



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NATHANIEL WOODHULL SCHOOL – P.S. 35Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q035

PRINCIPAL: MARK DEMPSEY EMAIL: MDEMPSEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mark Dempsey	*Principal or Designee	
Ellen Eichinger	*UFT Chapter Leader or Designee	
Michelle Samuels	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Chamwantie Fredrick	Member/Teacher	
Deiandra Terrell	Member/Parent	
Rozelle Dabee	Member/Teacher	
Kakoli Bhowmik	Member/Parent	
	Member/	
	Member/	
	Member/	

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 By June 2012, 100% of classroom teachers will engage in studies around “Designing Coherent Instruction”, “Using Questioning and Discussion Techniques”, and “Engaging Students in Learning” by studying research-based best practices resulting in teacher demonstrated growth in the planning and implementation of lessons and overall growth in student performance as measured by the standardized and non-standardized assessments.

Comprehensive needs assessment

- Formal and informal teacher observations indicated that areas of growth for the majority of teachers were in their planning, questioning techniques, and degree of engagement with the students.
- Based on drops in scores in the ELA and Math exams, we decided to look at how teacher preparation and planning would impact student learning and results. We determined that teachers, due to minimal planning, have not been engaging students in cognitively-challenging tasks.

Instructional strategies/activities

- In September 2011, purchase subscriptions for every teacher to the website “Educational Impact” that focuses on the use of the Danielson rubric.
- Administrators will facilitate weekly Professional Learning Teams’ meetings focusing on the use of Danielson’s rubrics as they address teacher competencies in 1e, 3b, and 3C.
- Beginning September 2011 teachers will be engaged in a series of professional development activities that help them to become familiar with the language of the Framework in order to anticipate and put into practice those traits outlined in the rubrics that relate to the competencies selected for study.
- In September 2011, administration will purchase Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching for every teacher.
- Beginning in September 2011 and continuing through June 2012, administration (principal and assistant principal) will use Walk-Through Tools based on the three Danielson rubrics to provide regular feedback to teachers.
- Over the course of the school year, administration will engage in short frequent cycles of formal and informal observations in order to assess teachers in their development in each competency.
- Over the course of the school year, administration will engage teachers in conversations around their current status as measured by the rubrics and discuss future learning goals for the teacher particularly during walkthroughs, pre-observation, and post-observation conferences.

Strategies to increase parental involvement

Administration will keep parents informed at the monthly School Leadership Team meetings and at Parent-Teacher Association Meetings on information and actions on the school’s efforts regarding the Citywide Expectations, stating and clarifying efforts taken to improve Teacher Effectiveness. Additionally, parents flyers will be sent home clarifying efforts to support the teacher effectiveness and development.

Strategies for attracting Highly Qualified Teachers (HQT)

- We screen resumes for license requirements and qualities befitting our job descriptions.
- Administration will conduct monthly grade conferences based on planning and instructional delivery,
- Administration will conduct frequent and routine informal observations sessions accompanied by feedback sessions.
- Administration will conduct one-on-one coaching sessions with new teachers.
- New teachers will be assigned mentor teachers to meet with twice weekly.
- Experienced teachers will be sent to monthly workshops sponsored by the CFN and are responsible for turn-keying that information to their colleagues.
- Those teachers who are not Highly Qualified will have the opportunity to conduct the requisite coursework with financial support from P.S. 35’s budget.

Service and program coordination

We will continue to benefit from the support and training provided by our network CFN 209.

Budget and resources alignment

- Title I Funds are used for to provide Per Session compensation for Professional Development Opportunities provided afterschool.
- ARRA Funds are used to provide funding to maintain an assistant principal for coaching.
- Title I Targeted Assistance Funds are used to pay for Trainers.
- TL FSF for Supervisory Per Session.
- TL funds to provide for professional development materials (electronic books, articles, materials).

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 By June 2012, there will be demonstrable increase in students' level of reading comprehension resulting in a 5% increase of the number of students, particularly in Grade 3, performing at Levels 3 and 4 as measured by the NYS ELA exams and the Teachers' College or Fountas and Pinnell end of year reading benchmark levels. In 3rd grade, there will be an increase of five percent in the number of students attaining Levels 3 or 4, when compared to the previous year.

By June 2012, the percentage of students in Grades K-2 meeting or exceeding their end of year reading benchmark as measured by the Fountas and Pinnell or the Teachers' College reading levels, will increase by 5%.

Comprehensive needs assessment

Overall, based on the scores recorded in NY Start, the school's ELA scores for 3rd, 4th, and 5th rose from **38%** to **43%**, an increase of **five percentage points**. Our 4th grade showed the greatest improvement, leaping from **37%** to **57%**. Our 5th grade, our target grade, rose from **29%** to **39%**, a rise of **10 points**. Our 3rd graders underperformed in literacy achieving a disappointing **35%** thus lowering the school's overall student progress in literacy.

