



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **P.S. 235 JANICE MARIE KNIGHT SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **18k235**

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SUPERINTENDENT: **BEVERLY WILKINS**

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 80% of teachers will be involved in collaborative inquiry teams to look at student work.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
In the past, teachers have been focusing on the process versus the work and the ability to value the student's self regulation. Based on these findings, teachers will continue to work in collaborative inquiry teams to explore different modes of feedback. Through this practice, teachers they own capacity to provide high quality feedback to students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- Professional Development: PD will be given to familiarize teachers **Depth Of Knowledge** . Teachers will then be able to provide students with tasks that incorporate rigor. Teachers will bring these tasks to the inquiry team to evaluate and work collaboratively to provide effective feedback.
- Targeted Population(s): All students in grades kindergarten to eight grade
- Responsible Staff Members: Administrators, Classroom Teachers, Literacy & Mathematics Staff Developers, and Coaches
- Implementation Timeline: September 2011 through May June 2012

Activity # 2

- Literature: Teachers will establish norms and protocols for looking at student work using excerpts from **Looking Together at Student Work by, Blythe, Allen & Powell.** Teachers will explore how to give effective feedback to students using feedback strategies from **How to Give Effective Feedback to Your Students** by Susan M. Brookhart. As part of their discussion during inquiry, they will monitor the growth of their students.
- Targeted Population(s): All students in Kindergarten to eight grade
- Responsible Staff Members: Administrators, Classroom Teachers, Literacy & Mathematics Staff Developers, and Coaches
- Implementation Timeline: September 2011 through May June 2012

Steps for including teachers in the decision-making process

- K-2 teachers will bring samples of student writing to their inquiry teams in order for teams to serve as critical friends examining student work, looking for strengths and weaknesses and ensuring alignment to common rubric expectations. They will offer suggestion for said student's teacher to give feedback that will help move the student forward.
- Teachers in grades 3-8 will bring samples of ELA and Math tasks to their inquiry teams in order to serve as critical friends examining student work in order to determine strengths and weaknesses. Using the Exemplars rubric teacher teams will ascertain how well the student understands the task. The team will offer suggestions for said student's teacher to give effective feedback that will help move the student forward.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers will continue to inform parents of the feedback process via correspondences and Parent-Teacher Conferences.
- Parent Coordinator and other staff members, (e.g. coaches, or teachers) will host workshops to provide information of the feedback process. In necessary, they will be available to respond to parent questions and inquiries.
- Principal will also inform parents at the monthly PA meetings, she will also be available to respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff will recruit excess staff from schools within the network and attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un-qualified teachers.
- The pupil personnel secretary will continue to work closely with the network appointed HR personnel to ensure that non-HQ meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. Fair Student Funding – teachers coaches, and administrators salaries
 2. C4E Funding – teacher salaries

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 the Principal and AP's will conduct frequent and formative observations for 100% of the teaching staff using Danielson's framework for teaching with a focus on questioning to enhance rigor.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As part of the city-wide initiative, P.S. 235 have decided to improve teacher effectiveness by developing a shared understanding of best practices with a focus on questioning with a research based rubric, Danielson's framework for teaching.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- Schedule & Effective Feedback: School leaders will set up and follow a schedule for teacher observations. Effective feedback will provide teachers opportunities to reflect on and expand their own questioning techniques.
- Questioning Techniques: Improved questioning techniques will serve to support more rigorous instructions and the development of more rigorous tasks, connecting to Depth of Knowledge.
- Target Population(s): K – eight grade teachers
- Responsible Staff Members: Principal, Assistant Principals, Teachers, Literacy and Mathematics Staff Developers, and Coaches.
- Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers will be given the opportunities to reflect on and expand their own questioning techniques.
- Teachers will self assess on selected components of Danielson's rubric with the support of effective from administration.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ❖ P.S. 235's staff will communicate with families on an on-going basis regarding student's academic progress.
- ❖ Share and communicate best practices for effective communication, collaboration and partnering with all members of the school community; supporting parental involvement activities as requested by parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff will recruit excess staff from schools within the network and attend hiring fairs to identify and recruit highly-qualified teachers
- Mentors are assigned to support struggling and un-qualified teachers.
- The pupil personnel secretary will continue to work closely with the network appointed HR personnel to ensure that non-HQ meet all required documentation and assessment deadlines

