



PS 35
2010-2011
School Comprehensive Educational Plan
(CEP)

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Section I: School Information Page

School Number: 035 School Name: The Clove Valley School

School Address: 60 Foote Avenue, Staten Island, NY 10301

School Telephone: 718 442.3037 Fax: 718 815.4855

School Contact Person: Melissa Garofalo Email Address: MCassan2

Position/Title	Print/Type Name
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School Leadership Team Chairperson:	<u>Fran Harris</u>
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Principal:	<u>Melissa Garofalo</u>
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UFT Chapter Leader:	<u>Fran Harris</u>
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Parents' Association President:	<u>Heather Scapp</u>
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Student Representative: (Required for high schools)	<u></u>
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District and Network Information

District: 31 Children First Network (CFN): 409

Network Leader: Neal Opromalla

Superintendent: Erminia Claudio

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
Melissa Garofalo	*Principal or Designee	
Fran Harris	*UFT Chapter Chairperson or Designee	
Heather Scapp	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Jill Link	Teacher	
Laura Morton	Teacher	
Dina Rosenthal	Parent	
Lidia Abreu	Parent	
Ruth Marlin	Parent	
Missy Schiro	Parent	
Melanie Carbone	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.

It is our mission to ensure that all of PS 35's students receive a quality well-rounded education that serves as a solid foundation for future success; providing our students with the tools that enable them to become independent thinkers who strive to meet or exceed high standards. By embedding in our students the concept that they are the individuals who manage what they are learning presently and what they will learn in the future, we empower them. We pledge to help our students meet their fullest potential by supporting, encouraging, celebrating their individual differences and working together to make these the best years of their lives. At PS 35, "Kids Come First".

PS 35, The Clove Valley School, is a small school with a diverse population. All stakeholders (principal, teachers, parents, students, and community members i.e. Assemblymen, Councilmen) work collaboratively to provide a safe and nurturing environment that affords our students with many academic and social experiences. "The Pride of The Valley", continues to achieve success as is evident when parents who attended PS 35 come back to enroll their children here. Our school is a second home to our students and their families.

The PS 35 community is dedicated to life long learning and deepening our understanding of research based strategies. Through collaboration teachers and administration share best practices and support each other. The administration programs using a block schedule. By implementing this schedule, professional development is embedded into the instructional day. Having in-house weekly professional development sessions to meet and reflect on teaching approaches and looking at students' work supports the teachers in differentiating the instruction to meet all the individual students' needs and in creating a healthy and positive school environment.

At PS 35, we set clear expectations for all stakeholders (school professionals, parents, community, and above all the students). A large amount of time and effort is dedicated to creating curriculum maps for each grade. Teachers are given three entire planning days in June, in addition to all professional development periods during the month of June to collaboratively plan next year's curriculum. The New York State Standards are used to insure that the curriculum is derived directly from the standards and the performance indicators.

These detailed in-depth curriculum maps set very clear expectations for PS 35's classroom teachers, as well as cluster teachers and support staff.

Our students receive the highest quality education by the highest qualified teachers. By implementing the workshop model, teachers can provide individualized instruction to all their students. This means teachers will modify and adapt curriculum to meet the needs of the diverse learners in their classes. When teachers are prepared to teach with thought out lesson plans, our students know what is expected of them. By implementing the workshop model, the students are afforded the opportunity of receiving a specific, focused mini-lesson by the teacher. Before the students are sent off to practice the strategy that was modeled for them during the mini lesson, they engage in a Think-Pair Share. During this time, the teacher observes the students engaged in accountable talk and assesses if the

students understood the strategy. Prior to our students working independently, the teacher sets clear expectations.

PS 35 believes that a high quality instruction in Literacy supports all the learning that occurs in the other curriculum areas. Therefore, we devote our school year to modeling and guiding for our students the seven habits of proficient readers. We dedicate a large amount of time on providing professional development for our teachers on how to become effective facilitators within their classroom, so that our teachers can monitor whether the students are applying strategies correctly. As early as Kindergarten, our students are instructed to: activate prior knowledge/make connections, determine importance, ask questions, visualize, infer, retell/summarize/synthesize, and use fix-up strategies (self-monitoring, three cueing systems). To make use of reading strategies, it benefits students to be aware of the strategies that they can use to monitor and improve their comprehension. When readers are thoughtful about their own thought processes, they frequently will do one, some, or all the habits mentioned above. These seven habits transfer into all the other curriculum areas.

At PS 35, we embed in our students the concept that they are the individuals who manage what they are learning presently and what they will learn in the future. The workshop model lends itself to our philosophy. For thirty minutes of the workshop (all curriculum areas) the students are engaged in independent activities that meet their individual needs. In reading they choose the "just right" literature to read; in writing they chose the topic to write about; in Math they use Math journals to demonstrate their reasoning; in Science they generate their own hypotheses. Another component within the workshop model is the conferencing piece. PS 35 has devoted a majority of the school's professional development over the past several years to the conferring process. Our teachers use the information they acquire from the students during the initial phase of the conference to direct their teaching for the remainder of the conference. Our students are well aware of this and ask for a time to confer with the teacher. Conferences are organized so that the teachers meet the student's needs. Teachers have worked hard to develop individual reading and writing goals for each student in their class. Teachers will discuss these goals with their students during conferences and form new goals when necessary.

