respect and build on the language and culture of ELLs by leveraging the linguistic and cultural resources they bring to the classroom. Also, teachers include different types of communicative activities embedded in academic settings and promote quality interactions by grouping and regrouping ELLs and English-proficient students regularly to maximize instruction and learning opportunities. The newcomers rely heavily on their native language and are encouraged to read to read and write in their native language until they can begin to understand and compromise their thoughts in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content area learning that is interrupted while they are learning English. Bilingual paraprofessionals also available if need arises.

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

N/A

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

All teachers of ELLs and the ESL teacher model the consistent use of academic language when speaking with students and ensure that students are given enough support to listen for and produce spoken academic language. Under the Common Core State Standards, reading focuses on using increasingly complex text and places on a greater emphasis on students reading informational text while still including fiction. ELLs may not often possess the same background knowledge as English proficient students. As a result teachers need to be aware of their ELL's familiarity with the background necessary to comprehend the texts they read and build background while not detracting from students' experiences making meaning of text. In the classrooms we are planning regularly group and regroup ELLs and English Proficient students to maximize instruction and learning opportunities. We will use rubrics that integrate ELA and ESL performance standards for writing. Also, we will support the development of the language practises needed to engage with the content found in the Common Core State Standards, and include different types of communicative activities embedded in academic settings and promote quality interactions. ELLs focus is on oral language. Scaffolding activities are provided to support learning and are slowly withdrawn as the students gain proficiency in English. The four components of ESL are utilized to drive instruction. Reading comprehension, usage of advanced vocabulary, grammar and writing are thought a thematic approach.

All students at P.S. 34 are given formal assessments throughout the year in reading and writing. Running records are administered three times a year formally, and on a monthly basis informally. This assesses their reading level (including comprehension, fluency, and accuracy). Additionally, students are assessed informally in speaking during the running records. During each lesson there is an accountable talk portion which is an opportunity for teachers to listen in as students conversate with on another, thus assesseing their listening and speaking skills. For each unit of study we have created standards progression, ensuring that for each unit common core standards are taught and assessed in each of the four modalities.

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

ELL subgroups are heterogeneously grouped. There is a wide range of proficiency levels in each group at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differenciated at all times for all students. P.S. 34 provides differentiated instruction to students at varied reading and language proficiency levels. Peer-assisted learning activities are planned and organized carefully, instruction address both the social and academic aspects of working with a peer.

- a) During 2015-2016 school year we are planning to help students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before and after school as well as Saturday Academy. These students will be supported through AIS services, extended day and our Title III program. They will also be serviced through differentiated instruction in the general education classroom via guided reading and small group instruction.
- b) Our focus for ELLs who have been in US schools less than three years of ENL instruction is to provide reading comprehension, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Entering and Emerging level students are grouped to emphasize heterogeneous groups and differentiate instruction.

Transitional and Expanding level students are grouped together; however, the instruction will be differentiated according to multiple learning abilities.

c) Our focus for Developing ELLs will be on reading and writing. We are planning to support reading and writing in the content areas using comprehensible input. NYSESLAT results indicate that majority of our ELLs have difficulty in writing. These students will continue to receive at-risk supports such as extended-day programs, after school program, and Saturday Academy.

d) Our plan for long-term ELLs (completed 6+ years) will receive AIS services, and all will stay for extended day. These students will strongly be encouraged to attend Saturday School. There the students will receive additional instruction in ELA and Math test taking strategies. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention strategy focused on helping them to achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

e) Our plan for former ELLs will be on transitional support. As per CR Part 154.2 Former ELLs will continue to receive the mandated services (which is 90 minutes per week) up to two years after exiting the ENL program. Classroom teachers will be notified of the student's status and testing accommodations. Extended time will be available to former ELLs (2 years out). In the younger grades former ELLs will be included in the AIS services if needed. Former ELLs in grades 3-5 will be encouraged to attend Saturday School so that mastery will be achieved on the State assessments.

Also, students within the FELL subpopulation are entitled to the same modifications on New York State exams afforded to students currently enrolled in our ENL program.

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.

In 6 and 12 months period, our principal review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with ENL teacher, the parent/guardian, and the student. Based on the recommendation of ENL teacher and consultation with the parent/guardian, if the principal believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.

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?