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding – teachers coaches, and administrators salaries
- C4E Funding – teacher salaries

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 80% of teachers will be involved in implementing Common Core aligned ELA and Mathematics Performance Tasks

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a city-wide initiative, teachers will explore how to create and implement Common Core aligned ELA and Math Performance Tasks

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- Professional Development – During professional development, teachers will examine Common Core aligned tasks
- Grade Conferences – During grade conferences teachers will work together to create and develop tasks. Teacher will look at Depth of Knowledge to assist in creating rigorous tasks.
- Literature: Teachers will refer to Rigor is Not a four-letter Word by Barbara R. Blackburn to assist with the creation of rigorous performance tasks.
- Common Core Library – Teachers will utilize the Common Core Library to review samples of performance tasks, rubrics, and unit plans, which will in turn, assist them in developing their own performance tasks.
- Target Population(s): Teachers of 3rd -8th grade students

Responsible Staff Members: Principal, Assistant Principals, Literacy and Mathematics Staff Developers and Coaches.

Steps for including teachers in the decision-making process

- Teachers will continuously work during grade conference meetings to create one literacy task and one math task aligned with the selected strategically selected common core standards.
- Teachers will work together to create a cognitively demanding mathematics task that will encourage students to demonstrate their ability to model and explore the reasoning behind arguments to arrive at a viable solution.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ❖ P.S. 235's staff will communicate with families on an on-going basis regarding student's academic progress.
- ❖ Share and communicate best practices for effective communication, collaboration and partnering with all members of the school community; supporting parental involvement activities as requested by parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff will recruit excess staff from schools within the network and attend hiring fairs to identify and recruit highly-qualified teachers.
- Mentors are assigned to support struggling and un-qualified teachers.
- The pupil personnel secretary will continue to work closely with the network appointed HR personnel to ensure that non-HQ meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding – teachers coaches, and administrators salaries
- C4E Funding – teacher salaries

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 100% of 3rd through 8th grade students will engage in one Common Core aligned ELA and Mathematics performance task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Since the school will be focusing on questioning and the implementation of rigorous task to be aligned with the Common Core, students will gain experience in applied learning tasks. Students will have the opportunity to think cognitively through enhanced teacher questioning and implementation of rigorous tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- Inquiry Teams: As part of their discussion during the Inquiry Team meetings, teachers will work collaboratively to look at student work and provide support and effective feedback to their students. This feedback will monitor the growth of their students.
- Target Population(s): Students in 3rd through 8th grade
- Responsible Staff members: Principal, Assistant Principals, Literacy and Mathematics Staff Developers and Coaches.
- Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ❖ P.S. 235's staff will communicate with families on an on-going basis regarding student's academic progress.
- ❖ Share and communicate best practices for effective communication, collaboration and partnering will all members of the school community; supporting parental involvement activities as requested by parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff will recruit excess staff from schools within the network and attend hiring fairs to identify and recruit highly-qualified teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

- The pupil personnel secretary will continue to work closely with the network appointed HR personnel to ensure that non-HQ meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding – teachers coaches, and administrators salaries
- C4E Funding – teacher salaries