Parents play an active role in PS 35's overall success. Open lines of communication are fostered through parent teas in September, parent volunteers throughout the course of the school year, class parent representatives, parent committees (i.e. yearbook, fundraising, dances, fairs), and an open door policy by the administration. We are very fortunate that our parents work at home with their children to provide the support needed for success in school and instruction necessary for success in school and life.

Education at PS 35 reaches beyond academic subjects. Students in grades 3-5 are using the Independent Investigative Model. Our 4th and 5th graders are using Classroom Inc, an enrichment computer simulation program. PS 35 has a string orchestra. Selected students in grades 1-4 receive instruction in playing the violin, viola, and cello twice a week during the school day. Our band consists of 4th and 5th grade students who receive instruction in playing the trumpet, clarinet, saxophone, and drums during the school day. An after school Spanish program is offered to students in grades K-5 as an enrichment opportunity. A school chorus program is offered to students in grades 2-5.

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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Analysis of 2009/2010 School Progress Report

With the change to the raw scores in both ELA and Math, PS 35 demonstrated a significant loss in students meeting proficiency in both areas.

ELA

According to the data reported on the progress report, PS 35's score for the percentage of students at proficiency for English Language Arts (All tested students) for 2009-2010 was 63.1%. Which is a 21.4% decrease from 2008-2009. When compared to our peer horizon we scored in the 17.2 percentile. When compared to the city horizon we scored, at the 54.7 percentile. The median growth percentile was 74.0. When this data is compared to our peer horizon we scored in the 54.6 percentile.

and compared to the city horizon we scored at the 67.0 percentile.

The most significant aid to this work is targeted professional development offered to all teachers focused on differentiated instruction using Tiered assignments.

Math

According to the data reported on the progress report, PS 35's score for the percentage of students at proficiency for Math (All tested students) for 2009-2010 was 73.8%. A 23.1% decrease from 2008-2009. When compared to our peer horizon we scored in the -7.8% percentile. When compared to the city horizon we scored at the 50.8 percentile. The median growth percentile was 69.0. When this data is compared to our peer horizon we scored in the 54.6 percentile and compared to the city horizon we scored at the 67.5 percentile.

The most significant aid to this work is the daily 30 minute math Inquiry block which is implemented in every classroom.

STUDENT PERFORMANCE IN EARLY CHILDHOOD GRADES

Analysis/Findings- ECLAS/Variation/TC Assessments:

An analysis of the ECLAS Variation/TC Assessments shows that most of the students are performing at or above grade level in the reading portion of the assessment. A review of the reading scores for Kindergarten shows 98.5% read at or above grade level (Level B). A review of the reading scores for Grade 1 shows 80.0% read at or above grade level (Level I). A review of the reading scores for Grade 2 shows 97.3% read at or above grade level (Level L).

Analysis/Findings- EPAL:

An analysis of the EPAL data for Grade 2 shows the students are performing at a higher level on the reading portion of the test, 60 % of students scored a Level 3. The weakest area for the students is listening. All of the students scored a Level 2 or 3 in all sections of the test.

STUDENT PERFORMANCE IN GRADE 3

Analysis / Findings – ELA Predictive Assessments

An analysis of the data for Grade 3 shows that the percentage of students achieving at Tier 1 remained the same 0 %, a 6 % decrease in the number of students performing at Tier 2, a 1% decrease in the number of students performing at Tier 3, and a 9 % increase in the number of students performing at Tier 4.

STUDENT PERFORMANCE IN GRADE 4

An analysis of the data for Grade 4 shows that the percentage of students achieving at Tier 1 remained 0 %, a 10% decrease in the number of students performing at Tier 2, a 2% decrease in the number of students performing at Tier 3, and a 12 % increase in the number of students performing at Tier 4.

STUDENT PERFORMANCE IN GRADE 5

An analysis of the data for Grade 5 shows that the percentage of students achieving at Tier 1 decreased 2% to 0 %, a 21 % decrease in the number of students performing at Tier 2, a 34 % decrease in the number of students performing at Tier 3, and a 59 % increase in the number of students performing at Tier 4.

ANALYSIS OF INFORMATION MATHEMATICS

Analysis / Findings – Math Traditional Interim Assessments

An analysis of the data for Grade 3 shows that the percentage of students achieving at Tier 1 remained the same, a 5 % decrease in the number of students performing at Tier 2, a 13 % decrease in the number of students performing at Tier 3, and a 18 % increase in the number of students performing at Tier 4.

Analysis / Findings – Math Predictive Assessments

An analysis of the data for Grade 3 continues to show that no students scored at Tier 1, a 5 % increase in the number of students scoring at Tier 2, a 5% decrease in the number of students performing at Tier 3, and the number of students performing at Tier 4 remained the same.

STUDENT PERFORMANCE IN GRADE 4

Analysis / Findings – Math Traditional Interim Assessments

An analysis of the data for Grade 4 shows that the percentage of students achieving at Tier 1 remained the same 0 %, the percentage of students performing at Tier 2 remained the same 4 %, a 6 % decrease in the number of students performing at Tier 3, and a 6 % increase in the number of students performing at Tier 4.

Analysis / Findings – Math Predictive Assessments

An analysis of the data for Grade 4 shows that the percentage of students achieving at Tier 1 remained the same 0 %, a 2 % decrease in the number of students at Tier 2, a 2 % increase in the

number of students performing at Tier 3, and the percentage of students performing at Tier 4 remained the same.

STUDENT PERFORMANCE IN GRADE 5

Analysis / Findings – Math Traditional Interim Assessments

An analysis of the data for Grade 5 shows that the percentage of students achieving at Tier 1 remained the same 0 %, a 15 % decrease in the number of students performing at Tier 2, a 25 % decrease in the number of students performing at Tier 3, and a 40 % increase in the number of students performing at Tier 4.