A careful review of the IEP for ELL-SWD is necessary in order to assure that correct language instruction is being provided. Appropriate materials (ENL textbooks to support writing, learner dictionaries, dual language dictionaries, speaking and listening resources, test prep resources for NYSESLAT, ELA and Math tests, and leveled story books both in native language and English) will be used in accordance to their educational plan. Teachers of ELL-SWDs use Bell Mondo reading and writing program which lends itself to small group instruction in lower grades. This program provides tremendous support for all ELL-SWDs in oral language and literacy development. The workshop model is used in every subject area so that all students' needs will be met. Small group instruction using academic rigor enables the children to get the help they need to advance the next level. Students within this subpopulation receive services to support not only their documented disabilities, but their language acquisition needs as well. Curriculum units incorporate UDL considerations and teachers are trained in a variety of strategies so that there is flexibility in decision making at the classroom level to support ELL-SWDs in meeting their IEP goals and attaining English proficiency. Currently, we are working on more efficient and effective conferring strategies in order to support the teachers to reach their students' individual goals. ENL schedules are created based on students linguistic needs. Through assessment, instruction and groupings are re-evaluated regularly and scheduling can be altered based on student need/growth.

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?

ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment depending on the IEP. Common Core Standards will be incorporated into curriculum maps, grade conferences, and units of study Writing will be supported by guided writing, and daily writer's journals. Teachers will continue to use Guided Reading daily in the classrooms. Level 1 (State Tests) students will receive AIS small group instruction for a minimum of 3 times per week. Level 2 students will be the target group for extended day, after school, and Saturday Academy programs. Level 3 and 4 students will participate in enrichment opportunities during and after school. Individual student goals will be created and utilized when planning lessons and delivering instruction so that all needs will be met. ELL-SWDs will be invited to participate after-school program. This program will focus on writing and ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction. Assessment folders (classroom teachers, AIS/SETTS providers) will reflect individualized student

Chart

goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. Student work and portfolios will be monitored for growth and utilizing rubrics, NYS ELA standards three times during the academic school year.

P.S. 34 Q has an eager staff ready to service our ELL population. It is our belief that scaffolding upon the base of knowledge that each student possesses success will be imminent.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
	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.

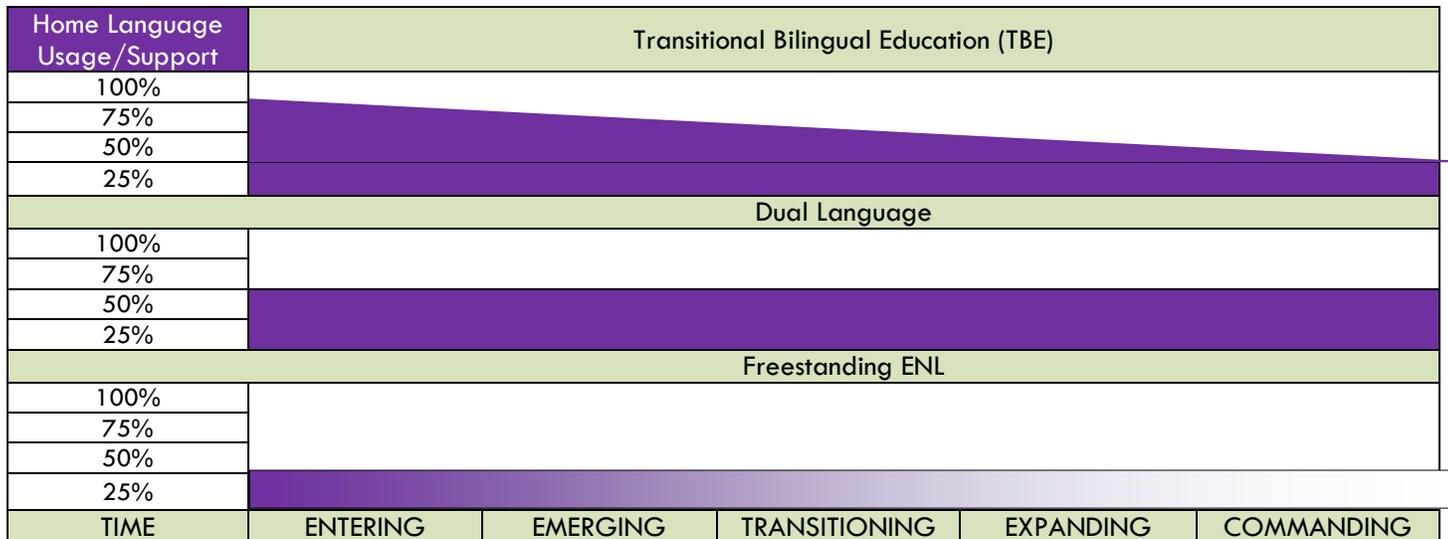


*Note: “other approved services” does not apply to New York City at this time.