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ❖ P.S. 235's staff will communicate with families on an on-going basis regarding student's academic progress.
 - 1.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	0	0
1	6	6	N/A	N/A	0	0	0	4
2	18	18	N/A	N/A	5	0	0	8
3	14	14	N/A	N/A	11	0	0	16
4	13	13			3	0	1	12
5	19	19			1	0	0	15
6	4	5						
7	8	0						
8	2	9						
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>Early Reading Intervention Reading Recovery</u> teachers servicing second grade students, three to five times weekly during the school day, who are performing just below grade level. Eligible students are students who were identified as “at risk of not meeting State standards” based on ECLAS and DRA assessments, running records, and teacher observations/recommendations are identified early and monitored throughout the school year via program assessments, teacher observations, running records, reports cards and overall pupil performance. <u>The Literacy/Plus Extended Day Intervention Program</u> provides three additional hours of intensive reading and math instruction on Tuesday, Wednesday, and Thursday.</p> <p><u>Daily AIS Period</u>, 25 minutes, small groups or individualized instruction by A.I.S. providers who meet and work daily with targeted students identified as “at risk” or having been retained in grades three or five with a Pupil Individual Plan (P.I.P). Instruction targets strengthening skills in reading and/or math based on the student’s P.I.P</p>
<p>Mathematics</p>	<p>The <u>50 Minutes Extended Day Program</u> provides three additional hours of intensive reading and math instruction on Tuesday, Wednesday, and Thursday.</p> <p><u>The Summer Success Literacy/Math Program</u> is a five week summer academic intervention program that provides 4.5 daily additional hours of intensive reading and math instruction for “at risk” students during July and August.</p> <p><u>Daily AIS Period</u>, 25 minutes, small groups or individualized instruction by A.I.S. providers who meet and work daily with targeted students identified as “at risk” or having been retained in grades three or five with a Pupil Individual Plan (P.I.P). Instruction targets strengthening skills in reading and/or math based on the student’s P.I.P</p>
<p>Science</p>	<p>Science and social studies/literacy intervention takes place during the daily 90 minutes comprehensive literacy block and through small group guided sessions and center activities that extend beyond the 90 minutes comprehensive literacy block</p>

Social Studies	Science and social studies/literacy intervention takes place during the daily 90 minutes comprehensive literacy block and through small group guided sessions and center activities that extend beyond the 90 minutes comprehensive literacy block.
At-risk Services provided by the Guidance Counselor	Mandate and non mandated services provided to students “at risk” or in need of additional support or services. Serviced provided based on I.E.P., or as prescribed by parent and guidance counselor. The Guidance Counselor counsels at-risk students in small groups and individually addressing a wide range of social emotional difficulties that are affecting academic performance. These include social skills, loss/grief, divorce and other school/family problems. She facilitates and schedules meetings between parents to resolve conflicts/disputes between children. She also conducts classroom presentations on appropriate social skills and positive peer interaction. She further outreaches to parents for students with attendance problems.
At-risk Services provided by the School Psychologist	Mandate and non mandated services provided to students “at risk” or in need of additional support or services. Serviced provided based on I.E.P., or as prescribed by parent and psychologist. The School Psychologist provides support and direction for teachers who have students presenting with academic and social emotional difficulties in class. She helps teachers establish Functional Behavior Assessments and behavior plans for children demonstrating behavioral difficulties. She provides crisis intervention and counseling in small groups and individual sessions. The Psychologist works with parents and families to help them access both internal and external resources to help their children.
At-risk Services provided by the Social Worker	Mandate and non mandated services provided to students “at risk” or in need of additional support or services. Serviced provided based on I.E.P., or as prescribed by parent and social worker. During the school day, the social worker provides crisis intervention and brief counseling in both small group and individually. She also provides support for teachers, parental outreach and referrals. She also conducts parent workshops
At-risk Health-related Services	Open Airways: Grade 3-5; small group instruction led by school nurse for students with a health history of Asthma meeting approximately 6x a year The Diabetic Children: Grades K-5; nurses meets with each diabetic child on an at need basis.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

Parent involvement in the school is important. When school and families work together to support learning, students benefit through higher grades, higher test scores, better attendance, more positive attitudes, higher graduation rates, and greater enrollment in post secondary education.

The staff and parents/guardians at P.S. 235 have high expectations of themselves and of the students at P.S. 235. In an effort to provide the highest quality instructional program for the youngsters and show how the school and families are working together to educate the children of P.S. 235, the staff and parents/guardians of P.S. 235 agree to implement the following programs and activities.

THE SCHOOL

- ❖ P.S. 235 will provide an academic program that is rigorous and challenging and provide an integrated math and science program.
- ❖ P.S. 235's staff will be positive role models for all students.
- ❖ P.S. 235's staff will communicate with families on an on-going basis regarding student's academic progress.
- ❖ P.S. 235 will involve parents/guardians in the governance of the school through P.S. 235's P.T.A. and the School Leadership Team.

THE HOME

- ◆ Parents/Guardians at P.S. 235 will volunteer at least **ten hours** a year to the school.
- ◆ Parents/Guardian at P.S. 235 will send their children to school appropriately dressed in **school uniform**, prepared to learn, and on time.
- ◆ Parents/Guardians at P.S. 235 will attend at least two parent/teacher conferences a year to discuss the academic progress of their children.
- ◆ Parents/ Guardians at P.S., 235 will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.
- ◆ Parents/Guardians at P.S. 235 will participate in parent workshops designed to inform and support parents in order to better assist and support their children at home.

