



**[GRANVILLE T. WOODS PUBLIC SCHOOL 335]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (16/ K/ 16K335)**

**ADDRESS: 130 ROCHESTER AVENUE BROOKLYN, NEW YORK 11213**

**TELEPHONE: 718-493-7736**

**FAX: 728-953-4697**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 335      **SCHOOL NAME:** Granville T. Woods

**SCHOOL ADDRESS:** 130 Rochester Avenue Brooklyn, New York 11213

**SCHOOL TELEPHONE:** 718-493-7736      **FAX:** 718-953-4697

**SCHOOL CONTACT PERSON:** Dr. Laverne Nimmons      **EMAIL ADDRESS:** LNimmon@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Chesvon McMichael (Parent)  
Pauline Forrester (Teacher)

**PRINCIPAL:** Dr. Laverne C. Nimmons

**UFT CHAPTER LEADER:** Darcy Husbands

**PARENTS' ASSOCIATION PRESIDENT:** Nona Carr

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 16      **CHILDREN FIRST NETWORK (CFN):** 304

**NETWORK LEADER:** Lucile Lewis

**SUPERINTENDENT:** Evelyn Santiago

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dr. Laverne C. Nimmons	*Principal or Designee	
Darcy Husbands	*UFT Chapter Chairperson or Designee	
Nona Carr	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Patricia Gittens	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Venessa Lenoir	Member/Vice President	
Chesvon McMicheal	Member/Treasurer	
Camisha Hurdle	Member/Secretary	
Yvette Duncan	Member/Recording Secretary	
Sojourner Greer	Member/Teacher	
Pauline Forrester	Member/Teacher	
Marvin Sanders	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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### **Mission Statement**

We recognize that all children have multiple intelligences and different learning styles. As educators, we create an environment of high expectations and standards, which challenge our students to reach their maximum levels of performance in all academic areas. Parents, staff, administration and the community work together creating the best possible learning environment to support our students. Our academic programs prepare our students to become capable and concerned citizens of the world. Literacy, writing, mathematics, science, technology, and the arts play a central role in our school. They foster creativity, develop imagination and inspire innovation. Our goal is to provide maximum opportunities for all children. We strive to improve the quality of teaching and learning through intensive professional development envisioning a learning environment which nurtures children, maximizes opportunities for individual growth and develop a lifelong love of learning

### **Vision Statement**

We envision our school community working as a team to empower and equip our students to constantly strive to reach their maximum potential, not only academically but socially. We envision a community of open communication between administration, teachers, parents and students. We envision a community where our students are given various opportunities in all content areas to think critically, to be technologically literate, and to become effective communicators. Ultimately, our students will be prepared to use the skills and strategies learned in school to help them become proficient and productive twenty first century citizens and lifelong learners.

- To be Career and College Ready
  - To use skills and strategies learned in school to become proficient and productive twenty first century citizens
  - Which means to think critically
  - To be technologically literate
  - To be critical thinking mathematicians
  - To communicate effectively through speaking, listening, writing
  
- Professional Development
  - Targeted and Individualized
  - Open communication (administration, parents, teachers, students)
  - Teamwork and cooperation
  - Parental and community involvement

## **Some of the distinctive features of Granville T. Woods Public School 335**

- **Reading First (RF) program**

The Reading First (RF) program for grades kindergarten through third provides a research based method to assess and monitor our students' progress and provide teachers with necessary data to help inform their instructional practices. Our RF coordinator, coach, and staff developer work in unison to provide professional development for teachers and parents around curriculum, instruction, and assessment. This collaborative effort is done to ensure that each student's needs are met and that they succeed academically in meeting short term and long term educational goals.

- **Our Partnership with other Reading First (RF) Schools**

We provide both intra and inter visitations to model and observe best practices in RF instruction and assessments. Professional developers and coaches plan specialized workshop sessions in monitoring, analyzing and planning instruction using various RF formative and summative assessments.

- **Teachers College Reading and Writing Workshop Model**

In grades four and five we follow a balanced literacy curriculum using the Teachers College reading and writing workshop model. This workshop model allows whole class, small group and individualized instruction. Students are consistently assessed through mini lessons, small group work and individual conferences. Our reading workshop allows students to read a variety of genres at their independent reading level. Students also participate in class discussions, one on one discussion with the teacher or a partner, and also have great conversations as part of their book clubs. Students will use accountable talk to voice their thinking and opinions with evidence from their text. Teachers also participate in workshops at Columbia University where they experience collaboration with highly qualified staff developers, their peers, and have access to authors whose books are part of our professional development framework.

There is a genuine collaboration amongst staff, evidenced by their willingness to meet with literacy coaches and grade facilitators that turnkey information based on their visit to Teachers College.

- **Our Collaborative Team Teaching Program**

Our outstanding Collaborative Team Teaching Program (CTT) consists of 6 classes in grades K, 1, 2, 4 & 5. The CTT class is comprised of a mixture of special needs students and general education students with a general education teacher and a special education teacher to support the needs of all students in the class. Within this structured nurturing environment each student's needs are met with individualized, small group, and whole class instruction. A heterogeneous grouping of general education students selected to participate in this team teaching collaboration are paired with our special needs students motivating everyone to aspire to top level performances academically and socially.

- **Our Project Arts Program**

Our students' lives here at Granville T. Woods are enriched by the creative outlets that are a part of their learning experience. These activities along with field trips foster a love of the arts and broaden student's sense of the world around them. Our outstanding Project Arts Program is beautifully enhanced by our 2 dedicated art and music teachers and further advanced by our library media specialist. Youth Engaging Peacefully (Y.E.P.) involves students' participation in music, dance, art, and drama. Children are highly motivated participants and thrive during performances and exhibitions of their work.

- **Our Penny Harvest Common Cents Program**

At Granville T. Woods, although there is an emphasis on each student's academic growth, we also realize the importance of each student to develop socially and become involved citizens in our school, local and world communities. Our "School Library" programs help promote literacy as well as supporting the value of charity and sharing with others. We are cultivating an environment which enriches the academic and social lives of our students and fosters the pursuit of excellence. We participate in Penny Harvest where students and their families collect pennies that are used for philanthropic endeavors throughout the City. Every school that participates has the opportunity to develop a student *Round Table* that is allocated \$1000.00 to provide grants to organizations that they decide to fund. In years past our *Round Table* has funded Partnerships for the Homeless and many other organizations.

- **Granville T. Woods School Based Mentoring Program**

As a team the school-based mentoring program offers the students new avenues for educational exploration, stronger incentives for staying in school, and increase self confidence in their abilities to succeed academically and socially. The program is designed to improve student self-esteem, behavior, and decision-making abilities which reduce high risk behaviors; and introduce students to social, cultural, and recreational activities they may not previously have experienced.

- **Weeksville Heritage Center**

At the Weeksville Heritage Center programs for students are developed within the framework of the New York State Learning Standards in English Language Arts, Social Studies and Visual Arts. Students learn the history of Weeksville that provides an innovative way to teach social studies, art, language arts and environmental science to students. It also provides a way for the students and their families to learn more about the community in which they live. Our teachers participate in the annual Educators Open House and other professional development activities.

- **Saturday Academy**

Saturday Academy provides students in grades 3 through 5 with targeted academic support in math, science, social studies, and English Language Arts to meet New York State Standards.

- **Our Greatest Accomplishments**

Our greatest accomplishments have been in creating and fostering a culture of collaboration which allows us to engage in a continuous process of goal setting, monitoring our progress towards our goals, and providing the necessary support to help each student succeed both academically and socially. Cabinet, Pupil Personnel Committee (PPC), Inquiry Team (IT), School Leadership Team (SLT), School Safety Team (SST), and grade level teams meet on a regular basis to review the progress of individual students, classes, and grades. Our attendance team also monitors attendance daily, weekly and monthly in order to ensure that our students are in school and are able to reap the benefits of a sound educational experience.