Analysis / Findings – Math Predictive Assessments

An analysis of the data for Grade 5 shows that the percentage of students achieving at Tier 1 remained the same 0 %, a 3 % decrease in the number of students performing at Tier 2, a 15 % decrease in the number of students performing at Tier 3, and a 19 % increase in the number of students performing at Tier 4.

ANALYSIS OF INFORMATION SOCIAL STUDIES

STUDENT PERFORMANCE IN GRADE 5

Analysis / Findings – NYS Social Studies Test Student Performance Data

All Students

An analysis of the data shows a 5% increase in the number of students achieving at Levels 3 and 4 over the past two years. A review of social studies scores for students in Grade 5 shows students scoring at Level 1 or Level 2, 0.4 % decrease in the number of students scoring at Level 3, 9% increase in the number of students scoring at Level 4.

Special Education

An analysis of the data for Grade 5 social studies shows a 5% decrease in the number of students achieving at Levels 3 and 4 over the past two years. A review of social studies scores for students in Grade 5 no students scoring at Level 1 or Level 2, a 5% decrease of students scoring at Level 3, a 7% increase in the students scoring at Level 4.

ELL

An analysis of the data for Grade 5 social studies shows a 7% increase in the number of students achieving at Levels 3 and 4 over the past two years. A review of social studies scores for students in Grade 5 show no ELL of students scoring at Level 1 or Level 2, a 3% increase of students scoring at Level 3, a 7% increase in the students at Level 4 .

Analysis / Findings – NYSESLAT Student Performance Data

All Students Tested

An analysis of the data for Grades K-2 shows a 60% decrease in the number of students achieving at the beginning level, a 20% increase in the number of students achieving at the intermediate level, a 40% increase in the number of students achieving at the advanced level, and a 30 % increase of the students achieving at the proficient level. An analysis of the data for Grades 3-5 shows a 30% decrease in the number of students achieving at the beginning level, a 10% increase in the number of students achieving at the intermediate level, a 20% increase in the number of students achieving at the advanced level, and a 30% increase in the number of students achieving at the proficient level.

Learning Environment Survey

Since 2007-2008, PS 35 consistently demonstrates growth in all areas:

Academic Expectations (+0.2) Engagement (+0.9) Safety and Respect (+0.2) Communication (+0.5)

84% of the teachers at PS 35 took the survey, which is greater than the citywide percentage of 76%

97% of the parents took the survey, which is higher than the citywide percentage of 49%.

Accomplishments

Growth in all areas over the past two years.

PS 35 encourages students to do their best by developing rigorous and meaningful academic goals in a safe, respectful environment.

PS 35 engages all parents, teachers, and students in an active partnership to promote student learning.

PS 35 provides information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.

ELA

Quality Review Report

In 2009-2010, PS 35 received a Well Developed on the SQR. The areas of strength include:

The school defines goals through an extensive array of data

The principal and staff work as a unified team to create a calm, respectful, and orderly environment for effective learning to take place.

The school community makes strategic organizational decisions to support the school's instructional goals in order to meet the student needs effectively.

Teachers work collaboratively to reflect on and share best practices and develop tools for efficient data analysis, which leads to beneficial changes to the curriculum and instruction.

The school uses all manner of data to regularly evaluate the effectiveness of its organizational decisions, interventions, professional development supports, deployment of staff.

Students demonstrate high levels of engagement in well-matched lessons, with excellent behavior and enthusiasm for learning that helps them to reach their potential.

The suggested areas for improvement include:

Increase effectiveness of the work of teacher teams by creating written protocols to document teacher team meetings with agendas, minutes, and next steps.

Refine the ongoing communication and engagement of parents to ensure learning needs and outcomes of specific subgroups are understood and well supported.

Develop students' confidence and ability to become self-directing and build independent capacity toward improving academic performance.

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.

Annual Goals	Description
<p>SMART GOAL 1: To expand teachers’ expertise in the assessment of writing this will result in improved student outcomes in publishing pieces from each of the three genres (Narrative, Expository, and Persuasive) included in the Common Core Standards. By June 2011, 85% of student s in grades K-5 will meet level 3 or higher proficiency in writing as evidenced by teacher created rubrics.</p>	<p>After conducting our needs assessment the SLT determined that teachers should be effectively trained in looking at students’ writing so that the data can be used to generate short and long term goals in alignment with the Common Core Standards.</p>
<p>SMART GOAL 2: To deepen school-wide inquiry work to include teacher and student goal setting which will result in a %5 increase of students meeting or exceeding the standards on 2010-2011 New York State Math exam By June 2011, the school wide performance of all students in grades 3-5 will increase by at least %5 as evidenced by the New York State Math exam.</p>	<p>After conducting our needs assessment the SLT determined that an increase in the use of data to improve teaching and learning in the area of Mathematics.</p>
<p>SMART GOAL 3: To increase the use of assessment data to plan for focused, small group instruction for IEP students which will result in improved student outcomes in Literacy. By June 2011, 65 percent of all IEP students in grades 2-5 will read at least three reading levels higher than their assessed October 2010 levels in both fiction and non-fiction thus demonstrating one year of progress as measured by the Teachers’ College Running Records.</p>	<p>After conducting our needs assessment the SLT determined that there needs to be an increase in the consistency with which all teachers challenge sub-groups of students in planning lessons that relate to the Common Core standards</p>