In terms of progress made in our Reading Levels based on the Fountas and Pinell, if we use the same benchmark reading levels in 2011 as we did in 2010, the results are as follows: Kindergarten's overall levels dropped from **91%** to **75%** of those students who achieved target Reading Level B. Our First Graders rose from **36%** in 2010 to **50%** in 2011 with a target of Reading Level I. Our Second Graders only increased marginally from **73%** to **74%** with a target of I.

Taking into consideration the higher reading benchmark established with the implementation of the Common Core Learning Standards in Kindergarten (D) and Second Grade (M), the results are much lower. The percentage of Kindergarten students who achieved the benchmark reading level dropped from **91%** in 2010 to **42%** in 2011 while Second Graders dropped from **74%** to **60%**. In First Grade, the benchmark (I) remained the same, thus reading levels increased from **36%** to **50%**.

Instructional strategies/activities

- Invest in new reading program *Reading Street*.
- Invest in professional development in *Reading Street* literacy program.
- Invest in the on-line reading program Achieve 3000 facilitated by our Reading/Technology Cluster Teacher and focusing mainly on 3rd grade students.
- We will coordinate and support a Saturday Academy to promote stronger literacy skills in the winter and early spring 2012.
- Provide greater support so that teachers will be better able to differentiate instruction through: effective grouping of students based on their reading levels.
- Teachers will more regularly and rigorously conduct Guided Reading groups for struggling readers and engage in effective conferring and conversational work based on

texts for the advanced readers.

- Provide common planning time for teachers to meet and engage in discussion with the instructional learning team (Principal, Assistant Principal, Literacy Coach) on a weekly basis to analyze data generated through assessments in order to plan targeted instruction.
- Conduct focused walkthroughs based on the Danielson rubrics in order to provide teachers with immediate feedback about teaching practice and observable student learning
- Cluster Teachers will be trained by the Literacy Coach on how to conduct Guided Reading groups.
- Monitor ongoing assessments using multiple data sources (TC Pro, interim assessments, school designed, and teacher made assessments) in order to ensure that assessments are valid and reliable.
- Provide regular opportunities for the instructional team and teachers to develop tasks and rubrics that reflect components of the Common Core Learning Standards as they inform reading instruction.
- Set aside funds to cover teacher attendance at professional development workshops outside of the building or within the building when large group PD is being presented on *Reading Street*.
- Provide bi-weekly professional development either in house and/or by the Network Instructional Team to support teachers in planning for and implementing differentiated instruction in reading.
- Progress Reports and monthly newsletters and notices sent home to families to keep them abreast of the schools' short term and long term goals, general expectations for students' performance and school's expectations for ongoing family support.
- Conduct schoolwide professional development sessions on how to accurately assess student reading levels using the Teachers College Running Record assessments.

Strategies to increase parental involvement

- 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.
- We will encourage parents of our 3rd, 4th, and 5th graders to take part in workshops focusing on test sophistication in literacy and math.

Strategies for attracting Highly Qualified Teachers (HQT)

- We screen resumes for license requirements and qualities befitting our job descriptions.
- Administration will conduct monthly grade conferences based on planning and instructional delivery,
- Administration will conduct frequent and routine informal observations sessions accompanied by feedback sessions.
- Administration will conduct one-on-one coaching sessions with new teachers.
- New teachers will be assigned mentor teachers to meet with twice weekly.
- Experienced teachers will be sent to monthly workshops sponsored by the CFN and are responsible for turn-keying that information to their colleagues.
- Those teachers who are not Highly Qualified will have the opportunity to conduct the requisite coursework with financial support from P.S. 35's budget.

Service and program coordination

We will continue to benefit from the support and training provided by our network CFN 209.

Budget and resources alignment

- Title I Funds are used for to provide Per Session compensation for Professional Development Opportunities provided afterschool.
- ARRA Funds are used to provide funding to maintain an assistant principal for coaching.
- Title I Targeted Assistance Funds are used to pay for Trainers.
- TL FSF for Supervisory Per Session.
TL funds to provide for professional development materials (electronic books, articles, materials).
Title III funds targeting our English Language Learners.

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 School tone and student behavior will improve through the roll out and application of the *Positive Behavior Intervention and Support System*. By the end of June, 2012 at least 80% of staff will be fully engaged in the acknowledgement and rewarding of positive behavior thus improving tone and student behavior as evidenced by a staff survey.

Comprehensive needs assessment

- Based on feedback from the 2010-11 *Teacher's Learning Environment Survey* in the section on *Safety and Respect*, 76% of staff felt that order and discipline were not maintained at the school.
- Additionally, 57% of staff felt that students were often threatened or bullied.

Instructional strategies/activities

- Assign a PBIS Coach / Coordinator.
- Develop a PBIS Team.
- Assign resources such as laminated Stars, Starbucks, and PBIS awards.
- Establish a regular meeting time for the PBIS Team.
- Have PBIS rubrics posted around the building.
- Involve the PTA Officers and Parent Coordinator in the coordination of the distribution of PBIS awards.
- Ongoing training of and discussions with teachers, parent coordinator, paraprofessionals, school aides, Main Office staff, kitchen staff on PBIS.