- **Our Significant Aids and/or Barriers to the School's Continuous Improvement**

The most significant aide to our continuous improvement has been the sense of community and our continuous attempts to create a collaborative environment with very high expectations for all members of our school community. Staff members participate in regular grade meetings with coaches, administration, staff developers, and data specialists. Additionally teachers attend inter and intra visitations to observe and model best practices. The program schedule includes daily common preparation periods for teachers to facilitate grade meetings, teacher collaborations, articulation sessions, and lab site meetings. Teachers have the opportunity during these sessions to analyze data and plan for instruction to help improve the academic success of our students.

The most significant barrier has been: student attendance and the need for more parental involvement to help reinforce the high expectations of our school community. Our goal of 95% has been met so we have reassessed and increased our goal to 92%. We can attribute our success to constant monitoring and attendance incentives to individual students as well as classes with perfect monthly attendance.

We are also continuing to provide vehicles to build a stronger and more effective partnership with our parents in order to achieve our goal of improved student performance. Parent workshops, monthly school calendar, and our parent coordinator have been an effective means of strengthening our partnership with our parents.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 335 Granville T. Woods				
<b>District:</b>	16	<b>DBN #:</b>	16K335	<b>School BEDS Code:</b>	331600010335

DEMOGRAPHICS										
<b>Grades Served in 2009-10:</b>	Pre-K <input type="checkbox"/> 8	X K <input type="checkbox"/> 9	X 1 <input type="checkbox"/> 10	X 2 <input type="checkbox"/> 11	X 3 <input type="checkbox"/> 12	X 4 <input type="checkbox"/> Ungraded	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	16	21	18		90.3	91.3	TBD			
Kindergarten	56	41	65							
Grade 1	75	63	73	<b>Student Stability: % of Enrollment</b>						
Grade 2	78	72	64	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	56	71	74		91.2	88.0	TBD			
Grade 4	84	60	73							
Grade 5	79	80	64	<b>Poverty Rate: % of Enrollment</b>						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		84.1	91.1	98.7			
Grade 8	0	0	0							
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		13	28	TBD			
Grade 12	0	0	0							
Ungraded	0	0	5	<b>Recent Immigrants: Total Number</b>						
	444	408	436	(As of October 31)	2007-08	2008-09	2009-10			
Total					2	4	0			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	24	24	35							
No. in Collaborative Team Teaching (CTT) Classes	21	35	31	Principal Suspensions	0	0	TBD			
Number all others	19	15	17	Superintendent Suspensions	0	1	TBD			
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	11	14	10	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	41	41	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	12	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	4	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.7	0.2	0.5	Percent more than two years teaching in this school	68.3	68.3	TBD
Black or African American	86.3	86.0	85.8	Percent more than five years teaching anywhere	58.5	56.1	TBD
Hispanic or Latino	-	-	-	Percent Masters Degree or higher	85.0	90.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.0	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	90.5	TBD
White	0.4	0.7	0.7				
Multi-racial							
<b>Male</b>	47.1	49.5	51.4				
<b>Female</b>	52.9	50.5	48.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	X	ELA:	
	Math:	X	Math:	
	Science:	X	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	X	X					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	X	X	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	X	X				
<b>Student groups making AYP in each subject</b>	4	4	1				

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	100.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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The school gathers a broad range of data over the course of the school year to monitor student performance. The data gathered includes teacher notes, student portfolios, attendance records and assessment outcomes which we use to gain an objective understanding of student performance. Some of the data gathered to monitor, analyze, and plan towards our goals includes:

<u>Summative Data</u>	<u>Formative Data</u>
<ul style="list-style-type: none"><li><input type="checkbox"/> New York State Exams (3-5)</li><li><input type="checkbox"/> Predictive Tests (3-5)</li><li><input type="checkbox"/> Adaptive Tests (3-5)</li><li><input type="checkbox"/> ECLAS 2 (K-3)</li><li><input type="checkbox"/> EPAL (Grades 2 and 3)</li><li><input type="checkbox"/> DIBELS (K-3)</li><li><input type="checkbox"/> Terra Nova (K-3)</li><li><input type="checkbox"/> PPVT (K-3)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Predictive Tests (3-5)</li><li><input type="checkbox"/> Adaptive Tests (3-5)</li><li><input type="checkbox"/> Unit Tests (K-5)</li><li><input type="checkbox"/> Running Records (IRL) (K-5)</li><li><input type="checkbox"/> Teacher Made Tests (K-5)</li><li><input type="checkbox"/> New York State Practice Tests (3-5)</li><li><input type="checkbox"/> RF Progressive Monitoring (K-3)</li><li><input type="checkbox"/> Rubrics (K-5)</li><li><input type="checkbox"/> Conferring Notes (K-5)</li></ul>

Our strengths in gathering data to understand student performance lies in our ability to gather relevant data, to gather data consistently, and to maintain data binders to monitor student performance over time. Our binders are updated regularly and the information from our analysis is used to develop instruction and plan for individual and small group lessons. Teachers meet collaboratively with and without coaches to analyze data, and to use data to differentiate instruction.

The AIS coordinator and Title I teachers use the data to provide service for students. Small groups are targeted for intervention and/or enrichment activities using Wilson, Voyager, Language programs and Everyday Math.

Although we have improved in our ability as a school to monitor, analyze and plan instruction based on data gathered, there is still need for improvement. We are still working on deeper analysis of data based on subgroups such as gender and ethnicity. We continue to provide professional development to support our teachers in their ability to monitor and analyze data to make our small groups fluid, based on the latest information gathered.

Our learning styles survey conducted during the early part of the school year is a resource that is used to help us to further differentiate our instruction.

We use a well established process for setting objective, measurable goals for immediate and long term improvement. Our process involves the cabinet, teachers, and the school leadership team in analyzing the data and setting overall school long term goals for state test outcomes in all subject areas and for each grade level for the upcoming school year. The process continues as we plan collaboratively with teachers at the beginning of the year to align school, grade, class, and individual student goals. Intermediate assessments are scheduled to monitor progress towards our goals.

Collaborative grade meetings with coaches and administrators occur consistently across the school year to monitor, assess, and plan for progress. Collaborative teams (attendance team, PPC team, school leadership team, literacy coaches, math coaches, RF coach, Intervention coordinator, and the data specialist) also meet consistently to plan, monitor and assess student's progress towards school, grade, and individual goals.

Our data binders, on line assessments, and conferring binders serve as tools to consistently monitor and plan the achievement and progress of individual students, groups of students, classes and overall grades.

Our school has built in common preps multiple times per week and after-school and weekend per session activities that allows teachers to meet collaboratively and plan with each other, These sessions facilitated by the data specialist, coaches, coordinators, and administrators allows the school community to rigorously analyze data, monitor progress, and plan for instruction during after-school and weekend work sessions.

Our work continues in developing teacher skills in the use of data collected and in using data gathered for the immediate realignment of goals and plans in response to students or groups of students.

Through a highly collaborative process, we align our instruction with the data gathered. This is evidenced by our use of data to identify students in need of small group instruction/intervention services/Push In or Pull Out services. We also analyze data during collaborative grade conferences to monitor progress towards goals and plan for instruction. The school makes a concerted effort though professional development to support teachers to improve their ability to align and realign instructional practices in their classrooms based on data gathered.

With the support of the administration, the data specialist and coaches, teachers are able to analyze summative and formative assessments, and then align classroom instruction as needed. Our analysis of data also helps us to identify students in need of small group instruction and intervention services.