How to fulfill your 10 hour commitment:

<input type="checkbox"/> Volunteer in the classroom <input type="checkbox"/> Help with school wide fund raisers events and activities	<input type="checkbox"/> Attend Parent orientations held in the beginning of the school year by the classroom teacher	<input type="checkbox"/> Attend monthly PTA Meetings <input type="checkbox"/> Attend Parent Workshops <input type="checkbox"/> Accompany classes on school trips
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	<ul style="list-style-type: none"><li data-bbox="581 191 963 346">❑ Assist in various school wide events, ie. Career Day; School and Community Service Drives; class special	
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Joseph Blaize	District 18	Borough Brooklyn	School Number 235
School Name Janice Marie Knight			

B. Language Allocation Policy Team Composition

Principal Lisa Solitario	Assistant Principal L. Lord, C. Thompson
Coach Charlene Davis Literacy	Coach Adrienne Wallace Bearak
ESL Teacher ESL Gina Douglas	Guidance Counselor Constance Johnson
Teacher/Subject Area type here	Parent Fred Allman
Teacher/Subject Area type here	Parent Coordinator Aretha Dabney
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1267	Total Number of ELLs	15	ELLs as share of total student population (%)	1.18%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

ELL Identification Process

At P.S. 235 possible ELL's are identified by administering the home language identification survey (HLIS) which includes the informal oral interview in English and in their native language. The certified ESL Teacher, Gina Douglas will conduct this. Ms. Douglas will have the student read a story and do simple math facts on the new admits grade level. The HLIS is given in the language of the parent. The students are tested with the revised language Assessment Battery test (LAB-R) within 10 days of entry to P.S. 235. The ESL Teacher, Gina Douglas will hand score the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S. 235 with the ESL Teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement Test (NYSESLAT) was administered in the Spring 2011 and according to their results, ELLs will be placed in the ESL Program and the parents choice.

Once a student is identified, the parent must be notified and informed of ELL Programs in a language that they understand and given an opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Education Program, or the ESL Program. Next, parents are invited to an ELLs orientation to watch a video in their native language regarding their options upon the three choices (Dual Language, Transitional Bilingual, or ESL). An informal oral interview is what we use to interview the student informally. The Spanish LAB will be administered if the Spanish child fails the LAB-R and that is administered by the pedagogue.

The parents complete the Parent Survey and Program Selection form and their child is placed in the requested program. The parents have a choice. After reviewing the Parent Survey and Program Selection Forms for the past few years the majority of the newly enrolled ELLs parents request the ESL Program. The five newly enrolled parents selected the ESL Program at P.S. 235. Parents who request programs not available at our school were offered transfer options. ELLs participating in the Free Standing ESL Program must receive language arts and subject matter instruction in English through the use of specific ESL instructional strategies. It is expected that ELLs achieve proficiency in English within three years. The Parent Survey Forms are put in the students cumulative folder and the ESL Teacher keeps a copy on file. Translations are available for all parent meetings.

The Parent Coordinator, Ms. Aretha Dabney, and the ESL Teacher Gina Douglas will give the entitlement letters to the new ELLs parents and then the letters are returned to the ESL Teacher when completed by the parent. The letters are given in the native language of the parent.

At P.S. 235 the freestanding ESL program is used. The Transitional Bilingual Education and Dual Language are not at the school. At P.S. 235 we follow the pull-out freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8* 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	13	1	0	0	1	1	0	0	0	13
Total	13	1	0	0	1	1	0	0	0	13

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic				2										2
Haitian	1	2	1	2	1	2			1					10
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	2	4	2	3	0	0	1	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The LAB-R scores guide the ESL Teacher appropriate instructional placement to support the ELLs with English Language development. At P.S 235, a pull out program is used and the ELLs are grouped by grades. Kindergarten and grade 1 together, grade 2 and grade 3 together and grade 4 and grade 5 together. The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 Regulations.