Strategies to increase parental involvement

We will involve, inform, and engage parents in our PBIS program at Back-to-School Night, our PTA meetings, during School Leadership Team meetings, and through notices sent home.

Strategies for attracting Highly Qualified Teachers (HQT)

- We screen resumes for license requirements and qualities befitting our job descriptions.
 - Administration will conduct monthly grade conferences based on planning and instructional delivery,
 - Administration will conduct frequent and routine informal observations sessions accompanied by feedback sessions.
 - Administration will conduct one-on-one coaching sessions with new teachers.
 - New teachers will be assigned mentor teachers to meet with twice weekly.
 - Experienced teachers will be sent to monthly workshops sponsored by the CFN and are responsible for turn-keying that information to their colleagues.
- Those teachers who are not Highly Qualified will have the opportunity to conduct the requisite coursework with financial support from P.S. 35's budget.

Service and program coordination

- The school's PBIS Coach, the Guidance Counselor, and Parent Coordinator will take part in bullying prevention training which they will turn-key to staff and parents.

Budget and resources alignment

- Title I Funds are used for to provide Per Session compensation for Professional Development Opportunities provided afterschool.
- ARRA Funds are used to provide funding to maintain an assistant principal for coaching.
- Title I Targeted Assistance Funds are used to pay for Trainers.
- TL FSF for Supervisory Per Session.
TL funds to provide for professional development materials (electronic books, articles, materials).

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 All teaching staff will have the opportunity to take an active part in the school community through their participation and contribution to teams resulting in an increase in the number of staff members who experience positive relationships with administrators and their peers as measured by the Learning Environment Survey.

Comprehensive needs assessment

In our 2010-11 Quality Review report, the evaluator pointed out that the school needed *to further develop systems that evaluate the school's leadership development efforts and structures to facilitate distributed leadership*. Also, that leadership ability is *sought through a non-systemic way*.

Instructional strategies/activities

- Together with teaching staff, develop a list of teams/committees important to the school community.
- Based on interests, assign each teaching staff to a team.
- Schedule monthly team meetings.
- Establish meeting protocols, particularly the recording of discussions, proposals, and actions.
- Chart and displays action steps discussed by the team for follow-up actions and then return to the chart during subsequent meetings to ensure that suggested actions are honored.
- Engage one lead person on each committee to have a weekly discussion in order to identify areas where improvement is shown and areas that still need to be addressed.
- Develop a regular structure to report out on progress made by each school wide team at monthly Faculty Conferences involving the entire staff.

Strategies to increase parental involvement

We will involve, inform, and engage parents in the Performance Tasks through our PTA meetings, during School Leadership Team meetings, and through notices sent home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration will conduct one-on-one coaching sessions with new teachers.
- New teachers will be assigned mentor teachers to meet with twice weekly.

Service and program coordination

We will continue to benefit from the support and training provided by our network CFN 209.

Budget and resources alignment

- Title I Funds are used for to provide Per Session compensation for Professional Development Opportunities provided afterschool.
- ARRA Funds are used to provide funding to maintain an assistant principal for coaching.
- Title I Targeted Assistance Funds are used to pay for Trainers.
- TL FSF for Supervisory Per Session.
- TL funds to provide for professional development materials (electronic books, articles, materials).

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 By June 2102, all students will complete grade specific performance-based tasks in mathematics and ELA used as a common assessment to assess students' proficiency in problem solving in mathematics; forming and supporting their opinions with text source and writing to persuade a specific audience.

Comprehensive needs assessment

In 2010-11 the overall percentage of students in grades 3, 4, and 5 scoring level 4s on their New York State exams was relatively low: 16% in Math, only 2% in ELA.

In our 2010-11 Quality Review report, the evaluator pointed out *the need to communicate higher, more challenging expectations and goals to students and families to increase parent engagement and student achievement throughout the school. Parents and students admit that students could be challenged much more and that the schoolwork is too easy, leading to inadequate student achievement.*

Instructional strategies/activities

- Teams will review and deconstruct the sample Performance Tasks posted on the DOE website.
- Grade teams will meet with Administration and the Literacy Coach during Professional Learning Team meetings to discuss and review the components of the Performance Task.
- All staff will work on the Performance Task during Nov. 8, 2011 Election Day training.
- All staff will continue to work on Performance Tasks during November and December Grade Conferences.
- Key staff will take part in Saturday Network Trainings provided by CFN 209 on Curriculum Mapping and Performance Tasks.
- Incorporate support for English Language Learners and Students with Disabilities in order to ensure differentiation and various "entry points."
- By December 23, 2011, each grade team will submit the two completed Performance Tasks in literacy and math.
- By February 2012, each grade team of teachers will have implemented their two Performance Tasks, corrected their students' work, analyzed the results, and made decisions on instructional next steps.

Strategies to increase parental involvement

- 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.
- We will involve, inform, and engage parents in the Performance Tasks through our PTA meetings, during School Leadership Team meetings, and through notices sent home.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will regularly support the teachers' skills in this area through one-on-one discussions, coaching, and additional training opportunities inside and outside of the building.