We recognize that when we compare the performance of boys and girls, that our girls are outperforming our boys. Because of this, we are working on deeper analysis of our data, different learning styles of our students, and aligning our instructional practices to enhance each student's learning experience so that the gap is impacted in a positive manner.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **The process of determining our school's instructional goals for 2010-2011:**

- Granville T. Woods Public School use a well established process for setting objective, measurable goals for immediate and long term improvement.
- Our process involves the cabinet, teachers, and the school leadership team in analyzing the data and setting overall school long term goals for state test outcomes in all subject areas and for each grade level for the upcoming school year.
- The process continues as we plan collaboratively with teachers at the beginning of the year to align school, grade, class, and individual student goals. Intermediate assessments are scheduled to monitor progress towards our goals.
- Collaborative grade meetings with coaches and administrators occur consistently across the school year to monitor, assess, and plan for progress. Collaborative teams (attendance team, PPC team, school leadership team, literacy coaches, math coaches, Intervention coordinator, and the data specialist) also meet consistently to plan, monitor and assess student's progress towards school, grade, and individual goals.
- Our data binders, on line assessments, and conferring binders serve as tools to consistently monitor and plan the achievement and progress of individual students, groups of students, classes and overall grades.
- Through a highly collaborative process, we align our instruction with the data gathered. This is evidenced by our use of data to identify students in need of small group instruction/intervention services/Push In or Pull Out services. We also analyze data during collaborative grade conferences to monitor progress towards goals and plan for instruction. The school makes a concerted effort though professional development to support teachers to improve their ability to align and realign instructional practices in their classrooms based on data gathered.
- Our school has built in common preps multiple times per week and after-school and weekend per session activities that allows teachers to meet collaboratively and plan with each other, These sessions facilitated by the data specialist, coaches, coordinators, and administrators allows the school community to rigorously analyze data, monitor progress, and plan for instruction during after-school and weekend work sessions.

GOALS	Description of Proposed Instructional Strategies
<p style="text-align: center;"><b><u>ELA/AYP</u></b></p> <p><b>Goal:</b> To decrease the amount of students who did not make the AYP in the following students groups: students with disabilities and economically disadvantaged.</p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, on going staff development support, and all day planning. The school will continue to commit itself to strong professional development and use on going professional assessment to drive instructional decisions in the classroom. Title I ELA and Math specialists, Language Specialists, and the ELL specialist will also provide support to decrease the amount of students not meeting the AYP in the following areas students with disabilities and economically disadvantaged. Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills, using student data to plan for instruction.</p>
<p style="text-align: center;"><b><u>Math</u></b></p> <p><b>GOAL:</b> To decrease the amount of students in Levels 1 and 2 by 5 %.</p>	<p>Instructional coaching for teachers will take place during and after school. The math instructional coach develops the professional development plan for all teachers, on going staff development support, and all day planning. The school will continue to commit itself to strong professional development and use on going professional assessment to drive instructional decisions in the classroom. The math curriculum will be aligned to the standards. There will accountable talk; an academic intervention teacher will provide support in math to children that are at risk of meeting the standards; co-planning time will be provided for teachers; teachers will analyze data both quantitative and qualitative; unit planning in the testing grades; Oasis After school and Saturday Academy will be provided to emphasis on math vocabulary terms, mathematical writing, mathematical reasoning, problem solving and computation.</p> <p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>◇ Everyday Math lessons and games</li> <li>◇ Supportive morning work and problem of the day</li> <li>◇ Constructive Responses</li> <li>◇ Small group instruction</li> <li>◇ Vocabulary support</li> <li>◇ Instruction in problem solving, weight, measurement, are, perimeter and volume</li> <li>◇ Math Journals</li> </ul>
<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>GOAL:</b> To implement a science program where students understand and apply science concepts principles, and theories pertaining to the physical setting and living environment and recognize the historical development of the ideas that leads to 80%of students in grade 4 meeting or exceeding level 3 or 4 on the state science test and instructional standards by June 2009.</p>	<p>The Granville T. Woods Elementary School's science program will engage a student by providing them with challenging inquires that they can relate to.</p> <ul style="list-style-type: none"> <li>◇ The students will engage in hands on activities that allow them to explore, discover, and gather primary research in regards to specific topics and themes studied.</li> <li>◇ The science cluster teacher will provide students with research components using the scientific method by engaging students in concepts taught and researching data through the internet, library, videotapes, lectures, class work and experimentation.</li> <li>◇ Our science program will pay particular attention to integrating social studies, language arts, and mathematics curricular into the study of science. This</li> </ul>

<p>To engage students by providing them with challenging inquiries and scientific experiences that will enable them to construct knowledge, and increase and develop the skills needed to achieve levels 3 and 4 on the NYS Science Performance Standards.</p>	<p>will be done using project-based instruction and the workshop model where students work independently, in small cooperative groups, and in learning centers within the classroom. Opportunity for reflection during conferencing with students will also enhance our science instruction.</p>
<p style="text-align: center;"><b><u>The Arts</u></b></p> <p><b>GOAL:</b> To implement a diverse interdisciplinary arts program that will provide students the opportunity to create, perform, view and participate in the arts, enabling them to enhance their cultural and historical knowledge of the arts.</p>	<p>Students will be encouraged to develop critical thinking and higher order thinking skills that give them an opportunity to express their ideas and concerns, which reflect their rich culture, community, and the world. This will include artistic residencies through schools ongoing collaboration with arts organizations and individual artist who provide professional services to the school</p>
<p style="text-align: center;"><b><u>Technology</u></b></p> <p><b>GOAL:</b> To create a learning community where technology is integrated across the curriculum, gather data is increase to percentage of students scoring Level 3's and 4's and where computers are accessible to all students, parents, teachers, and administrators, enabling all constituents to become computer literate.</p>	<p>Students will be encouraged to develop critical thinking and higher order thinking skills that give them an opportunity to express their ideas and concerns, which reflect their rich culture, community, and the world.</p>
<p style="text-align: center;"><b><u>Social Studies</u></b></p> <p><b>GOAL:</b> To implement a standard driven social studies curriculum that will engage students by creating challenging project based learning experiences, enabling them to achieve at or above state standards</p>	<p>The teachers will become adept at creating learning experiences through the use of non-fiction, historical fiction, biographies, reference books, the Internet, etc. A solid grounding in research that incorporates the differentiation of fact and historical hypotheses will underpin these learning experiences. ◇ In order to cater to the diverse range of learning styles in the classroom, teachers will provide the opportunities for students to study social studies in a variety of settings. ◇ The students will engage in hands on activities that allow them to explore, discover, and gather primary research in regards to specific topics and themes studied. ◇ To motivate children to learn and enhance their interest in the subject teachers will engage children in a variety of hands-on/interactive processes such as debates, multimedia presentations, published writings, role-play and out-of-school excursions (museum visits, etc.) which will be reflected in their classroom environment</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers using the common core state standards with ongoing staff development support, and all day planning.</p> <p>Academic intervention specialists will also provide targeted assistance using research based, proven to be effective curriculum to students who are struggling in all areas of literacy; as a school wide Title I school we will offer After School Program for Grades 3, 4, and 5, Saturday Academy Programs and summer school programs; focused and specific professional development utilizing best practices in literacy methodologies and strategic activities will be implemented to build teacher capacity.</p> <p>Target student population: English Language Learners, Students with Disabilities, Students with Poverty, and Students with Low Academic Achievement/at Risk.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Formative Data</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predictive Tests (3-5)</li> <li><input type="checkbox"/> Adaptive Tests (3-5)</li> <li><input type="checkbox"/> Unit Tests (K-5)</li> <li><input type="checkbox"/> Running Records (IRL) (K-5)</li> <li><input type="checkbox"/> Teacher Made Tests (K-5)</li> <li><input type="checkbox"/> New York State Practice Tests (3-5)</li> <li><input type="checkbox"/> RF Progressive Monitoring (K-3)</li> <li><input type="checkbox"/> Rubrics (K-5)</li> <li><input type="checkbox"/> Conferring Notes (K-5)</li> </ul>