The new admits who enter consistently throughout the year into grades k through 5 may come with little or no formal education from their native countries. All ELL students are held to the same high academic standards as the monolingual students at P.S. 235. All students participate in a 120 minute literacy block, which incorporates the components of a balanced literacy program, including read aloud, shared reading, guided reading and the writing workshop. The uniform curriculum in literacy and mathematics is taught to all students and is organized around major concepts/themes that students are expected to learn while developing academic language using ESL strategies. The instructional materials used to support ELL students in all content areas include Everyday Mathematics, NYS Coach Testing Book for grades 3 through 5, Elements of Daily Math for grades 2 through 5, test book that supplements with Everyday Math.

The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English. These students will also attend the extended day program 3 times a week receiving literacy instruction and target mathematics intervention. The ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing.

The instructional plan for new comers (less than 3 years) is to ensure that they meet the city and state standards. P.S.235 will utilize many different strategies and activities to ensure that ELL students learn their new language. Some strategies include cooperative learning, thematic units, modeling, scaffolding, graphic organizers and differentiated instruction. Materials used: Words Their Way for Phonemic Awareness, Just Right Reading for Comprehension Skills and books on tapes to build oral fluency.

The instructional plan for ELLs receiving service 4 to 6 years are balanced literacy (guided/shared reading, guided/shared writing) and content area instruction and the Extended Day Program 3 days a week and AIS.

The instructional plan for long term ELLs (completed 6 years) will be balanced literacy (guided /shared reading, guided/share

A. Programming and Scheduling Information

writing) and content are instruction and the extended day program three days a week, AIS, targeted instruction allowing the ELLs to receive targeted instruction in Math, ELA, and ESL. Referrals for long term ELLs, summer school and counseling are based on their individual needs and conflict resolution skills.

The instructional plan for ELLs identified as having special needs will receive group or individual counseling based on their individual needs or conflict resolution skills. P.S. 235 ensures ELL-SWDs receives all services by the number of different instructional strategies and grade level materials that are used with ELL-SWDs.

Instructions are given in smaller increments so that the ELL-SWDs is able to keep up with the class. The Wilson reading program is used for reading intervention. When using Intervention by Design which is used at P.S. 235 the student uses the ESL book that comes with the kit when working with guided reading activities.

When working in math, the ELL -SWDs is provided with appropriate manipulatives from that topic.

The ELL-SWDs is provided with many chances to learn by visual methods.

The ELL-SWDs is mainstreamed during Academic Intervention Services as well as certain preparatory periods i.e.(art, dance, Physical Education, theater, science, social studies) and lunch periods.

The instructional plan for ELL-SWDs is to provide them with sheltered instruction which includes visual aids, hands on materials, charts, graphics, puppets, big books, computer instructional programs and books with tapes. Some materials used: Treasure Chest, Just Right Reading, Language Development Activity Books, with an emphasis on (Poems, Songs, and Stories), Phonics of the Real World, Alpha-Kids-The Alphabet Books, New Comer Phonics Books.

The targeted intervention programs for ELLs are phonics and word study through Leap Pads. In the classroom the ELLs work on the Leap Pads to increase their phonetic awareness and word study. This will develop fluency and proficiency.

Since this is an English as a Second Language Program P.S. 235 does not evaluate the native language of the ELLs but if we did have TBE/DL programs the ELLs would be evaluated and assessed with native language exams in their language Haitian Creole and Spanish.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