Service and program coordination

We will continue to benefit from the support and training provided by our network CFN 209.

Budget and resources alignment

- Title I Funds are used for to provide Per Session compensation for Professional Development Opportunities provided afterschool.
- ARRA Funds are used to provide funding to maintain an assistant principal for coaching.
- Title I Targeted Assistance Funds are used to pay for Trainers.
- TL FSF for Supervisory Per Session.
TL funds to provide for professional development materials (electronic books, articles, materials).

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	10	0	N/A	N/A	5	3	5	0
1	20	10	N/A	N/A	10	5	7	0
2	22	12	N/A	N/A	12	7	7	0
3	22	15	N/A	N/A	10	5	5	0
4	20	20			10	3	3	0
5	22	15			20	2	5	0
6								
7								
8								
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
ELA	The skills covered are determined by assessments including TC Running Records and ACUITY. The method of delivery is small group during the school day using push-in and pull-out models during the school day and Tuesday-Wednesday Extended Day sessions. Our new <i>Reading Street</i> reading program provides significant materials for differentiated instruction. The entire 3 rd grade is using the on-line program Achievement 3000. The Winter 2012 Saturday Academy sessions will further address students' learning needs in literacy on the testing grades.
Mathematics	The skills covered are determined by Every Day Math assessments and ACUITY. The method of delivery is small group during the school day using push-in and pull-out models during the school day and Tuesday-Wednesday Extended Day sessions. The Winter 2012 Saturday Academy sessions will further address students' learning needs in math on the testing grades.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Students are meeting in one-to-one and in small group sessions during the school day.
At-risk Services provided by the School Psychologist	Students are receiving one-to-one counseling during the school day.
At-risk Services provided by the Social Worker	Students are receiving one-to-one counseling during the school day.
At-risk Health-related Services	

**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-Teacher Association, and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area in the Parent Coordinator's Office and PTA Office with 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 teachers 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

P.S. 35 Nathaniel Woodhull School

“Where children come first, and everybody is somebody”



Mark Dempsey
Principal

Julia Soussis
Assistant Principal

PARENT INVOLVEMENT POLICY 2011-12

Parents and families of students in P.S., 35 will be provided with opportunities to participate in school-based planning committees, School Leadership Teams and parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the service of community resources. To increase parent involvement, P.S. 35 will:

- Utilize the Parent Teachers Association of P.S. 35, and more specifically its officers, to facilitate the exchange of information between school and home, and generally encourage and support parent involvement efforts;
- Continue to provide office space for our PTA;
- Offer parent training workshops/meetings at the school level related to:
 - Eligibility criteria for entrance into various reimbursable programs (e.g., Title I programs, bilingual programs)
 - educational structure and terminology
 - rules and regulations regarding budget expenditures and parenting skills;
- Provide materials for parents to use to work with their children on a regular interval, especially during holiday, winter, and spring breaks;
- Encourage parents to network with each other and to communicate with staff;
- Distribute regular notices in three languages (English, Spanish, Haitian-Creole) on school events, meetings, activities;
- Distribute a monthly calendar to provide parents with information related to parent meetings, events, activities, test dates;
- Provide simultaneous translation in Spanish and Haitian-Creole at monthly PTA meetings;
- Incorporate the feedback and input from parents in terms of developing new programs;
- Regularly showcase children’s talents to attract parents;
- Engage fathers through special activities, e.g., “Brotherhood” Breakfast and Club Programs;
- Support school-based committees, our School Leadership Team and Title I Parent Advisory Council;

- Encourage school-level parental involvement by having schools:
 - maintain and support the PTA in its efforts to encourage parent involvement and to inform parents to school-wide programs and involve them in the school community;
 - in cooperation with the PTA, provide parents with monthly workshop opportunities in which specific curriculum issues can be discussed and explained;
 - school level Title I Parent Advisory Communities in all schools; make our professional staff readily accessible to parents and impress upon our staff the importance, through staff development workshops, of meaningful parental involvement;
 - train teachers and other staff in strategies that enhance meaningful parent involvement;
 - hold orientation meetings to present overall goals of school, as well as specific grade/class goals;
 - encourage and train parents to volunteer as Learning Leaders and assist in classrooms, in libraries, and on trips;
 - provide family trips to cultural and educational institutions of learning.

Mark Dempsey, Principal

Ellen Eichinger, UFT Rep.