**Math**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Measurable Objectives:</b> To decrease the amount of students in Levels 1 and 2 by 5 %.</p> <p><b>As Is:</b> 66.7% of our students are at Level 3 and 4's based on the results of the NYS Math 2010 Test.</p> <p><b>Desired State:</b> 92% of our students will be at Level 3 and 4's on the NYS Math 2011 Test through the focus on data, academic rigor, and the common core state standards.</p> <p><b>Target Date:</b> Spring 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional coaching for teachers will take place during and after school. The math instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessment to drive instructional decisions in the classroom.</p> <p>The math curriculum will be aligned to the common core state standards. There will accountable talk; an academic intervention teacher will provide support in math to children that are at risk of meeting the standards; co-planning time will be provided for teachers; teachers will analyze data both quantitative and qualitative; unit planning in the testing grades; After School Program and Saturday Academy will be provided to emphasis on math vocabulary terms, mathematical writing, mathematical reasoning, problem solving and computation.</p> <p><b>Specific Activities:</b></p> <ul style="list-style-type: none"> <li>◇ Everyday Math lessons and games</li> <li>◇ Supportive morning work and problem of the day</li> <li>◇ Constructive Responses</li> <li>◇ Small group instruction</li> <li>◇ Vocabulary support</li> <li>◇ Instruction in problem solving, weight, measurement, are, perimeter and volume</li> <li>◇ Math Journals</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning.</p> <p>Professional development will be focused and specific professional development utilizing best practices in science methodologies and strategic activities will be implemented to build teacher capacity.</p> <p>Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, math strategies and skills, using student data to plan for instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Evidence: Formative Data</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predictive Tests (3-5)</li> <li><input type="checkbox"/> Adaptive Tests (3-5)</li> <li><input type="checkbox"/> Unit Tests (K-5)</li> <li><input type="checkbox"/> Math Journals</li> <li><input type="checkbox"/> Teacher Made Tests (K-5)</li> <li><input type="checkbox"/> New York State Practice Tests (3-5)</li> <li><input type="checkbox"/> Rubrics (K-5)</li> <li><input type="checkbox"/> Conferring Notes (K-5) – Formal and Informal</li> </ul>

**Science**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Measurable Objectives:</b> To implement a science program where students understand and apply science concepts principles, and theories pertaining to the physical setting and living environment and recognize the historical development of the ideas that leads to 95% of students in grade 4 meeting or exceeding level 3 or 4 on the state science test and instructional standards by June 2011.</p> <p>To engage students by providing them with challenging inquiries and scientific experiences that will enable them to construct knowledge, and increase and develop the skills needed to achieve levels 3 and 4 on the NYS Science Performance Standards.</p> <p><b>As Is:</b> 88% of our students are at Level 3 and 4's based on the results of the NYS Science 2010 Test.</p> <p><b>Desired State:</b> 95% of our students will be at Level 3 and 4's on the NYS Science 2011 Test through the focus on data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Granville T. Woods Elementary School's science program will engage a student by providing them with challenging inquires that they can relate to.</p> <ul style="list-style-type: none"> <li>◇ The students will engage in hands on activities that allow them to explore, discover, and gather primary research in regards to specific topics and themes studied.</li> <li>◇ Teachers will develop project-based lessons to provide students with research components using the scientific method by engaging students in concepts taught and researching data through the internet, library, videotapes, lectures, class work and experimentation.</li> <li>◇ Our science program will pay particular attention to integrating social studies, language arts, and mathematics curricular into the study of science. This will be done using project-based instruction and the workshop model where students work independently, in small cooperative groups, and in learning centers within the classroom. Opportunity for reflection during conferencing with students will also enhance our science instruction.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. Professional development will be focused and specific professional development utilizing best practices in science methodologies and strategic activities will be implemented to build teacher capacity.</p> <p>Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills, using student data to plan for instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Evidence: Formative Data</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit Tests (K-5)</li> <li><input type="checkbox"/> Teacher Made Tests (K-5)</li> <li><input type="checkbox"/> New York State Practice Tests</li> <li><input type="checkbox"/> Rubrics (K-5)</li> <li><input type="checkbox"/> Conferring Notes (K-5) – Formal and Informal</li> </ul>

**Social Studies**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Measurable Objectives: To implement a standard driven social studies curriculum that will engage students by creating challenging project based learning experiences, enabling them to achieve at or above state standards.</b></p> <p><b>As Is:</b> 100% of our students are at Level 3 and 4's based on the results of the NYS Social Studies 2009 Test.</p> <p><b>Desired State:</b> 100% of our students will be at Level 3 and 4's through the focus of data and a rigorous social studies curriculum that meets NY State Standards.</p> <p><b>Target Date:</b> 2010-2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The teachers will become adept at creating learning experiences through the use of non-fiction, historical fiction, biographies, reference books, the Internet, etc. A solid grounding in research that incorporates the differentiation of fact and historical hypotheses will underpin these learning experiences.</p> <ul style="list-style-type: none"> <li>◇ In order to cater to the diverse range of learning styles in the classroom, teachers will provide the opportunities for students to study social studies in a variety of settings.</li> <li>◇ The students will engage in hands on activities that allow them to explore, discover, and gather primary research in regards to specific topics and themes studied.</li> <li>◇ To motivate children to learn and enhance their interest in the subject teachers will engage children in a variety of hands-on/interactive processes such as debates, multimedia presentations, published writings, role-play and out-of-school excursions (museum visits, etc.) which will be reflected in their classroom environment</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Evidence: Formative Data</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit Tests (K-5)</li> <li><input type="checkbox"/> Teacher Made Tests (K-5)</li> <li><input type="checkbox"/> Rubrics (K-5)</li> <li><input type="checkbox"/> Conferring Notes (K-5) – Formal and Informal</li> </ul>

**Technology**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To create a learning community where technology is integrated across the curriculum, gather data is increase to percentage of students scoring Level 3’s and 4’s and where computers are accessible to all students, parents, teachers, and administrators, enabling all constituents to become computer literate.</b></p>
	<p><b>As Is:</b> Each classroom is equipped with 4 computers to support instruction. Five SMARTBOARD/Interactive boards are located on each floor to help the professional development of our rigorous program and to engage students interactively.</p> <p><b>Desired State:</b> Students, parents, teachers, and administrators at the Granville T. Woods Public School 100 % computer literate</p> <p><b>Target Date: Fall 2010</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will be encouraged to develop critical thinking and higher order thinking skills that give them an opportunity to express their ideas and concerns, which reflect their rich culture, community, and the world.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Allocations will allow the technology specialist to provide professional development, increase computers (4 in each classroom), 5 SMARTBOARD/Interactive boards to engage students interactively. Professional Development will take place during and after school.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Evidence:</b> Teachers will use computers as a tool of instruction across the curriculum through use of internet access, ARIS, Acuity and application software. As a result of professional development given by the technology specialist, data of students’ progress and direct instruction will result in students’ presentations of completed projects/products that meet/exceed standards in the science, mathematics, social studies, and literacy developed through the use of technology. Participation of 100% of teachers in on-site technology workshops.</p>