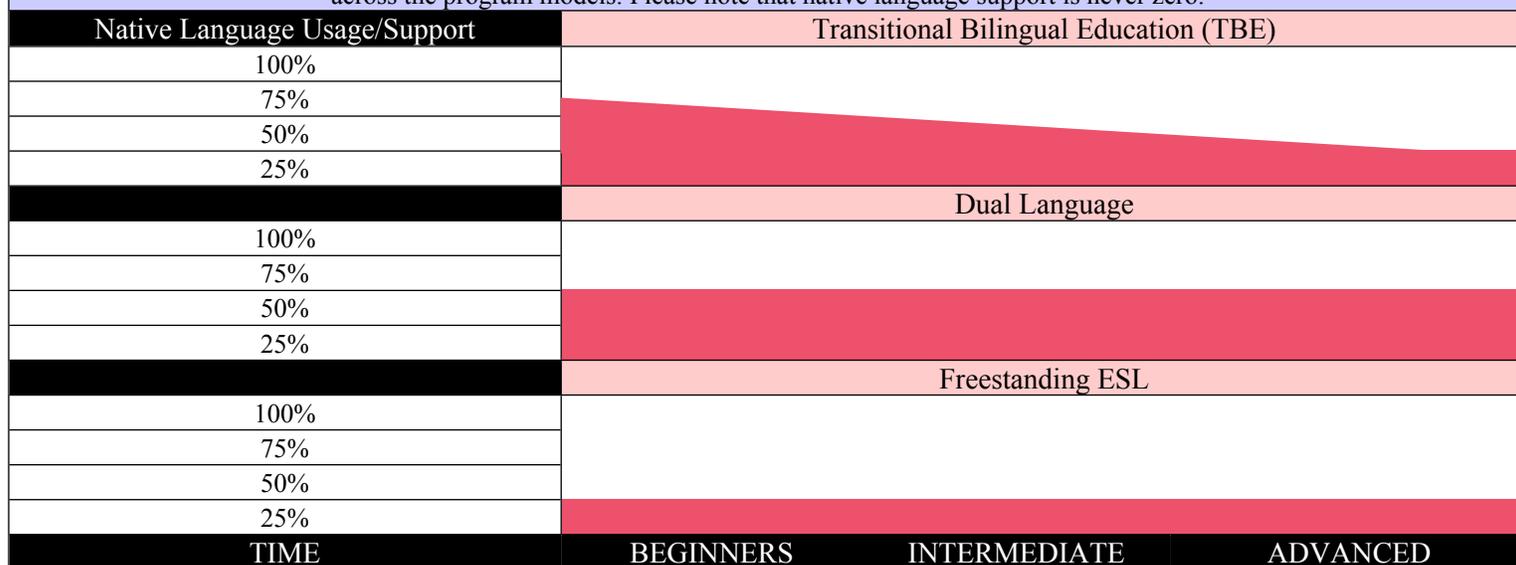
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

To help the ELLs meet the learning standards various instructional practices are utilized. Some practices are scaffolding to support student learning in the content area, bridged techniques that connect new concepts to prior knowledge, using multicultural literature, and the book New Comers Phonics and visual aids and content area instruction, and to use dramatic and oral presentations to enhance communication and understanding. The school uses a balance literacy approach to develop literacy skills through read alouds, guided reading, phonics instructions, guided and shared writing. ESL students have access to computer assistant instruction software designed to remediate and strengthen basic skills. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to continue with AIS instruction and Extended Day 3 times a week. ELLs that have become proficient still receive modified time on state tests for two years and are still welcome to remain in the ESL program. Continue with test prep using the NYSESLAT test preparation books. We will incorporate more technology such as Leap Pad for early intervention for phonics and word study. All the programs of our ELLs will be used nothing will be discontinued. All ELLs are invited to participate in all programs like the monolingual population. Native language support is used in the ESL program by the staff that speak the language of the ELLs. All services are provided for ELLs on grade levels such as guidance, speech and SETTS. In the ESL classroom we use glossaries and dictionaries. There are leveled libraries in the ESL classroom and the classroom of the ELLs. There are dual language books in the library for the ELL students for pleasure reading. There is assistance for newly enrolled ELLs before the beginning for the school year. The principal gives tours of the school such as showing where the lunchroom, library, auditorium, laboratories, outdoor and indoor line up. The ELLs are offered English as a second language, there are no other language programs in this school.

C. Schools with Dual Language Programs

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

N/A We do not have a dual language program at P.S.235

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

The professional development plans are designed to promote high levels of academic achievement while integrating second language instruction. Professional development workshops are conducted outside the school. The ESL teacher attends these meetings on a

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Professional Development and Support for School Staff

The professional development plans are designed to promote high levels of academic achievement while integrating second language instruction. Professional development workshops are conducted outside the school. The ESL teacher attends these meetings on a monthly basis.

The 7.5 hours of ESL mandated professional development will be fulfilled for all staff. The ESL Teacher will articulate on how to bring the ELLs to fluency and proficiency in English through the use of a weekly articulation sheet and meetings.