Michelle Samuels, PTA President

Deiandra Terrell, PTA Secretary

Parent-Student-Teacher-Administration Compact

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Provide a nurturing home environment, including nutritious meals and proper rest so that my child is ready to learn
- Find a quiet place for school work and make sure that work is completed
- Talk with my child about his/her activities each day
- Read with my child and let my child see me read
- Support the school in its effort to maintain proper discipline
- Support the school wide uniform policy by ensuring my child wears his/her uniform each day
- Communicate with my child's teachers about his/her educational needs
- Actively participate in the P.S. 35 P.T.A. meetings and other related school activities
- Have high expectations for my child as an individual

signature _____

Student Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Come to school on time and be prepared to work
- Work hard to do my best in class and schoolwork
- Ask for help when I need it
- Communicate my concerns with my parents and teachers
- Complete and return homework assignments
- Conform to rules of student conduct
- Show respect for people and property and respect the right of others to learn without disruption
- Talk to my parents about what I am learning in school
- Have high expectations for myself, my family, and my school community

signature _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Monitor and encourage student attendance at school to achieve 90%+ attendance rate
- Communicate and work with families and administration to support student learning
- Respond to parent concerns within 24 hours of contact
- Provide enriching homework assignments for students with the expectation that they are completed
- Use special activities in the classroom to make learning enjoyable
- Use teaching methods and materials that work best for each student
- Provide necessary assistance to parents so that they can help with assignments
- Have high expectations for myself, students, families and other staff members

signature _____

Principal Agreement

It is important that students achieve. Therefore, administration shall strive to do the following:

- Provide an environment that fosters positive communication between teachers, students, parents, and administration
- Respond to teachers and parents concerns/suggestions within 24 hours of contact
- Provide training and assistance to parents and school staff in order to enhance and promote educational success for all students
- Rigorously monitor the quality of instruction in our school
- Ensure a safe and orderly learning environment
- Make decisions and utilize resources in the best interest of the school community
- Have high expectations for myself, students, staff, and families

signature _____

**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 Charles AdmundsenMarlene Wilks	District 29	Borough Queens	School Number 035
School Name			

B. Language Allocation Policy Team Composition [?](#)

Principal Mark Dempsey	Assistant Principal Julia Soussis
Coach Jennifer Glancy	Coach
ESL Teacher Farahnaz Khan & Rozelle Dabee	Guidance Counselor Ketline Glemaud
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Pearline Loyd
Related Service Provider	Other
Network Leader Marlene Wilks	Other

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	2	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	675	Total Number of ELLs	84	ELLs as share of total student population (%)	12.44%
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Part II: ELL Identification Process

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

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

1. Upon registration of newly admitted students, parents or guardians are asked to complete a Home Language Identification Survey (HLIS) which is provided in their native language. Translation services are provided in Spanish, Urdu, Arabic, Bangla, French and Haitian Creole. These services are provided by several staff members: Ms. Chalen, Ms. Hassan, Ms. Islam, Ms. Mikhail, or Mr. Ariste. Upon completion of the HLIS, it is then reviewed by a certified ESL teacher (Ms. Khan or Ms. Dabee). If the student speaks, reads or writes predominantly in their native language then the LAB-R is administered by a certified ESL teacher. The LAB-R is then used as the formal initial assessment to assess the level of each student: beginner, intermediate, advanced or proficient in English. ELLs are also evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to assess their level of English acquisition in listening, speaking, reading and writing. ATS reports (RLER) are used to determine which students are eligible for testing. Students are placed in small groups to administer the listening, reading and writing sections. The speaking portion is done on an individual basis. The NYSESLAT is administered by a certified ESL teacher in the spring.

2. Upon identifying students that require ESL, parents receive an introductory letter in English and their native language (in the first 10 days). They are invited to attend a parent orientation and to view the parent orientation video which is available in English and their native language. There are also translators available in French, Haitian Creole, Spanish, Arabic, Urdu and Bengali. Parents are given the opportunity to ask questions to ensure they understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL.) Parents who choose Transitional Bilingual and Dual Language Programs are informed that 15 students are required to form the classes and when the criteria have been met a class will be opened.

3. P. S. 35 ensures that entitlement letters are distributed to students in English and their native languages and must be returned signed by a parent or guardian. Follow up phone calls are made if necessary to ensure that letters are returned. Parent Survey and Program Selection forms are completed at parent orientation sessions. All forms are stored in Ms. Khan's room 261 in a file cabinet. All ELLs have a file with their information including Home Language Survey, entitlement letter, parent survey and program selection forms. These forms are collected by Ms. Khan, Ms. Dabee and classroom teachers.

4. Identified ELL students are placed accordingly in ELL groups based on level of proficiency in English. Advanced students receive 180 minutes of ESL instruction per week. Intermediate students and beginner students receive 360 minutes of ESL instruction per week. Continued entitlement letters and placement letters are distributed in English and native languages to entitled ELL students and are placed in their files accordingly when returned by students.

5. After review of the Parent Survey and Program Selection forms, the trend in program choice is Freestanding English as a Second Language (about 90%). This information is used to determine how Title III funds are spent and appropriate planning for the Saturday Academy.

6. The program models offered at P. S.35 are aligned with parent requests.

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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	12	22	15	11	16	8								84
Total	12	22	15	11	16	8	0	0	0	0	0	0	0	84

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	1
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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
Dual Language										0
ESL	71	0	0	13	0	0	0	0	2	84
Total	71	0	0	13	0	0	0	0	2	84

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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	3	13	6	4	8	4								38
Chinese	1													1
Russian														0
Bengali	3	4	2	2	1	0								12
Urdu	0	0	1	1	2	2								6
Arabic	2	1	1	3	1	1								9
Haitian	0	1	3	1	0	0								5
French	2	1	1	0	1	0								5
Korean														0
Punjabi	1	1	0	0	2	0								4
Polish														0
Albanian														0
Other	0	1	1	0	1	1	0							4
TOTAL	12	22	15	11	16	8	0	84						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

A. Programming and Scheduling Information

- 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?