**The Arts**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To implement a diverse interdisciplinary arts program that will provide students the opportunity to create, perform, view and participate in the arts, enabling them to enhance their cultural and historical knowledge of the arts.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>As Is:</b> Through an integrated curriculum approach the Granville T. Woods Arts Program extends a literacy initiative through incorporating the workshop model during instruction to enhance our aesthetic environment, to express our innermost feelings, and to communicate ideas.</p> <p><b>Desired State:</b> All of our students will participate in all of the arts disciplines, which include the visual arts, dance, and music. Our art cluster teacher works very closely with all students to develop monthly holiday theme based art projects and activities. Students will realize through this theme-based approach that art is made by people, and people of every society in the world have expressed themselves through various aspects of the arts.</p> <p><b>Target Date:</b> Fall 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Evidence:</b> Students will participate in a series of extended day Fine Art, Drum, and Dance Workshops in which they will engage in a variety of artistic experiences. Students will be a part of a culminating celebration of the arts as a result of the extended day and arts club experience. Students will also attend trips to enhance their artistic endeavors and expressions.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	22	15	N/A	N/A	2	2	0	0
1	16	8	N/A	N/A	8	5	3	0
2	23	16	N/A	N/A	4	3	2	0
3	15	8	N/A	N/A	6	5	5	2
4	47	39			0	5	1	2
5	34	24			0	5	0	2
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b> To assist at risk students in performing on grade level</p>	<p>The Intervention Team provides services to targeted classes and students through push-in/pull-out group sessions, using the reading and writing workshop. The Passport Voyager, Language, Reading First Intervention, and Foundation/Wilson programs provides activities and opportunities for students to work independently in learning centers and in small groups, reinforcing reading and writing skills. Students receive additional AIS services via our community after school programs (The PS 335 Academic Support Program and our After-School program).</p>
<p><b>Mathematics:</b> To assist at risk students in performing on grade level</p>	<p>The goal of the instructional program will be to increase the number of level three and level four students. Therefore, the students will be provided with small group instruction, resource room services, Mathematics Workshop, Everyday Math, After School homework help and CTT classroom assignments for the special education student population. All staff members will participate in staff development training sessions to gain insight on how to meet the needs of the entire student population.</p>
<p><b>Science:</b> To assist at risk students in performing on grade level:</p>	<p>The Title I reading and math teachers will assist teachers in integrating methods of teaching science throughout the curriculum using hands-on experiences. Teachers will facilitate experimenting and discovering the elements in science, using strong math content. The goal of the instructional program is to build the students' knowledge of scientific concepts and information. Therefore, the students will be provided opportunities to participate in the following activities: educational field trips, science enrichment program provided by the science cluster and exposure to scientific information across the curriculum during math, computer, and literacy instruction.</p>
<p><b>Social Studies:</b> To assist at risk students in performing on grade level grade level</p>	<p>The literacy coaches will assist teachers in integrating methods of teaching social studies throughout the curriculum using the workshop model. The goal of the instructional program is to build the students' knowledge of social studies concepts and information. Students will be provided opportunities to participate in the following activities: educational field trips, social studies projects.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b> To assist at risk students in performing on grade level</p>	<p>The goal of the guidance counselors is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be another form of support. Guidance counselors will also support at risk students during morning arrivals, breakfast, lunch, and dismissals.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The goal of the school psychologist is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be</p>

<p>To assist at risk students in performing on grade level</p>	<p>another form of support. School psychologist will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Also, referral of cases to be discussed @ PPC meetings for pre-referral intervention services and possibly CSE referral for evaluation and consultation with parents (e.g. referrals to outside agencies for counseling services, tutoring, medical evaluations , hearing/vision are some of the programs and strategies that will be utilized to assist students to perform on or above grade level.</p>
<p><b>At-risk Services Provided by the Social Worker:</b> To assist at risk students in performing on grade level</p>	<p>The goal of the social worker is to help at risk students through individualized counseling, group counseling, family sessions in counseling, and behavior management. Classroom observations and pull-out sessions as well as push-in sessions with at risk students will also be another form of support. The social worker will also work in the after school programs and Super Saturday programs to support at risk students academic achievements. The Social worker will also support at risk students during morning arrivals, breakfast, lunch, and dismissals.</p>
<p><b>At-risk Health-related Services:</b> To assist at risk students in performing on grade level</p>	<p>The goal of the SAPIS worker, Adapted Physical Education, and the Nurse will help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observation and pull-out sessions as well as push-in sessions with at risk students also are another form of support. Counselors will also work in the after school programs and Super Saturday programs to support at risk students academic achievements. Counselors will also support at risk students during morning arrivals, breakfast, lunch, and dismissals.</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 14 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 1 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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## **I. Current English Language Learners Instructional Programs**

P.S.335 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 14 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class and informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### **Instructional Materials:**

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. The ELL teacher provides intensive language development activities utilizing scientifically based resource strategies and uses various techniques and

approaches incorporating them into a balanced literacy approach with the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics). This includes the use of high interest / low level texts. In addition, we use technology and Native Language texts when needed. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) Manipulative, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language.

## **II. Teacher Qualifications**

P.S.335 has an eager staff servicing the ELL population consisting of permanent licensed content area teachers (Math, ELA, Sp. Education, Social Studies), and a conditional licensed teachers (ESL); however, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2009-20010.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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## **III. Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - The literacy needs of our ELL population within the prescription of the Teacher’s College model.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
  - QTEL-Quality Teaching for English Language Learners
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - I. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - II. Scaffolding in the content areas
  - III. QTEL-Quality Teaching for English Language Learners

**Section III. Title III Budget**

School: 335 BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Through ongoing communication with the parent coordinator, home phone calls with the support of staff that's fluent in language needed, the oral interpretation and written translation needs were assessed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Through ongoing and consistent communication with the Parent Coordinator, the following findings were evident; Parents would like to effectively communicate their concerns and stay informed about their child/children as well as activities and events that are taking place in our school. In order for them to do so, and be active participants in the school community and their child's learning, they need to be informed in their first language.

#### **Part B: Strategies and Activities**

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

P.S. 335 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2010-2011.

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

P.S. 335 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2010-2011.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	535,450	7,781	543,231
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,354.50	77.81	543,231
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,161.55	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,323.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90.5%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
  - Providing high-quality professional development to teachers
  - Developing professional development plans based on performance data in ELA, Mathematics, Science, and Social Studies
  - Offer extensive mentoring for teachers supervised by the literacy and mathematics coaches
  - Creating and/or monitoring professional development plans for teachers
  - Assisting teachers obtaining appropriate coursework to meet subject area competency through United Teachers Federations classes

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Granville T. Woods Public School 335  
School Parental Involvement Policy  
2010-2011**

**PART I  
GENERAL EXPECTATIONS**

Granville T. Woods Public School 335 agrees to implement the following statutory requirements:

- ◇ The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ◇ The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ◇ The school will incorporate this parental involvement policy into its school improvement plan.
- ◇ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ◇ The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- ◇ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- ◇ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning.

**PART II**  
**DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. **Granville T. Woods Public School 335** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - ◇ Solicit opinions/interest of parents at PA meetings
  - ◇ Survey's to help in planning, review and improvement of the schools programs
  - ◇ Provide copies of policy/compact to all parents
  - ◇ The Principal will hold "Round Table" discussions once a month, where parents are invited to just walk in to her office and ask any question.
2. **Granville T. Woods Public School 335** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - ◇ Parents will be involved in reviewing and modifying the parent policy through monthly PA & SLT meetings
  - ◇ Participation in the Learning Walkthrough
3. **Granville T. Woods Public School 335** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:
  - ◇ Parents will be informed of all parent workshops and activities by:
    - ◇ Parent Coordinators Monthly Newsletter
    - ◇ School calendar
    - ◇ Parents' Association monthly meeting
    - ◇ Reminder letters and phones calls
4. **Granville T. Woods Public School 335** will coordinate and integrate Title 1 parental involvements strategies under the following other programs:
  - ◇ Integrating literacy and technology
  - ◇ Open Access Robin Hood Library
5. **Granville T. Woods Public School 335** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents who are economically disadvantaged, are disables, have limited English proficiency, have limited literacy, or are off any racial or ethnic background) The School will use the findings of the evaluation about it parents involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - ◇ Solicit opinions of parents at PA and SLT meetings
  - ◇ Parent Workshop/Activity Survey's
6. **Granville T. Woods Public School 335** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in the understanding topics such as the following, by undertaking the actions describe in this paragraph.