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. The targeted intervention services for ELLs are based on the students' scores on Acuity, Interim Assessments, Mondo assessments, E-Class and teacher evaluation. The ELL subgroups will be serviced through AIS, before and/or after school programs and Saturday Academy. Long term ELLs who needs assistance in Math will receive support as well. Some of the long-term ELLs were evaluated and it was determined that they receive Special Education services as well. All ELLs in grades 3-5 will be strongly encouraged to attend after school programs and Saturday School Academy.
- Programs have been established within the academic areas of ELA and Math. The intend of these programs is to help our students meet and/or exceed the Common Core Learning Standards assigned to their respective grades. Our goal, however, is to place special focus on our ELL population in order to maximize their English Language Acquisition, and to assist them in achieving the state designated level of English proficiency for their grade. As a result, classroom teachers work closely with the Administrative and Instructional Teams in order to design targeted content area instruction that is tailored to the specific needs of ELLs and rooted in best instructional practices and ENL methodologies.
- At this time, all of our intervention programs have a strong ELA focus. Our AIS provider/within our RTI initiative will work with small groupings of students in grades three through five in 8 week cycles. In addition, our after school programs are beginning in November with students receiving related services in 6-8 week blocks with reassessment at that time.
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 instructional materials used in our current program are print-rich and focus on reading comprehension and writing skills as well as the content areas. The Rigby series called " On Our Way To English " provides poetry, songs, repetition and literacy skills. The writing component also teaches grammar and writing skills using the writing process .
- Entering and Emerging ELLs use shared reading and writing , TPR, poetry and music to enhance instruction. The Transitioning and Expanding level ELLs focus on reading and writing in the content areas using comprehensible input . A balanced literacy approach encompassing writing mechanics, creative writing and reading strategies are utilized here as well. The ENL teacher and classroom teachers coordinate instruction for all ELLs. The four components of ENL and ENL methodologies are utilized to drive instruction.
12. What new programs or improvements will be considered for the upcoming school year?
- We are planning to use the same programs we used the previous school year. Looking at NYSESLAT data over the past two years, we have seen an increase each year in the number of students scoring Expanding and Commanding. Our current program addresses students' individual needs and promotes real life learning. Students are learning to read and write and problem solving strategies as outlined by the Common Core. Also, as per CR part 154, ENL teacher and classroom teachers plan together for Integrated ENL, we are starting to use common prep time for collaboration between ENL and classroom teacher.
13. What programs/services for ELLs will be discontinued and why?
- No programs /services will be discontinued for the upcoming school year. Over the past 4 years our students scored progresively better on the NYSESLAT each year. Since our ELLs were more successful than in previous years, we would like to continue the in-school and after-school programs ; however, we need to provide additional support to our ELLs and teachers in order for their growth to show on the ELA exam.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs will be afforded the same access to our before school, after school, Saturday school, and in school programs. All ELLs will receive the same support services as all other students in school such as counseling, occupational therapy and physical therapy. All these services are provided in English.
- Additional support services are;
- After-school Programs : 1 hour and 30 minutes of extra literacy and math support twice a week.
- AIS Intervention Programs : 35 minutes of instruction in reading comprehension and vocabulary development every day with our ENL teacher during Integrated and Standalone ENL .
- Resource Room : Extra help and support in all academic areas by the Resource Room teacher.
- School Music Program : Music program in which students can understand and respect different cultures through dance and music.
- All of the above programs and services are provided in English and all ELLs are invited and encouraged to participate in these programs. Our ELLs are included in all school wide programs.
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.
- Upper grade ELL groups use the Acuity System in the computer lab to practice and prepare for the state assessments. The lower grade ELL groups use several literacy websites to gain familiarity with the alphabet, literacy skills and reading comprehension strategies. Listening centers are set up in the classrooms to provide auditory input and literacy practice. Every classroom has two