1. a. Our program model is a freestanding model. We employ the Pull-Out program with content area development using ESL strategies implementing the Language Allocation Plan and 100% English instruction but with the students' native language valued and encouraged.
b. The students are grouped heterogeneously based on levels of english proficiency. Beginners are grouped with low level intermediate students and high level intermediate students are grouped with advanced students.
2. Advanced students receive 180 minutes of ESL instruction as per CR Part 154. Intermediate and beginner students receive 360 minutes of ESL instruction as per CR Part 154.
3. Our explicit ESL instructional model emphasizes the NYS ESL standards and performance indicators in addition to explicit skills instruction and labeling language as it pertains to the related content areas. The ESL teachers coordinate use of ESL strategies with general education classroom teachers; i.e., scaffolding, TPR, use of graphic organizers visuals, etc. Beginning level ELLs receive instruction emphasizing listening and speaking skills, while other levels emphasize reading skills and writing mechanics. All instruction is provided in english. ESL teachers provide content area support using Sidewalks by Reading Street, Read 180, LeapFrog and Everyday Mathematics.
4. The school understands the importance of native language. Tests and materials are translated if necessary
 - Use of native language arts resource
 - Spanish Students: LAB-R in Spanish
5. a. Currently P. S. 35 has no SIFE students. SIFE students participate in our extended day program. They receive small group instruction in the content areas and are assigned to a student mentor for extra support in their native language.
b. Our newcomers receive differentiated instruction both in the ESL and in the general education classroom in literacy and the content areas. Emphasis for these students is on auditory and oral skills. In addition, there is an eight week Saturday Academy instructional support program for grades 3 - 5 that is designed to meet their educational needs in order to prepare them for the NYS ELA.
c. ELLs receiving service 4 to 6 years receive their ESL minutes of instruction as per CR Part 154. These students also use a technology based instructional program READ 180. These students also attend the Saturday Academy Program as well as the extended day program.
d. Long-Term ELLs who have completed 6 years receive extra support in our extended day program and Saturday Academy. They also receive small group instruction in Resource Room or Academic Intervention Services in reading.
6. The ESL teachers are in communication with the ELL-SWDs teachers, SETTS teacher, the guidance counselor, as well as the SBST regarding any student with an IEP. ELL-SWD are also mainstreamed in the content areas of reading and mathematics to accelerate English language development.
7. The ESL teachers and other staff members also implement appropriate strategies that are required for curriculum and testing modifications. The diverse needs of ELL-SWDs are met using small group instruction in english, mainstreaming in reading and mathematics, and small group instruction in our extended day program and Saturday Academy.

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.



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?

8. Targeted intervention programs for ELLs in ELA, mathematics, science and social studies are provided for advanced, intermediate, beginners and newcomers. Our ELLs attend extended day sessions in grades 1 - 5. They receive small group instruction in reading and mathematics. ELLs in grades 3 - 5 attend our Saturday Academy Program which provide intensive preparation for the NYS ELA and NYS Mathematics Assessments. These intervention services are offered in English.
9. For our ELLs that have reached proficiency on the NYSESLAT, continued transitional support is offered for 2 years. These students also attend extended day and are offered the opportunity to attend the Saturday Academy Program. In addition, they receive time and a half on the NYS ELA and NYS Mathematics Assessment.
10. We will be improving the Saturday Academy Program for the 2011 - 2012 school year.
11. n/a
12. Our ELL population are afforded equal access to all school programs through letters which are translated in their home language and through parent contact/meetings. ELLs participate in our extended day program and Saturday Academy. ELLs also participate in our extracurricular activities including the school band for fifth graders and Mighty Milers.
13. Instructional materials used to support ELLs include READ 180 by Scholastic for grades 3 - 5 (intermediate and advanced ELLs) which includes a technology component, Spotlight on Reading and Listening comprehension (technology based) for grades 3 -5 (intermediate and advanced ELLs), LEAP Frog for newcomers, and the AWARD Reading Program for grades K - 2 (beginners, intermediate and advanced ELLs. Reading Street materials are used throughout the school for grades K - 5 which includes an ESL component for our ELL population.
14. Native language support is delivered in ESL through visuals, TPR, shared reading, grouping and repetition. Reading Street materials are used throughout the school for grades K - 5 which includes a supplemental reader titled "My Sidewalks on Reading Street" which is used for our ELL population in grades 3 - 5.
15. Yes, required services support and resources correspond to ELLs' ages and grade levels. Upon registration, parents or guardians must provide documentation of previous educational history of ELL students.
16. New ELL students that are enrolled in June are invited to attend the ELL Summer School Program at P. S. 135 to receive extra support in the content areas before the opening of the new school year.
17. n/a

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

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.