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand teachers' expertise in the assessment of writing this will result in improved student outcomes in publishing pieces from each of the three genres (Narrative, Expository, and Persuasive) included in the Common Core Standards. By June 2011, 85% of student s in grades K-5 will meet level 3 or higher proficiency in writing as evidenced by teacher created rubrics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>July 2010 Secure grant from Staten Island Foundation</p> <p>July 2010 CFN 409 provided The Common Core Standards team, which is comprised of a lead teacher from each grade, 3 full days of professional development on the Common Core Standards.</p> <p>August 2010 Arrange for literacy consultant (Carl Anderson) from Literacy Support systems to provide focused professional development in writing.</p> <p>September 2010-June 2011 The Common Core Standards team will meet bi-monthly to create genre specific rubrics in writing aligned with the Common Core Standards.</p> <p>Lead teachers will receive 11 days of professional development with Carl Anderson on the teaching of writing. The PD sessions will include intervisitations within PS 35 and with our partnering schools: PS 48, PS 53, and PS 80.</p>

	<p>Lead teachers will turn key information from PD sessions with teachers on their grade level monthly during administrative periods .</p> <p>Bi-monthly lead teachers will work teachers on their grade level at administrative periods to get feed back on the genre specific rubrics and make revisions.</p> <p>Continue learning partnership with CFN 409 to provide opportunities for shared professional development, collaborative planning sessions and intervisitations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>\$15,000 Staten Island Foundation grant, FSF funding \$ 124,501 (Head of school) provided weekly PD, Fair student funding \$35,266 teacher coverage by Arthur Siegal, \$ 298,724 FSF 4 lead teachers to receive PD. \$3,720 FSF per diem days, \$2,112 TL summer school for educational consultant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>100% of classroom teachers will participate in professional development around using assessments aligned with the Common Core Standards to drive instruction in Writing. Professional Development Schedule Consultant schedule and agendas and attendance sheets Administrative period agendas Collection of writing conferencing notebooks by the principal at least four times a year to assess the teaching practice and needs of the teachers. It is instrumental to have the best teaching practices. We believe our teaching practices have a direct impact on student achievement. Writing Portfolios and writer's notebooks On Demand writing following a unit of study Informal Observations of writing lessons to see how they relate to the needs of individual students that are outlined in the students' conference notebooks. Formal Observations of writing lessons to see how they relate to the needs of individual students that are outlined in the students' conference notebooks. Three rubrics (Narrative, Expository, and Persuasive) aligned with the CCS</p>

Subject/Area (where relevant):	Mathematics
Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To deepen school-wide inquiry work to include teacher and student goal setting which will result in a %5 increase of students meeting or exceeding the standards on 2010-2011 New York State Math exam By June 2011, the school wide performance of all students in grades 3-5 will increase by at least %5 as evidenced by the New York State Math exam.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<p>June 2010 Math curriculum maps were revised</p> <p>September 2010 A daily thirty minute block of time has been scheduled into the school day for IT work for teachers to implement small group instruction that focus on Deepening Number Sense in grades K-2 and Deepening Constructive Responses in grades 3-5.</p> <p>September 2010 IT groups of 3-6 teachers will be formed with a facilitator who will lead the IT work. IT groups will select a professional text/resource to support their work in mathematics. Weekly minutes will be submitted to the principal, who will conduct informal observations to hold teachers accountable.</p>

	<p>September 2010-June 2011 During weekly IT meetings, teachers will analyze student performance data to establish goals and plan for future instruction.</p> <p>October 2010- May 2011 "Instructional rounds" will be used as a mentor text to implement the practice of collegially monthly classroom observations and teacher goal setting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>\$ 217,919 FSF 3 special teachers, \$ 6,124 IDEA ARRA CTT for special education teacher, \$ 27,000 TL Children's First Network \$ 27,000 TL Children's First Network, \$ 1,000 TL NYSTL textbooks, \$1,087,887 FSF, \$23,000 TL CFN, \$ 15,055 TL Operating Funds, \$ 97,564 SRA Stabilization, \$ 67,437 Title I ARRA SWP, \$5,877 TL FSF Teacher Legacy \$18,820 FSF General Hold Harmless, \$ 6,124 IDEA AARA CTT, \$ 102,972 Title II, \$ 27,544 Contract for Excellence for teachers' salaries.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Collection of teacher and student goals Informal observations during IT 30 minute block Teacher created assessments to assess learning with problem solving Classroom charts displaying word problem strategies Evidence of differentiated instruction through collection of lesson plans Weekly IT minutes</p>

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of assessment data to plan for focused, small group instruction for IEP students which will result in improved student outcomes in Literacy. By June 2011, 65 percent of all IEP students in grades 2-5 will read at least three reading levels higher than their assessed October 2010 levels in both fiction and non-fiction thus demonstrating one year of progress as measured by the Teachers' College Running Records.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>July 2010 Principal attended Professional development at Teacher's College on Special Education Reform</p> <p>September 2010 The SETSS teacher with the classroom teachers in grades 4 & 5 will analyze data from State Exam to find students' weak areas.</p> <p>October 2010 A baseline assessment will be given to all IEP students, which will be created from the NAEP Questions Tool (NQT) website: http://nces.ed.gov/nationsreportcard/itmrls.</p> <p>Short term goals will be created for the IEP students.</p>