computers that are available for all students to use as well as literacy based computer programs to support student learning. Also 3rd, 4th and 5th grade classroom are equipped with smart boards.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students receive all instruction in English with native language support such as biligual dictionaries, native language classroom libraries, technology enrichments in the native language and the buddy system. Newcomers rely heavily on their native language. They are encouraged to read and write in their native language until they begin to understand and compose their thoughts in English. Biligual dictionaries are made available and students are encouraged to borrow books in their own language from the school and public libraries. They are assigned a "buddy" who can assist them and translate teacher directions and lesson summaries. In addition, bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language are available to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Data will be thoroughly reviewed and analyzed during common grade meetings and used to plan lessons, to differentiate instruction based on student needs, and to formulate flexible groupings of students needing enrichment (students above grade level), review and practice (on grade level students); reteaching (below grade level); and remediation(far below grade level). Additionally acquired data will be reviewed by administrators and our instructional team (grade leaders, RTI, ENL teachers and the Speech therapist) to plan and implement differentiated professional development within the school community. ELLs are receiving the required support and resources in correspondence with their age and grade level. ELLs receive instruction in a differentiated heterogeneous learning classroom setting. The students have the oppportunity to work with their peers. The classroom libraries reflect different level and age appropriate content and a multitude of genres.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before beginning of the school year to help newly enrolled ELL students and parents make a smooth transition into school and ease their anxiety we have a welcome meeting with qualified interpreters available in parents preferred language. The parent coordinator calls and invites all newly-admit ELL students' parents to a "Welcome to P.S. 34 " meeting so the school staff (administrators, guidance counsellor, classroom teachers as well as ENL teacher and service providers)can be introduced and the parents have a chance to ask questions. Since ELLs may enroll throughout the school year, many parents do not have the chance to attend the welcome meeting at the beginning of the school year. For those who enroll throughout the school year feel welcomed and get prepared for success in school we will present them with a "welcome kit". A "welcome kit" is a packet of school information and other supplies that will contribute to a positive beginning with relevant school information (classroom location, teacher's name, school phone number and website, luch information and lunch form, and school calendar). Pictures will be added for visual support. ENL teacher will go through the packet with the families and explain the items. Parents are provided opportunities to tour the building, mingle with the other new parents, and most importantly meet the next years classroom teacher.

Another opportunity for new parents to become familiar with the school is 'the End of School Year Kindergarten Orientation'. The Principal, Assisstant Principals, Pupil Personnel Secretary, PTA President, PTA members, parent coordinator, school nurse, teachers, guidance counsellor, RTI, Speech therapist, and ENL teacher speak with parents about school rules and routines, expectations, health related issues, HLIS and ENL program, PTA, school calendar and parent workshops. Orientation includes a school tour with an administrator and PTA members to feel the atmosphere of P.S. 34.

19. What language electives are offered to ELLs?

All programs and services are offered in English.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)

ENL Staff development is explicitly designed to help teachers and other staff that serve ELLs effectively. P.S. 34 encourages all staff to participate in staff development focused on ELLs. Also, our school provides staff development opportunities for teachers and ELL personnel in effective instructional approaches to teaching ELLs and principles of second language acquisition. Our assistant principals will provide 2-hour sessions PD for the ENL teacher and classroom teachers to provide a better understanding of ELLs and their needs. Also, teachers will be instructed and trained of Mondo reading program, oral language development, and give an overview of the Writer's Workshop and pacing calendar. In order to meet professional development requirements as per CR Part 154.2, 15% of total hours for all teachers and 50% of total hours for ENL teacher will be devoted to ELL-specific professional development.
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?

Professional Development opportunities are offered throughout the year to teachers of ELLs and ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards. For the upcoming school year the planned professional development opportunities are :

 - How students learn language , both in terms of general language acquisition and in terms of the acquisition of discipline-specific academic language;
 - What kinds of linguistic expectations are embedded within specific texts and tasks with which students are being asked to engage;
 - How specific representations and instructional strategies can be used to help students gain access to the concepts as well as to the language they need to learn;
 - How classrooms can be organized to support students in continually building a deep understanding of language and content;
 - How to use rubrics that integrate ELA and ENL performance standards for writing;
 - How to examine NYSESLAT data to provide differentiated instruction to ELLs at varied reading and language proficiency levels;
 - How to support the development of the language practices needed to engage with the content found in the Common Core State Standards;
 - How to connect mathematical content with academic language to support ELLs mathematical practices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school assists the ELLs in making a comfortable transition from elementary to middle school. In June, the middle school (I.S.109) sends a group of students accompanied by the Assistant Principal and Guidance Counselor to our school. At this orientation meeting the students put on presentation about the different programs offered at the middle school. The Assistant Principal and Guidance Counselor review what is expected in regard to proper behaviour and attire. After this orientation fifth grade ELLs have several class sessions devoted to answering questions they have and discussing the presentation. There is also an evening program for all parents so that they can visit the school and ask any questions that they have.
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.