1. Our Network provides regular and frequent support through out-of-school and in-school professional development for both our two ESL teachers (Ms. Khan and Ms. Dabee) and general education teachers.

2. Our ESL Teachers (Ms. Khan and Ms. Dabee), Guidance Counselor (Ms. Glemaud), and members of our School Based Support Team (Mr. Artiste) reach out to their colleagues at I.S. 238, the middle school which the majority of our graduating students attend. Our guidance counselor, Ms. Glemaud conducts parent workshops to assist parents in the transition from elementary school to middle school.

3. Our two certified ESL teachers (Ms. Khan and Ms. Dabee), in conjunction with school administration, will provide the 7 ½ hours for general education of state-mandated ESL staff development or the 10 hours for special education ESL training for the staff. Topics include: "Types of Scaffolds" by Aida Walqui; "Building Academic Language" by Jeff Zwiers; and "Cognitive Language" by Lili Fillmore. Attendance records will be maintained to ensure the requirement is met. In addition, all teachers have the opportunity to attend Citywide professional development provided by the Office of English Language Learners. These sessions will be conducted on Thursdays from 2:40 - 3:30 during our professional development extended day.

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?

1. For our parents who speak a language other than English, we try to communicate and accommodate their needs through our bi-lingual staff who assist in parent-teacher meetings, at parent-teacher conferences, at PTA meetings and via notices which go home in multiple languages. Our two ESL teachers take a leadership role in reaching out to the parents of our ELL students and rely on various resources.

2. As a school community, we seek out ESL classes for parents which are provided in the community. The PTA and the Parent Coordinator assist.

3. Our two ESL teachers take the lead in reaching out to the parents of our ELL students. Various Parent Leaders who are bi-lingual represent the interests and needs of those parents who speak languages other than English. For example, one of our bi-lingual Bengali-speaking parents will take the lead in terms of expressing concerns and suggestions to administration of other Bengali-speaking parents. We do try to employ our simultaneous interpreting equipment at many of our evening PTA meetings. Our bi-lingual staff (SBST members, Educational Assistants, Teachers, Administration) all serve as access points for parents. We carefully review the results of the Learning Survey which is completed by the majority of parents, many of whom speak a language other than English.

4. We try to make provisions in terms of interpreting and translation needs of our parents within a cultural sensitive and respectful environment. The message staff and PTA members express are that all are welcome and have an important role to play in this school community.

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)	9	18	5	3	1	0								36
Intermediate(I)	0	4	7	6	6	3								26
Advanced (A)	3	0	3	2	9	5								22
Total	12	22	15	11	16	8	0	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0	0	0	0	0						
	I	14	4	9	0	0	1	0						
	A	6	7	6	5	2	4	0						
	P	2	0	0	16	9	7	0						
READING/ WRITING	B	18	5	4	4	0	1	0						
	I	5	3	8	6	2	5	0						
	A	1	3	2	9	8	4	0						
	P	0	1	1	2	1	2	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	13	0	0	21
5	4	6	1	0	11
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									0
4	7		13		2		0		22
5	2		4		5		0		11
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		5		4		1		11
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.

Part VI: LAP Assurances

School Name: Nathaniel Woodhull Elementary		School DBN: 29Q035	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Dempsey	Principal		12/15/11
Julia Soussis	Assistant Principal		12/15/11
Pearline Loyd	Parent Coordinator		12/15/11
Farahnaz Khan & Rozelle Dabee	ESL Teacher		12/15/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jennifer Glancy	Coach		12/15/11
	Coach		1/1/01
Ketline Glemaud	Guidance Counselor		12/15/11
Marlene Wilks	Network Leader		12/15/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q035 **School Name:** Nathaniel Woodhull School

Cluster: Two **Network:** CFN 209

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.

Review of Home Language Surveys and regular conversations by Administration with staff, particularly our two ESL Teachers and Parent Coordinator, on translation/interpreting needs of our parents/guardians.

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.

Based on the Home Language Surveys and number of ELL students, well over 10% of our students speak a language other than English in the home. Languages in terms of numbers are: (1) Spanish; (2) Haitian-Creole/French; (3) Bengali. We communicate our findings both formally and informally through the School Based Support Team, our ESL Teachers, our multi-lingual staff members, our multi-lingual parent leaders, and in notifications home.

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.

Whenever possible, we translate in-house into three languages (English/Spanish/French) the notices we send home to parents/guardians. Other considerations: Our Haitian Social Worker feels that our Haitian-Creole parents who are literate can read French. Those who are not literate will not be able to read Haitian-Creole. Due to the different Bengali alphabet we are unable to send home messages in Bengali unless we have three weeks lead time. In those cases, we send home notices in English/Spanish/French/Bengali. For Spanish translations, we rely on our Spanish-speaking Educational Assistants. For the French translations, the Social Worker, Guidance Counselor, even the Principal assist in assembling translations. Otherwise, the Principal and Assistant Principal sends it to the DOE Translation Dept for assistance. For official backpack notices generated by DOE Central, we send home the notices in the Home Language, coordinated under the direction of our two ESL Teachers.