The support the ELLs have as they transition from P.S. 235 to the middle schools are to have meetings with the guidance counselor to discuss with the ELLs about different types of middle schools, programs and activities. There will be meetings with parents about the middle schools. ELLs will make a walk through to the middle schools to become familiarized with school procedures, settings and expectations.

E. Parental Involvement

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

At P.S. 235 we increase parental participation in various school activities and make parents partners in the educational process.

Parents are involved on various comities including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parent correspondence including letter, flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translators are available for languages such as Arabic, Haitian Creole, Spanish, French and Bengali. We will use the tanslation unit avaiailable.

All parents of ELLs are invited to participate in a Meet the Staff Night, Welcome Back to School and Curriculum Night during the month of September. At this time, ELL parents are informed about school expectations, assessments, city/state standards and the ESL Program.

The parent cooridnator conducts workshops through out the years as the need arises. Some topics of these meetings are welcoming the ELLs, accessing and interpreting Acuity information, the use of the school website in order to access information, and standardized testing information.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	2	1	1	2								8
Intermediate(I)		1		2	1	1								5
Advanced (A)				1					1					2
Total	1	2	2	4	2	3	0	0	1	0	0	0	0	15

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

The ELLs are included in all programs offered in our school. There is Extended Day which consists of Literacy and Math instruction 3 days a week. The ELLs are using technology to enhance their learning experience and develop reading skills in grade 3 through 5, to build fluency and word recognition.

In the push in AIS program, the students are building their fluency and proficiency working on the computers. The ELLs are using technology to enhance their learning experiences and develop reading skills in grade 3 through grade 5.

After the ELLs have taken the formative Acuity ELA ITA test, the ESL Teacher uses the data to create acuity assignments for the children to work on to help them with instruction and test taking. The data is also used to identify areas of need and then provide specific targeted instruction to build these weak areas.

The ELLs are given a periodic assessment test twice a year to prepare them and help them in the areas of listening, writing and reading. Scores can be viewed online for the ESL Teacher to plan lessons on the targeted weak areas.

The ELLs progress is shared and monitored with the classroom teacher through articulation and the classroom teachers by monthly running records.

Part VI: LAP Assurances

School Name: <u>Janice Marie Knight</u>		School DBN: <u>18k235</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Solitario	Principal		1/1/01
L. Lord	Assistant Principal		1/1/01
Aretha Dabney	Parent Coordinator		1/1/01
Gina Douglas	ESL Teacher		1/1/01
Fred Allman	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Charlene Davis	Coach		1/1/01
Adrienne Wallace Bearak	Coach		1/1/01
Constance Johnson	Guidance Counselor		1/1/01

School Name: Janice Marie Knight

School DBN: 18k235

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **18k235** School Name: **PS235**

Cluster: _____ Network: **CFN531**

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

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

- o Home Language Identification Surveys (HLIS)
- o ATS System provides information of the primary language of the students (RHLA)
- o Parent Coordinator interviews
- o Informal oral communications with parents and teachers
- o Attendance at PTA meetings
- o We continuously meet with the ELL/LEP team to develop and if necessary revise the current plan to ensure that our school is addressing the needs of the Spanish, Haitian Creole, Arabic, and the Bengali parents.

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

- The Home Language Identification surveys and teacher/parent input have proven that majority of our school parent population speaks Haitian Creole.
- Other languages spoken by our parents are Spanish, Fulani, Bengali, Arabic, and Haitian Creole.
- We send most parental correspondence in each of the covered languages.
- We offer interpretation services during parent conferences and meeting in most of the covered languages. We download and distribute translated parent notices from the Department of Education website.

Part B: Strategies and Activities

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

All parental correspondence (letters, notices, flyers, permission slips, consent forms, and parent handbooks) will be translated by school staff or the Translation and Interpretation Unit from English to the native languages of our school population. P.S. 235 will offer translation for languages that represents our school body; Spanish, Haitian, Creole, Bengali, and Arabic.

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

P.S. 235 will interpret parent orientation/meetings and teacher conferences. The translations will be carried out by staff members, with the assistance of the Translation and Interpretation Unit.

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

Within 30 days of a student's enrollment, using HLIS (Home Language Identification Survey) and the student emergency card, the parents will state the language, if not English, in order to receive language assistance to communicate with the department. The school will post translated signs in the languages indicating the time and room where the translated versions of the Parent Bill of Rights can be obtained.