	<p>January 2011 A mid year assessment (NQT created) will be given to all IEP students.</p> <p>October 2010-May 2011</p> <p>Professional development will be provided by CFN Special Education Liaison in analyzing data and differentiating instruction.</p> <p>Special Education teachers will receive training in writing meaningful IEP goals.</p> <p>Special Education teachers will share best practices in adapting and modifying the curriculum in ELA with general education teachers monthly at grade conferences.</p> <p>The principal and two special education teachers will receive professional development from specialists from Teacher's College.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>\$ 217,919 FSF 3 special teachers, \$ 6,124 IDEA ARRA CTT for special education teacher, \$ 27,000 TL Children's First Network</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly reviews of IEP students' short term goals. Collection of strategic grouping lesson plan Formal and informal classroom observations</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 (SURRE)

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			N/A	N/A	1	0	0	4
1	17	17	N/A	N/A	0	0	0	3
2	18	18	N/A	N/A	0	0	0	5
3	10	10	N/A	N/A	0	0	0	4
4	18	18	6	0	1	0	0	5
5	16	16	2	0	0	0	0	4
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p>Classroom teachers provide small group instruction to at-risk students in extended day. They implement guided reading and use this valuable time to assess the children with running records.</p> <p>During the extended day program teachers meet three times a week with small groups of identified students and focus a particular skill for a six week cycle.</p> <p>Reading Specialists from St. John’s University work after school twice a week with at-risk 1st, 2nd, and 3rd grade students in one-to-one tutoring.</p> <p>Learning Leaders work one-on-one with at-risk kindergarten and 1st grade students during the school day.</p> <p style="text-align: center;"><u>Enrichment Activities</u></p> <p>Project based Learning across grades is being implemented during the extended day program with students who have been identified as meeting or exceeding the standards.</p> <p>Technology Club meets twice a three times a week. The group consists of students who were identified as exceeding the standards in technology. The group created a school website where parents, staff, and students can blog.</p> <p>Art Club meets three times a week. The group consists of students who were identified as talented artists by the Art teacher. They work on art pieces and submit their work to various contests.</p>
Mathematics:	<p>Classroom teachers meet with students who been identified as at –risk for math during extended day. Small group instruction provides the teacher and students the opportunity to focus on specific skills and strategies that the child has been unsuccessful in mastering during regular classroom instruction.</p> <p>During the extended day program teachers meet three times a week with small groups of identified students and focus a particular skill for a six week cycle.</p>
Science:	<p>The Science teacher meets with the targeted students during morning conferences for small group instruction and focuses on the content that students are exhibiting difficulty with during regular classroom lessons.</p> <p style="text-align: center;"><u>Enrichment Activities</u></p> <p>The Science teacher pushes in to all 3rd, 4th, and 5th grade classes during morning conferences to team teach with the classroom teacher and implement reading in the content area of Science.</p>

	The Science Club meets three times a week with the Science Club in our extended day program with students who were exceeding the standards in Science.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	The guidance counselor meets with at-risk students once a week in a group setting or one-on-one to work on conflict resolution strategies
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Open Airways – A health related series of classes. One 40 minute period for six weeks. Children with asthma and reactive airway disease are invited to these sessions to be educated on their condition.

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.

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: 19	LEP	Non-LEP
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Number of Teachers: 1	Other Staff (Specify)
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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.

Our school has one free standing English as a Second Language program that services 9 beginner/intermediate students, and 9 advanced students. The predominant language of instruction is English. We currently service 3 kindergarteners, 3 first graders, 2 second graders, 9 third graders, and 2 fourth graders. The children are grouped in two consecutive grades. (K/1, 2/3 and 4th) The beginner and intermediate students receive 360 minutes of instruction, while the advanced students receive 180 minutes of instruction. The program selection is chosen by the parents at the time of the parent workshop, after their child has been identified as an ELL student. The trend amongst our newly enrolled ELL students, is for their parents to select “Freestanding English as a Second Language” on their appendix D form. Instructional programs include both a pull-out and push-in program. Content area subjects are taught utilizing ESL strategies such as T.P.R., scaffolding instruction, vocabulary building, differentiating instruction, using picture clues, and activating prior knowledge. The instructional strategies are derived from the NYCDOE/West Ed Program of Quality Teaching for English Learner’s and Teacher’s College. Explicit ESL is delivered in the ELL Pull out program where students are submerged in the English Language through the Balanced Literacy Reading and Writing Model. In addition the ELL newcomers are engaged in small group instruction to learn a strategy, and then work with a group or partner to practice the particular skill taught. The students participate in workshop model lessons based on the core curriculum including Social Studies, Math and Science.

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.

The ELL teacher has numerous opportunities for professional development. She attends a monthly meeting at the district office led by the ELL compliance specialist, and/or an instructional specialist. In addition, the teacher attends workshops sponsored by Empowerment Network 22. The ELL teacher turnkeys the professional development to school staff during a series of teacher workshops held during the common preps. The school workshops are offered to the new teachers who need to receive the 7.5 hours of new training, as well as classroom teachers who service ELL students.

Section III. Title III Budget **N/A**

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

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.

The Home Language Survey Form and parent interviews will be used to identify the language spoken at home by our parents and new entrants' population of P.S. 35.

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

The surveys shows the need for written and oral interpretations for the following languages representing our school's parents: Albanian, Arabic, Chinese, Croatian, Gerjorati, Korean, Polish, Russian, Sinhales, Spanish and Urdu.

It is apparent the need to have a translator available whenever possible to help those parents lacking communication skills in English to express their concerns and needs.

Part B: Strategies and Activities

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.