State's academic content standards, student academic achievement standards, state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- ◇ Signing School Compact
- ◇ Parent Orientation Meetings
- ◇ Open House
- ◇ November/March Parent/Teacher Conferences
- ◇ Parent Educational Workshops
- ◇ Student Recognition Programs
- ◇ Community Education Council Meetings

b. The school will provide materials and training to help parent work with their children to improve their children's academic achievement, such as literacy trading, and using technology, as appropriate, to foster parent involvement, by:

- ◇ Open Access Robin Hood Library
- ◇ Parent Coordinator Resource Center
- ◇ Parent Workshops for Literacy and Everyday Math Parent Night
- ◇ Curriculum Parent Workshops

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- ◇ Faculty Conferences
- ◇ Grade Conferences
- ◇ Professional Development Trainings

The school will take the following actions to ensure that information related to the school and parent program, meeting and other activities, is sent to the parents of participating children in understandable and uniform format, including alternate formats upon request, and, to extent practicable, in a language the parents can understand:

- ◇ Translate important documents
- ◇ Notices to be sent E-mail to working parents
- ◇ Phone call to hard to reach parents

**Granville T. Woods Public School 335  
School Parental Involvement Policy  
2010-2011**

**PART III  
Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- ◇ involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- ◇ providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- ◇ paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- ◇ training parents to enhance the involvement of other parents;
- ◇ in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school adopting and implementing model approaches to improving parental involvement;
- ◇ developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- ◇ providing other reasonable support for parental involvement activities under section 1118 as parents may request

**PART IV  
ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title 1 Parent Council on May 16 2006.

This policy was adopted by **Granville T. Woods Public School 335** on **May 24, 2010** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2010.

\_\_\_\_\_  
*(Signature of Authorized Official)*

\_\_\_\_\_  
*(Date)*

**Granville T. Woods Public School 335**  
**School – Parent – Student Compact**  
**2010-2011**

**Granville T. Woods Public School 335**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

**School Responsibilities**

Granville T. Woods Public School 335 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide teachers with professional development
- Provide parents with trainings with workshops on content
- Create classroom environments conducive to the workshop model
- Provide leveled libraries in each classroom
- Provide word walls for student reference

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Teacher conferences held in November and March

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade supervisors

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Open House
- Orientations

- Meet the Teacher
- Volunteer programs such as Learning Leaders
- Join and volunteer Parents' Association

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- ◇ Monitoring attendance.
- ◇ Making sure that homework is completed.
- ◇ Monitoring amount of television their children watch.
- ◇ Volunteering in my child's classroom.
- ◇ Participating, as appropriate, in decisions relating to my children's education.
- ◇ Promoting positive use of my child's extracurricular time.
- ◇ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- ◇ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, and the District wide Policy Advisory Council.

## **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ◇ Do my homework every day and ask for help when I need to.
- ◇ Read at least 30 minutes every day outside of school time.
- ◇ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

### **SIGNATURES:**

\_\_\_\_\_  
**SCHOOL PARENT(S)**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The School Demographics and Accountability Snapshot (Version 2010-1B-April 2010) Analysis revealed that the school has met its Annual Yearly Progress (AYP) targets in reading, mathematics, and science for the 2010 school year. In addition, in the categories of students with disabilities and economically disadvantage, we made our Annual Yearly Progress (AYP) in the area of English Language Arts and Mathematics.

Our D.I.B.E.L.S. results indicates that our grade two and three students need more support in responding to literature that they read, and literature that is read to them. Results of our Teacher College Assessment Probe assessment indicates that our grade K students in the phonemic awareness and phonics strand the majority of the students are on level. More support and/or intervention services are needed to help our struggling students in the reading strand and in the following areas: Grade 3 – spelling, reading comprehension, and reading rate; Grade 2 – spelling, decoding, vocabulary and reading comprehension; Grade 1 – spelling, decoding, vocabulary, and reading accuracy. Using our Teacher College Assessment Probe, we will identify our struggling students and provide them with the necessary services to help them reach their target.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving students performance: implementation of effective strategies to address the students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, providing resources that are of interest to boys, (more graphic novels, adventure/sports titles/ varied nonfiction reading materials), as well as providing professional development for all teachers to meet the needs of all our students. More opportunities will also be provided for all students to respond in writing to specific prompts based on texts they read and texts that are read to them in both fiction and nonfiction genres.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

We realize that in order to meet the needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. At Granville T. Woods Public School 335K we enjoy collaborations with several community-based organizations. These agencies provide on-going parent outreach; counseling and medical services, student tutoring, and referrals to other support agencies and are a vital component of the Academic Intervention Services.

Our after school literacy program is offered to students in grades 3 to 5 three times a week from 3:30 to 5:30 pm. Teachers work with students in small group settings. Six to eight teachers serve approximately 15 students each in Grades 3-5. Eligible students in the second quartile are targeted. This program provides reading, mathematics and test sophistication instruction. Teachers also receive staff development to enable them to provide intensive, targeted instruction. Parents' visits to the classroom are encouraged to enable them to observe and work with their child and they are also encouraged to be a part of the culminating activity at the end of the program.

Saturday Academy instructional programs enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings i.e., paired, small groups or individual. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. These books will be aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of the text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become more difficult.

Classroom libraries, small class sizes, academic intervention support personnel in the classroom, instructional specialists, a teacher center specialist, and the assignment of a full time literacy and math coach will further support reading and writing instruction.

### 3. Instruction by highly qualified staff.

Our literacy and math coaches as well as our Teacher Center Specialist will provide staff members with ongoing professional development to strengthen and improve their instructional practices. Methods of staff development will include coaching, demonstration lessons, lab-site work, and study groups. Students will also be serviced by licensed Title I Reading and Math Specialists, through small group and individualize instruction.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development will be offered by CLSO personnel, coaches, lead teachers, staff developers, and paid consultants throughout the year. Teachers will also have the opportunity to broaden their professional knowledge by attending various workshops throughout the year at Columbia University.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Parents, teachers, and other members of the community play a vital role in our decision making process. There are various vehicles through which our school community provides input in our decision making process through meetings, learning walks, inter and intra visitations, etc.

- School Leadership Team
- Parents Association
- Cabinet Meetings
- Grade Meetings
- Faculty Conferences
- Parent Workshops

These vehicles allow the members of our school community to share their insights based on the data and observations, on what might be needed to address the needs of our students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - a. Trained teachers through the Reading First Program
  - b. Trained teachers from CFN 304 to work as coaches
  - c. Trained math and reading teachers will teach reading and math classes

Budgetary decisions are made to reflect the high priority of professional development at PS 335. The school constantly monitors staff needs to provide Professional Development that is needed to enable staff to gain a deeper understanding of how they can support students to achieve at their highest level, aides and teachers in using reflective measures to plan for differentiated instruction and deepen their knowledge base around curriculum, instruction, and assessment. Our school does this through...

- Learning Walks using the *Principles of Learning* protocol, after which, feedback is provided and an ongoing reflective structure is put into place to support individual teachers as well as groups of teachers as needed
- Formal and Informal observations with conversation and evaluative feedback from teachers, coaches and administrators growth and development of the staff
- Lab sites based on observed or requested needs of and by teachers allow them to see best instructional practices, and to try out those practices in a nurturing learning environment
- Teachers receive support in writing effective IEP's through professional development workshops and grade meetings
- Teachers engage in opportunities to discuss ways to adapt the curriculum to meet the needs of students, i.e. English Language Learners (ELL's) and Students with Disabilities (SWD's)
- Our ELL teacher attends workshops to enhance her understanding and instructional skills in working with ELL's
- Grade Meetings where teachers can share their professional development needs
- Inter-class and grade visitations with debriefing sessions
- Intra school visitations with debriefing sessions

These structured observational tools are used to monitor our professional development needs and to align professional development with the need of our staff, then provide the necessary targeted support build teacher capacity.

Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills, using student data to plan for instruction.

6. Strategies to increase parental involvement through means such as family literacy services.

With the help of our parent coordinator, we will increase parent/involvement through various means. Regularly distributed parent notices will be provided to students and parents. Monthly school calendars informing parents of upcoming events will also be available to parents. There will be monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events. Displayed announcements of upcoming events will be made visible to parents and students through HIP.SCHOOLS.COM, bulletin boards, parents' newsletters, parent flyers, calendars and brochures. Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents. Parents will receive a monthly calendar of events to inform parents of upcoming events. Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Teachers will be trained with the following resources: Balance Literacy Components, Ticket to Read/Passport Voyager Handwriting Without Tears. Ongoing staff development for teachers to provide them with strategies and activities that will make academic and social transition easier for preschool children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school's inquiry team comprised of teachers representing various grade levels will serve an integral role regarding assessments used, and the analysis of data, and the instructional implications of the data analyzed. During monthly grade level meetings and cross grade meetings, teachers will bring student work, Class Independent Reading Level Chart, school-wide test data, and other relevant information to analyze as a grade. Strategies to improve student achievement and our overall instructional program will be generated from these collaborative sessions.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Based on New York State English Language Arts and Mathematics examinations, student's portfolio, ongoing assessments, and teacher observations, students will be identified and targeted for assistance. Targeted students will be reassessed periodically to assess mastery. There will be ongoing articulation with teachers throughout the school year to identify other students who are experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards. These students when identified will be provided with the necessary support to improve academically.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 335 partners with parents, community based organizations and other institutions to provide academic, social, and creative support to our school community.

- Project Hope monetary incentives to our 4<sup>th</sup> grade students for taking formative and summative exams
- Interfaith Children's Counseling Service provides psychiatric counseling services to our students
- Columbia Presbyterian Hospital provides nutrition workshops for our parents
- OASIS provides after-school programming in the arts, sports, technology, and homework help
- St. John's Recreational Facility offers swimming classes for children and adults
- Common Cents Penny Harvest "A Beautiful Philanthropic Round Table" provides philanthropic activities for our students
- Brooklyn Botanic Garden provides gardening activities for our first grade students
- Pizza Hut-"Reading Incentive Program" provides reading competitions and pizza to our students who show progress
- Experience Corps. Retired Senior Volunteer Program provides tutoring services to our kindergarten and first grade students
- Weeksville Heritage Museum provides cultural activities and museum tours for our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students
- Ballet Tech provides specialized dance and movement activities for our 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> graders
- *Nike Let Me Play* Grant provides professional development for teachers and equipment for students
- Brooklyn Historical Society Grant – *New York Life Learners* exposes students to the history of New York and provides professional development for teachers as well as classroom support.
- Girl Scouts provide opportunities for young girls to learn life long lessons to help them to develop into respectful, productive citizens

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			535,450	X	16-17
Title I, Part A (ARRA)	Federal	X			7,781	X	16-17
Title II, Part A	Federal	X			33,299	X	16-17
Title III, Part A	Federal		X				
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b>							
Title IV	Federal		X				
IDEA	Federal	X			163,429	X	16-17
<b>Directions:</b> Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part D: <b>Note:</b> If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.	Local	X			2,258,664	X	16-17

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

School wide reform strategies:

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.
7. Provide strategies to increase parental involvement.
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school years, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Total number of students in Temporary Housing - 8

2. Please describe the services you are planning to provide to the STH population.

The parent coordinator, school guidance counselor, family worker and attendance teacher will maintain a close relationship with the Department of Education liaison and staff in the temporary housing facility in order to provide the best help for the students and parents in temporary housing.

The parent coordinator provides the following programs assist students in temporary housing:

- Hats/Gloves/Coats/Socks Drive
- September School Supplies
- Food for the Homeless – Thanksgiving
- Blankets for the Homeless

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 335 Granville T. Woods					
<b>District:</b>	16	<b>DBN:</b>	16K335	<b>School</b>		331600010335

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	21	18	17		90.3	91.3	90.2
Kindergarten	41	65	62				
Grade 1	63	73	74	<b>Student Stability - % of Enrollment:</b>			
Grade 2	72	64	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	74	59		91.2	88.0	90.6
Grade 4	60	73	74				
Grade 5	80	64	77	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.1	98.7	99.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	28	33
Grade 12	0	0	0				
Ungraded	0	5	2	<b>Recent Immigrants - Total Number:</b>			
Total	408	436	432	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	4	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	35	39	Principal Suspensions	0	0	3
# in Collaborative Team Teaching (CTT) Classes	35	31	35	Superintendent Suspensions	0	1	3
Number all others	15	17	31				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	41	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	9
# receiving ESL services only	14	10	TBD				
# ELLs with IEPs	1	3	TBD				

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	6	4	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.4
				% more than 2 years teaching in this school	68.3	68.3	81.0
				% more than 5 years teaching anywhere	58.5	56.1	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	90.0	88.1
American Indian or Alaska Native	0.2	0.5	0.7	% core classes taught by "highly qualified" teachers	92.2	90.5	92.7
Black or African American	86.0	85.8	83.1				
Hispanic or Latino	12.0	11.7	13.9				
Asian or Native Hawaiian/Other Pacific	1.0	0.7	0.7				
White	0.7	0.7	1.2				
<b>Male</b>	49.5	51.4	50.2				
<b>Female</b>	50.5	48.6	49.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	53.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>304</b>	District <b>16</b>	School Number <b>335</b>	School Name <b>Granville T.Woods</b>
Principal <b>Mrs.Nimmons</b>		Assistant Principal <b>Mrs.Davis</b>	
Coach <b>D.Lacey</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>D.Weekes, ESL Teacher</b>		Guidance Counselor <b>B.Brown</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Y.Holley</b>	
Related Service Provider		Other	
Network Leader <b>Lucille Lewis</b>		Other	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>469</b>	Total Number of ELLs	<b>14</b>	ELLs as Share of Total Student Population (%)	<b>2.99%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. If necessary, the licensed pedagogue, the ESL teacher, and the secretary help to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. Student has to be tested with LAB-R within ten business days of the enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB- R is given to the student by a person in a school: a pedagogue, Para or other qualified pedagogue who is proficient in this language.

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels ( beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be LEP. Additionally, students are given the interassessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

2. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program selection form via personal mail together with the invitation to the Parent Orientation meeting, all in their home languages . In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. It includes one-on-one and phone conversation with the help of the bilingual school staff.

Parents participate in a parent orientation that describes various programs for ELL of where they place their children in three program choices (Transitional Bilingual, Dual Language or Freestanding ESL). Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. After they watch a video ESL teacher discusses with parents the choices, different programs available and describes the plans. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Children are placed as per parent choice. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

3. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional iformational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform with the choice of the parents, and any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

4. There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. The

parents are informed about their children's placement and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings the translation is available with parent, either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The Parent Coordinator is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Parents complete the parent selection form and the school will conform to the parental choice selections. The results of the Parent Choice paperwork indicate that most parents choose the Freestanding.

6. The program models offered at our school is aligned with parent request. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. In addition, Freestanding ESL is the only program offered.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	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"/>
Check all that apply	

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>					0	0								0
<b>Push-In</b>	0													0
<b>Total</b>	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	14	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	12			2		1				14
<b>Total</b>	12	0	0	2	0	1	0	0	0	14

Number of ELLs in a TBE program who are in alternate placement:

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	1	1		2								10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		3			1									4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	1	8	1	1	1	2	0	0	0	0	0	0	0	14

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### Current English Language Learners Instructional Programs

P.S.335 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

#### English Program

##### Freestanding English as a Second Language Program

1. In the Freestanding ESL component we have 14 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

2. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class and informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

3. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4 . Plan for Newcomers

In this school we have twelve newcomers. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have one SIFE student. The SIFE population is little this year SY 09-10 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. We will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

VIII. Plan for Long Term ELLs

In our school we have no long term ELLs, but in the future if we do we have an action plan for them. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have one special needs students. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school.