4- The professional development plan at our school ensures the receipt of the 7.5 hours (10 hours for Sp.Ed and paraprofessionals) of strategies in teaching ENL as per Jose P. as well as CR 154.2 : 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. We plan to devote two hours of the first two staff development days in September and two hours in November for ENL training. The staff will be instructed on how to better educate the English Language Learners. Lists of suggestions and strategies regarding alternative methods for teaching these children will be discussed. Testing accommodations will be explained and bilingual glossaries will be given to teachers and they will be shown how to utilize these on a daily basis. The remaining hours will be spread throughout the year and time will be devoted in January to discussing promotional policies and regulations for ELLs. Records(copies of agendas and attendance and hand-outs) for professional development activities are kept on file in the main office. Sensivity training will be ongoing.

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?

1. Families of ELLs are encouraged to become involved in their children's schooling. P.S.34Q will support parents of ELLs by:

- providing materials and training to help them 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 and State Standards and assessments,
- sharing information about school and parent related programs, meetings and other activities in various languages that parents can understand,
- providing opportunities to build stronger ties between parents and the school staff (educational school events/activities throughout the school year such as Family Math Night, Family Science Night, Pajama Night , etc.).

In September of the upcoming school year all families will be invited to school during open house week as well as " Meet The Teacher Night". During both events parents will be informed and shown different strategies to help their children at home. In October we will have two parent workshops and " Thanksgiving Sing Along" on the November 17th is for the lower and upper grade parents planned already. Our staff members and parent volunteers will be available for written and oral translations. Also, we use DOE's translation and interpretation services. In addition to these workshops P.S. 34Q has two different days in which parents can meet with the Principal to discuss their needs and create a stronger home-school connection. All of these dates and events will be available on our school's monthly calendar. At the beginning of each month a copy of the calendar is sent home to parents to inform for all activities in parents' preferred language.

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.

P.S 34 staff including ENL teacher as well as classroom teachers meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, the students' language development progress as well as English Language Proficiency assessment results, and the language development needs in all content areas. These meetings are conducted on Tuesday afternoons from 2:40 to 4:00 with a qualified interpreter/translator in the parents' preferred language. Also, we have bilingual students, paraprofessionals, and parent volunteers available for translation and interpretation. We record attendance and keep on file.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parents of the ELLs will be invited to attend several meetings throughout the 2015-2016 school year. During these meetings parents will be given updates on the students' progress. ESL teacher and parent coordinator will conduct these meetings with the participating parents. The parent coordinator will help the ELL parents to meet with the other parents, and join all the workshops. The parent coordinator also hosts many arts and crafts parent workshops, and inform and invite the parents to the workshops. Bilingual school staff will join the meetings for translation purposes. We plan to ensure the translation of PTA notices, monthly calendars, and open school invitations. In addition curriculum night announcements and information about extracurricular programs will also be translated into two major native languages. The parents will understand and be able to plan for all aforementioned activities. They will become more empowered and realize the importance of communication with their child's teachers and the school. P.S. 34 sends home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 34 does not partner with any other agencies or School Based Organizations to provide workshops or services to ELL parents at this point. We use in-house staff for oral and written translations as well as DOE's Translation and Interpretation Unit.

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

We evaluate the needs of parents through the efforts of the P.E.T (Parent Engagement Team), and FELL(Focus on ELLs) Committee. Parents are provided with a needs assessment survey to complete. The results of this survey are used to provide workshops based on parents' interests and needs. Our parental involvement activities based on the response we receive from our parents. We welcome suggestions made by parents at various workshops. Our goal is to bring parents into the school so that they feel

comfortable in school activities. Many of our parents are non-English speakers from diverse cultures and are becoming comfortable in many school activities.

In P.S. 34Q P.E.T and FELL Committee serve as a bridge between the school and families. The teams provides parent workshops with topics that may include :

- parental skills,
- undstanding grade-level curriculum and assessments (State Tests),
- 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 to keep parents informed about school activities and student progress in a language that parents can understand,
- 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.

Parent coordinator will be available at the workshops as well as biligual parent volunteers, and paraprofessionals in parents' preferred language. Also, parent coordinator will be forming a parent support group consists of bilingual parent volunteers to support ELL parents.