The P.S. 35 ESL, teacher is fluent in Spanish. She will attend school meetings to interpret (when necessary) distributed materials to the P.S. 35 Spanish speaking population. Parents fluent in other than English and Spanish will be invited to assist in translating and interpreting information distributed. We will also utilize the Translation and Interpretation Unit to get documents available in languages other than English to meet the needs of the parent's native language. The interpreting services of LIS- Translation will also be utilized.

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.

To provide an interpreter on an as-needs basis to help parents and school personnel to improve oral communication, the ESL teacher will attend school meetings, before and after school to interpret information to Spanish speaking parents. The ESL teacher will plan meetings with parents once a month after school to continue reaching parent's needs with survival English.

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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulation by providing notification to parents of their rights regarding translation and interpretation. We shall obtain the Translation and Interpretation Unit translation of documents available to parents in their native language whenever possible. We will also use the vendor LIS- Translation whenever the need arises

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
Enter the anticipated Title I, Part A allocation for 2010-11:	N/A	\$114,918	\$114,918
Enter the anticipated 1% set-aside for Parent Involvement:		\$1,149	\$1,149
Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
Enter the anticipated 10% set-aside for Professional Development:		*	

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 21

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.

* 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.

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.

Pages 8-11 of the CEP

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.

3. Instruction by highly qualified staff.

Page 31 of the CEP

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.

Pages 5, 14-18

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school administration attends job fairs. The school has assessed and hired teachers on the open market.

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

Pages 5&6, 30-31

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.

The Social Worker works with families and children to insure a smooth transition to elementary school.

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 Instructional Team comprised of teacher representatives from all grades and subject areas with administration and coach set all instructional policies including the use of exclusion of academic assessments.

9. 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.

Pages 24 & 25 of the CEP

10. 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.

N/A

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.

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.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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						
Title I, Part A (ARRA)	Federal	X			\$114,918	X	16
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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.

Use program resources to help participating children meet the State standards.

Ensure that planning for students served under this program is incorporated into existing school planning.

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Help provide an accelerated, high –quality curriculum, including applied learning; and

Minimize removing children from the regular classroom during regular school hours;

Coordinate with and support the regular educational program;

Provide instruction by highly qualified teachers;

Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Provide strategies to increase parental involvement; and

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: _____ SURR3 Phase/Group (If applicable): _____

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

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 year, please include the findings from that process in your response for this section.

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

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.

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

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.

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.

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

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>

Part A: FOR TITLE I SCHOOLS

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.)

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

Part B: FOR NON-TITLE I SCHOOLS

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).

Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

School Name:	P.S. 35 The Clove Valley School					
District:	31	DBN:	31R035	School		353100010035

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0	0		94.2	94.3	95.0
Kindergarten	57	64	65				
Grade 1	61	64	59				
Grade 2	69	53	67				
Grade 3	43	74	48				
Grade 4	56	41	69				
Grade 5	63	49	44				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
Total	349	346	353				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.8	96.6	95.6

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	32.5	46.4	42.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	3	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	2	1	0
# in Collaborative Team Teaching (CTT) Classes	7	9	17	Superintendent Suspensions	0	1	2
Number all others	23	25	34				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	18	21	TBD	Number of Teachers	20	21	22
# ELLs with IEPs	1	3	TBD	Number of Administrators and Other Professionals	4	4	3

These students are included in the General and Special Education enrollment information above.

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	100.0
				% more than 2 years teaching in this school	65.0	71.4	72.7
				% more than 5 years teaching anywhere	60.0	61.9	72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	95.5
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	93.9	97.3	97.5
Black or African American	17.8	14.7	15.0				
Hispanic or Latino	18.1	18.2	19.3				
Asian or Native Hawaiian/Other Pacific	11.5	11.3	9.6				
White	52.4	55.2	55.8				
Male	49.3	49.1	48.2				
Female	50.7	50.9	51.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	5	5	1				

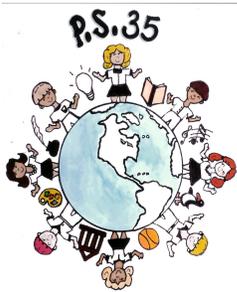
CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	37.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	23.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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



Kids Come First

The Clove Valley School
P.S. 35
60 Foote Avenue
Staten Island, NY 10301

Melissa Garofalo
Principal

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Fax (718) 815-4855

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

P.S. 35 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of all children.
- In carrying out the Title I, School Wide Programs parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 carry out programs, activities and procedure in accordance with this definition of parental involvement:

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;*
- *that parents are encouraged to be actively involved in their child's education at school;*

- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

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

1. P.S. 35 will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - 50% of the School Leadership Team is comprised of parents.
 - These parents along with the other members of the SLT: review statistics, formulate the Comprehensive Educational Plan, and determine the budget.
2. P.S. 35 will coordinate and integrate parental involvement strategies in Title I, SWP with parental involvement strategies under the following other programs:
 - Art Night three times during the school year
3. P.S. 35 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, SWP program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental 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.

The sub-committee of the PTA and the administration will develop a needs assessment survey to be distributed three times over the course of the school year. The surveys will be collected and reviewed by the parties mentioned above. The information collected will be disseminated to all parents via a newsletter. The newsletter will list P.S. 35's successes and future steps being taken towards increasing parental involvement.