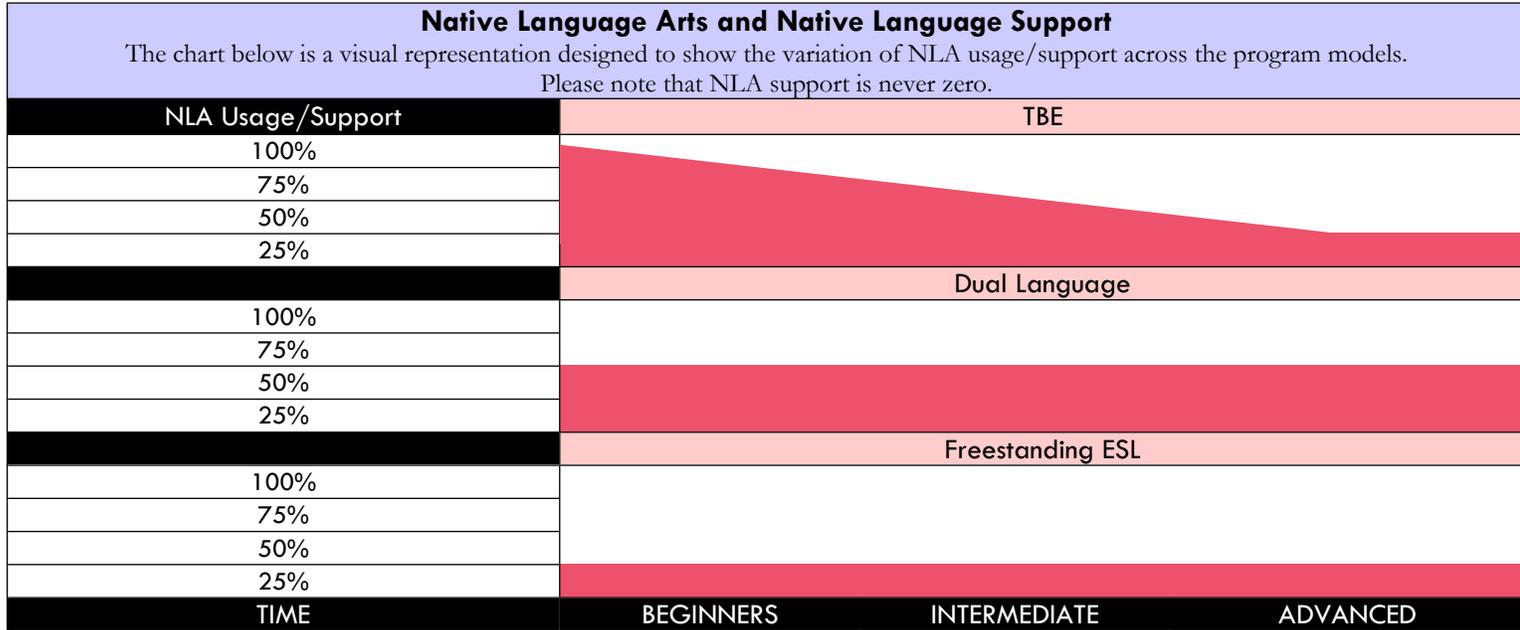
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs in our school for ELLs in Math, ELA and other content areas are SETS, ESL, Math intervention, Occupational Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Guided reading, and vocabulary quizzes to make instruction more involving and effective.

6. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are eligible for two years of test accommodations for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

7. For the upcoming school year, I will suggest the Rosetta Stone program for our ELLs to assist in the pursuit of communication and to help build their vocabulary and phonetic skills.

8. None of programs and services will be discontinued.

9. ELLs at PS 335 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL program, additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

10. Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Workshop Model and the Literacy by Design. This includes the use of high interest / low level texts and leveled library. The exception to this pattern is where materials are used to familiarize students with the state assessments, including: Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA and New York State Coach: Mathematics. PS 335 follows the balanced Literacy model. The school uses the Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program.

Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, language games and activities and the cd player for listening to songs and stories that are used by the teacher and the students. The ESL students uses computers in the technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is

used for learning foundations in writing, spelling and phonics. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction.

11. In P.S.335 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

12. The required services support, and resources correspond to ELL's ages and grade levels. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity and Dibbles data to drive teaching goals and instruction.

13. Our ELL population is quite small- not enough to make a subgroup population. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. Our parents and students are invited to attend and participate. In addition, there are meetings with the principal and vice principal, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

14. Students have choice and are permitted to use their native language with eachother and bilingual dictionaries can be used in the classroom for additional support.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - o the literacy needs of our ELL population within the prescription of the Teacher's College model.
  - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
  - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o ESL in the Mathematics classroom
- o QTEL-Quality Teaching for English Language Learners

- Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teachers

o Scaffolding in the content areas

Our staff of P.S.335 including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from elementary to junior-high school. Our staff also has a Career Day to introduce and familiarize students with different occupations and professions which helps them to make the right choices.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- ARIS Technology Workshop: This workshop provides parents with sufficient information to know how to access their student's test scores on the computer and keep updated with them.
- After School Program: Monday through Friday we offer our students an academic tutorial support for instruction.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Exercise Program: This program is for parents to keep healthy and full of energy.
- Cornell Medical Group Workshop: This work shop is to keep parents well informed about their nutrition and the benefits of maintaining a health diet and health lifestyle.
- Test Prep Workshop: This workshop is for parents to know how to help their students on NYS tests. It prepares them to work with their child to succeed.
- School Leadership Team: This team is for parents to have the opportunity to be leaders in their child's school. The leaders are nominated.

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher provides parents with the necessary information about the school. In the school there are school wide events, parents' workshop and volunteering. Translations are available as needed. Bilingual staff are available to help students who speak: Spanish and French and Haitian Creyol.

3.The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	1			1								7
Intermediate(I)						1								1
Advanced (A)		4		1	1									6
Total	1	8	1	1	1	2	0	0	0	0	0	0	0	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	1										
	I	1	2											
	A		4		1	1	2							
	P													
READING/ WRITING	B		2	1			1							
	I		2				1							
	A		4		1	1								
	P													

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1						1		2
8									0
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our first grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

Periodic Assessments inform the school that ELLs still need more support in the acquisition of English for their literacy skills to be as high as some native English speakers.

The assessment tools that we use to assess early literacy skills in our ELLs is the LAB-R and Dibbles. The results from these are very important to us because they provide insight for each student. It provides knowledge about the students' acquisition of English in various categories and their strengths and challenges. This data is useful for the ESL provider to keep informed by these periodic assessments which are broken down and easy to inform lesson plans.

After review the NYSESLAT data, the patterns reveal were:

- ELLs who are in the beginning level are the new comers at all grade levels or ELL students from Kindergarten.

After analyzing the ELA scores of ELLs and former ELLs it was noticeable that students who are former ELLs are often outperforming the Non-ELLs students across the grades. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized test informs ESL teacher for the future planning.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). This year we are going to continue to strongly target language development across the grades and content area for ESL students performing below grade level during the school day as well as extended hours. We also offer additional support in listening skills for Newcomers, including increased use technological activities in their classrooms. Adjustments and improvements to our program this year will additionally include Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels. School leadership and teachers are using the results of the NYSESLAT to inform instruction for ELLs. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations).

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions ( Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

6.The success of the program for ELLs at PS 335 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. The success of the program is measured based on the percentages gain of NYSESLAT result from beginner to advanced levels.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		3/19/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		