In addition to these workshops, we provide Adult education for our ENL parents every Thursday at 9:00 a.m. (November 2015 - June 2016). The computer teacher provides computer workshops to introduce basic computer skills to all parents every other week. Assistant Principals are offering CCLS workshops in literacy and Math for all parents. P.S. 34 bilingual school guidance counsellor offers "Let's Talk!" sessions on Tuesday afternoons to deal with the parents' concerns and questions on their child's education.

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

Parents are provided surveys after each parental involvement activity to get feedbacks and prepare workshops based on parents' interests and needs. The results of this survey are used to create workshops. Our parental involvement activities based on the response we receive from our parents. The parent coordinator will be in close relationship with parents and address their needs along with parent support team.

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: John Harvard Elementary

School DBN: 29Q034

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)
Pauline Shakespeare	Principal		9/15/15
Marisa Lambert ;	Assistant Principal		9/15/15
	Parent Coordinator		9/15/15
Hamide Aktas	ENL/Bilingual Teacher		9/15/15
	Parent		9/15/15
Kelly Dolan	Teacher/Subject Area		9/15/15
Diana Perrone	Teacher/Subject Area		9/15/15
	Coach		1/1/01
	Coach		1/1/01
Jill Handley	School Counselor		9/15/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Julia Tomeo	Other <u>Speech</u>		9/15/15
Maria Pisciotta	Other <u>Music</u>		9/15/15
	Other _____		9/15/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q034** School Name: **John Harvard**
Superintendent: **Lenon Murray**

Before you begin, please check the following:

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

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

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

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

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

To assess language preferences of the parent community for written communication, we sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELL's in our program and an overview of the OTELE report and ATS report of Preferred Languages for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a student's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We found that the two major language groups were Haitian Creole and Spanish. We used our classroom surveys, blue card data, ATS report of preferred Languages, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of our parents. We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights, and Parent-Teacher conferences. We determined that there was a need for a translator at these and other curriculum events held by the school.

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

Two major language groups are Spanish and Haitian Creole, then comes Arabic, French, Bengali, and Punjabi.

Home Language Identification Surveys show that most parents speak English and requested that both written and oral communication be made in English. A report with the languages that parents speak by class and grade was created and will be updated regularly by the ENL teacher. This report was placed in the main office.

Part B: Creating a Communications Calendar

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

Monthly School calendar, weekly classroom newsletters, school's trifold, parent-teacher conference announcements, after-school/ Saturday Academy program information, New York State testing dates, progress reports, report cards, trip forms and permission slips require translation.

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

P.S. 34 conducts 3 parent-teacher conferences in November, March, and May; Individual meeting with the parent/guardians of ELLs in January and February; curriculum nights in December and April; bi-monthly progress meetings in October, December, February, and April. Apart from these formal meetings, if need arises the guidance counselor may call and inform the parent informally with the help of in-house interpreters.

Part C: Providing Language Assistance Services

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

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

For 2015-2016 school year P.S. 34 will meet identified interpretation needs by over-the-phone interpreters via the Translation and Interpretation Unit, and in-house by school staff. The notices announcing school events will be translated into the two major languages occurring in our school. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher conferences. ELL parent orientation materials will also be provided in their native languages. The notices announcing these events will also be translated into the native language. This will enhance the parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. We plan to ask teachers, paraprofessionals, and/or school aides to attend these functions.

Part D: Training Staff on Policies and Procedures

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

All teachers and staff received a copy of "I Speak" card which includes the phone number for over-the-phone interpretation. ENL teacher explained to all teachers and staff how to call T&I unit. The Assistant Principals trained all school staff by distributing T&I Brochure, Language ID Guide, Language Palm Card, Phone Number for interpretation services via the Translation and Interpretation Unit at the first staff meeting of 2015-2016 school year. After the staff meeting, the ENL teacher informed classroom teachers of the students home languages, and the parents preferred language .

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S. 34 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that every parent who speaks a language other than English receives a copy of the monthly school calendar in the language of their choice. As mandated the availability of interpretation services as indicated through signs are located near the main

entrance of the school in an area that is visible to anyone entering and leaving the building. Our school safety plan includes specific procedures to give parent needed language access service which allow them to reach the administrative office without obstacles due to any language barriers. Based upon the Home Language Identification Survey responses, a master list of parent/home languages will be reserved in the main office.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents on the quality and availability of services, P.S. 34 will send parent survey after each planned event and meeting, post all the materials and pictures to the school website, develop information materials synthesizing the event and listing action steps for both the school and the parents moving forward, regularly invite parents back to talk further, develop rapid response e-mail system for parents to receive information and submit their thoughts.