4. P.S. 35 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, 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 understanding topics such as the following, by undertaking the action described in this paragraph –

P.S. 35 will develop instructional resources for use by parents and by parent trainers. Training will be provided by staff members for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the regular school programs, dealing more effectively with schools, using outside the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem. In early September parents will be invited to attend a "Parent Tea", where the teachers will review the Balanced Literacy Approach, Everyday Mathematics, and the other curriculum areas. The parents will be given material explaining the following: end of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Offering workshops
 - Developing a parent resource center and lending library with materials such as trade books, and recent educational articles
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and 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 the schools by:
 - Offering workshops given by the Parent Coordinator
 - Disseminating the information the Parent Coordinator receives at regional Meetings.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - Staff members will translate letters into various languages.
 - Students will record important meeting dates in their homework.
 - Parents will be provided with information in a timely manner.



**The Clove Valley School
P.S. 35
60 Foote Avenue
Staten Island, NY 10301**

**Melissa Garofalo
Principal**

**Telephone (718) 442-3037
Fax (718) 815-4855**

November 17, 2010

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with the parents of children participating in Title 1, School Wide programs.

This policy was adopted by P.S. 35 on November 15, 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents participating Title 1, School Wide Programs on or before December 1, 2010.

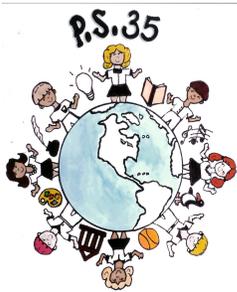
Melissa Garofalo, Principal

Date

I have received a copy of the Policy and the School-Parent Compact.

Parent's Signature

Date



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Principal

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SCHOOL-PARENT COMPACT

P.S. 35 and the parents of the students participating in activities, services, and programs funded by Title I, School Wide Program 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 that 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 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 35 will:

- **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:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade will follow a curriculum map which was developed by classroom teachers. The teachers relied heavily on the State Standards as a guide.*

- *Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors, and other topics relevant to that particular grade level. All students have individual lap-tops within the classroom.*
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *On November 9, 2010 and March 15, 2011*
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November, March, and June.*
 - *Kindergarten students will progress reports in November, and official report cards in January and June.*
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *The Principal has an open door policy*
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - *Parents can request in writing their interest to volunteer in the classroom. The teacher will notify the parent what time to come and assist. The parent's name will be placed on a list at the front desk with the security guard.*
 - *After each unit of study in Writing, the parents will be invited to a celebration in the classroom.*
 - *If a student is under going an educational evaluation, the parent will be asked to observe the child in his/her classroom environment.*

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my 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;
- ensure your children have the necessary school supplies to engage in learning
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*

- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Other Responsibilities

P.S. 35 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I School wide programs, and to explain the Title I School wide program requirements, and the right of parents to be involved in Title I school wide 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 and will encourage them to attend;
- provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- at 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;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

- 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 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Melissa Garofalo		
Parent(s)-Print Name(s)		
Heather Scapp		
Student (if applicable)- Print Name		

LAP

Part II:

An HLIS form is provided for each new admit at our school. The ESL teacher conducts an informal oral interview with the parent. A staff member or upper grade student who speaks in the same native language assists in the oral interview. If the student qualifies, they are given the LAB-R exam by the ESL teacher. Two additional teachers have been trained to assist with the LAB-R assessment process. If the student is deemed an ELL, the parent's are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled utilizing the bilingual staff within the first 10 days of school.

In order to annually assess our ELL students the NYSESLAT results are utilized. We use this data to differentiate instruction based on the reading, writing, listening, and speaking subgroups.

Parents at our school are given many opportunities to understand the three program choices that are available to them. Letters and brochures are distributed in the parent's native language. Pedagogues and staff within our building who speak other languages also attend the parent orientation. They assist parents in understanding the information that has been presented to them by the ELL teacher and the video from the EPIC kit. The first meeting takes place within the first 10 days of school and subsequent meetings follow as necessary.

Our school ensures that entitlement letters are distributed by having the ESL teacher distribute letters to all entitled children. If parents do not attend the parent workshop a second letter is sent or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and program selection forms are returned by collecting the majority of the forms at the initial parent orientation. If parents don't attend the orientation, the ELL teacher discusses the form with the parent and collects the form at that meeting. We ensure that the students are placed in the correct program by parent choice. Parents are given program selection surveys at the parent orientation. We compile the information into a chart to view the data and decide if it is necessary to open a bilingual class. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms, translating as necessary. After reviewing the parent survey and program selection forms for the past few years, the same amount of parents are choosing bilingual, although the main trend for parents remains Freestanding English as a Second Language. A checklist to track the information is kept in the school compliance binder. The program models offered at our school are aligned with the parent requests. At our school we go by parent choice, which is predominantly Freestanding ESL.

Part III:

Instructional programs include both a pull-out and a push-in program. The pull-out program is in effect every school day with grades K, 1, 2, and 3. The push -in program is being used in the 4th grade classroom. Since our ELL students are placed in numerous classes on a grade, it is a challenge to design a push in program that provides the required minutes of service. In these cases, we offer a pull out program. In order to move these

groups into a push-in model, the ELL children would need to be placed together, in the same class, during the beginning of the school year. We plan on making these changes next September, so that more grades can utilize the push-in program format. Some of our ELL groups are grouped heterogeneously, while others are homogeneous based on the NYSESLAT test results.

The upper grades utilize a departmentalized scheduling system, so the ELL teacher moves from subject area to subject area (pushing in) with the group of ELL students who have the same schedule.