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.

We rely on our Spanish-speaking Educational Assistants, Bengali-speaking Educational Assistant and School Aide, and Haitian-Creole speaking Guidance Counselor and Social Worker for assistance in the Main Office. For PTA meetings and afternoon-evening Parent-Teacher Conferences, our bi-lingual Educational Assistants step in. For large evening PTA meetings (particularly for special presentations and student performances), we hire our Educational Assistants to provide simultaneous interpreting using the school's battery-operated headphone-microphone equipment. We have not used the DOE special telephone number for instant interpreting during parent-teacher conferences. We have used this number to assist our non-English speaking parents/guardians to complete the Learning Environment Survey in the spring.

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>.

When we do have three to four weeks lead time, we send notices to DOE Translation Services for translation into Spanish, French and Bengali. Based on Chancellor's Regulations A-663, various documents and directions are provided to the parents in their home languages, notably the Parents Bill of Rights, the Parent-Teacher- Student-Administration Contract, Safety Plans, notices and notifications, directions.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Nathaniel Woodhull School	DBN: 29Q035
Cluster Leader: Charles Amundsen	Network Leader: Marlene Wilks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

- Rationale - Intensive instructional support will be given to all ELL students and former ELL students in grades 3 – 5 to provide ESL enrichment and test taking strategies for the NYS ELA and the NYS Mathematics Assessments.
- Subgroups and grade levels to be served - grades 3-5 will be served, ELL students will be grouped according to English proficiency levels: beginners, intermediate, advanced and proficient. This includes 35 current ELL students and 16 former ELL students.
- Schedule and duration – The Saturday Academy will consist of 11 Saturday sessions from 8:30– 12:00 and three sessions during the Spring Break (depending on staff availability) in April from 8:30am – 12:00pm.
- Language of instruction – Instruction will be delivered in English.
- # and types of certified teachers – There are five groups of students of approximately 10 students per group, grouped according to proficiency level and grade. A Common Branch Teacher is assigned to each group. There are also two certified ESL teachers who co-teach with each of the five teachers on a 45-minute schedule. The ESL Teacher provides the explicit language development to support the content development provided by the Common Branch teachers. Joint co-planning ensures that lessons are cohesive.
- Types of materials – “Buckle Down” will be used for mathematics instruction and “New York Ready - English Language Arts Practice” will be used for instruction in reading.

Part C: Professional Development

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

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

Begin description here:

- Rational – The ESL Teachers provide the Common Branch Teachers with explicit ESL teaching strategies. Together the ESL Teachers and Common Branch Teachers identify materials and plan lessons

Part C: Professional Development

for each grade-level that they are assigned to teach. They use data based on students' reading levels, Acuity scores and English language proficiency levels to group students accordingly. The seven teachers pool their efforts from 8:00-8:30am during the Saturday sessions to review explicit ESL teaching strategies. The ESL Teachers likewise acquire content strategies through these collaborative activities.

- Schedule and duration – Teachers have met for two one-hour sessions in early January 2012 to identify materials and discuss teaching strategies that support students' academic needs.
- Topics to be covered – The two ESL Teachers share ESL strategies with the Common Branch Teachers. Teachers focus on context clues in the passages. They build vocabulary words and review grammar, antonyms, synonyms and homophones which may not be familiar to our ELL population. Visuals and manipulatives are used in mathematics. The ESL Teachers and Common Branch Teachers identify appropriate Test Prep materials for each grade level. In addition, teachers are also focusing their reading instruction on author's purpose, cause and effect, drawing conclusions, making inferences, fact and opinions, determining supporting details, summarizing passages, compare and contrast, and sequence.
- Names of participants – ESL Teachers Rozelle Dabee and Farah Khan. Common Branch Teachers include Kathleen Gallelo, Lisa Valte, Jonathan Licata, Amy Dart, and Ellen Eichinger. Assistant Principal Julia Soussis serves as supervisor. This takes place each Saturday 8:00-8:30am.
- How parents will be notified of these activities – Letters were sent home in students' native languages inviting them to attend our Saturday Academy Program.

Part D: Parental Engagement Activities

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

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

Begin description here:

- Rational – Parent workshop will be conducted in January to provide assistance to parents strategies that they can use to help their child prepare for ELA and Math Assessment

- Schedule and duration – Dates for parent workshops are as follows:

February 15, 2012 (3rd Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

Part D: Parental Engagement Activities

February 15, 2012 (4th Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

February 15, 2012 (5th Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

- Topics to be covered – Acuity training for parents, Homework as an extension of learning during the schoolday, ELA and Math Test Prep Skills.
- Name of Providers for Parent Workshops – Jonathan Licata, Marilyn Salamone, Cham Fredrick, Karen Rubinstein, Rohini Ramnarine, Amy Dart with bi-lingual language support by Educational Assistant Mayr Chalen. ESL Teacher Rozelle Dabee and Parent Coordinator Pearlina Loyd delivered session on Homework.
- How parents will be notified of these activities - Letters were sent home in students’ native languages inviting parents to attend workshops based on their child’s grade level.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		