The principal requires copies of the ELL program to monitor that all the ELL students are receiving the required number of minutes of instruction. There is one ELL teacher facilitating the ELL program. All Beginning and Intermediate ELL students are receiving 360 minutes per week of explicit ESL instructional minutes. All Advanced ELL students are receiving 180 minutes per week of explicit ESL instructional minutes.

Since our school uses a Freestanding English as a Second Language program, content area subjects are taught utilizing ESL strategies such as T.P.R., scaffolding instruction, vocabulary building, differentiating instruction, using picture clues and activating prior knowledge.

A sample schedule for an ELL would look like:

ESL/ Social Studies	ESL/ ELA	ELA	Lunch/ Physical Activity	Science	Math	Math
---------------------------	----------	-----	--------------------------------	---------	------	------

We have one pull-out, and one push in program that provides 360 minutes a week of instruction for 9 ELL students and 180 minutes a week for 9 students. Services are provided 20 periods per week. The children are grouped as follows: Grades K and 1, Grades 2&3, and Grade 4. The instructional language is in English. However, bilingual materials (books, dictionaries) are used in both English and Native Languages for very new comers. The instructional strategies are derived from the NYCDOE/West Ed Program of Quality Teaching for English Learner’s and Teacher’s College. Explicit ESL is delivered in the ELL Pull out program where students are submerged in the English Language through the Balanced Literacy Reading and Writing Model. In addition the ELL newcomers are engaged in small group instruction to learn a strategy, and then work with a group of a partner to practice the particular skill taught. The students participate in workshop model lessons based on the core curriculum including Social Studies, Math and Science. Our plans for ELL students receiving service for 4 to 6 years, is to evaluate

their needs through a meeting of teachers, service providers, and administration, then offer them many of the interventions being used for our at risk population. Through an analysis of the BESIS extension of services, we have determined the need to focus on reading and writing skills with the targeted population. Running records are conducted to make sure that such students make appropriate use of our classrooms leveled libraries. ELL students in school for less than three years and ELL student's who have been identified as having special needs, are placed on a special, targeted list with the administration, so that their general education progress can be monitored and addressed with various intervention strategies where necessary. They receive 360 minutes per week of instruction in ESL. If they move to the advanced level they receive 180 minutes per week.

Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. Our school provides an after school test sophistication program to the ELL students (and former ELL's) in grades 3,4 and 5. The children are strategically grouped based on the results of the NYSESLAT sub components of reading, writing, listening and speaking. The ELL students (and former ELL's) also attend an After School Program where they are immersed in social and academic activities including sports, cooking, and cooperatively learning. ELL children also attend small instructional groups before school, to help facilitate the inquiry work that is going on in our school. We do not plan on eliminating any programs or services for ELLs in the upcoming school year. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. The materials that we are using to help transfer their native skills into English are: picture dictionaries, and various learning centers.

Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom, through running records and conferencing notes. The ELL teacher meets with the teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. Web based subscriptions are used to supplement the curriculum for our ELL students. Starfall.com, Razkids.com, Brainpop.com, and United Streaming.com have been purchased and utilized. We have developed a mobile library of supplementary ELL self correcting materials for teachers to utilize in the classroom with their ELL students. We currently have a Freestanding ESL program and do not have sufficient numbers to create a Bilingual, or Dual Language program. Native language is utilized in very limited situations. A staff member or a bilingual student would be used to translate vital information to a brand new English Language Learner. The majority of our students arrive with some knowledge of English. The services that our school provides correspond to the ELL's ages and grades.

The ELL teacher has numerous opportunities for professional development. She attends a monthly meeting at the district office led by the ELL compliance specialist, and/or an instructional specialist. In addition, the teachers attend workshops sponsored by Empowerment Network 22. The ELL teacher turnkeys the professional development to school staff during a series of teacher workshops held during common preps. The school workshops are offered to teachers who need to receive 7.5 hours of ELL training.

Parents, staff and students are invited to the receiving junior high school to meet the new staff and learn about the programs offered in the junior high school. The parent

coordinator informs the parents when and where the meetings are being offered. In addition, we provide translation services to families who need it.

Our school has a large, active, Parent Teacher Association. We also have a very effective parent coordinator who is very effective with involving the parents of our ELL students. Our school provides information for parents about adult English classes. Parents are invited to visit the classroom during reading, writing, and math celebrations. In addition, parents are included in special programs such as art, band, and physical fitness. The invitations are sent in numerous translated versions. The parent's needs are evaluated through the parent coordinator and the administration.

After reviewing and analyzing the assessment data, the patterns on the NYSESLAT show that kindergarten students have a low rate of proficiency, while first grade students have a much higher rate. The one first grade student who did not receive a proficient level, fell into the intermediate range. Second graders had a lower level of proficiency than those in third or fourth grade. The fourth grade had all the students achieving proficiency. The trend shows that more and more students are receiving proficiency during their first three years of being serviced in the E.S.L. program. When analyzing the results of the various NYSESLAT modalities, the majority of students, of all grades, continue to struggle with the Reading/Writing component, while they are very successful in the Listening/Speaking modality.

After analyzing the results of the 4th grade New York State Math Exam, the two ELL students received a level 2 and 3. Of the ELL students that took the science exam, the majority received a level 4. There were two fourth graders that took the ELA, and they received a level 2 and 3. No foreign language tests were utilized. We evaluate the success of our programs for ELL's by following the results of the NYSESLAT exam. The majority of our students are proficient within three years of enrollment. The majority of our students enroll in kindergarten. We currently have no fifth grade ELL students, and only 2 fourth graders.