



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**PS 35**

**SCHOOL NAME :** \_\_\_\_\_

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R035

PRINCIPAL: MELISSA GAROFALO EMAIL: MCASSAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

### 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
Melissa Garofalo	*Principal or Designee	
Francesca Harris	*UFT Chapter Leader or Designee	
Heather Scapp	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melanie Carbone	Member/Teacher	
Laura Morton	Member/Teacher	
Jill Link	Member/Teacher	
Ligia Abreu	Member/Parent	
Missy Shiro	Member/Parent	
Helena Lonergan	Member/Parent	
Ruth Marlin	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

To strengthen student work in ELA teachers will work in teams to create three Literacy performance tasks (October, February, and May) which are embedded in non-fiction curricular units of study aligned to the Common Core Standards.

By June 2012, 75% of students will score a level 3 or level 4 on the May 2012 literacy task as measured by the NYCCLS & DOK aligned teacher created rubrics.

### **Comprehensive needs assessment**

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

In 2010-2011, 18% students in grades 4 & 5 did not demonstrate gains on the NYS ELA exam, moving from level 4 to level 3 and level 3 to level 2.

On the 2010-2011 Progress Report, PS 35 received 17.8 out of 60 in student progress. In comparison to 2009-2010 PR where we received 23.7 out of 60. Demonstrating a 5.9 loss in overall student progress.

An area of improvement from the 2010-2011 Quality Review was the staff writes student interim goals that are clearly driven by summative data but written goals connected to formative data are less available, causing gaps in student mastery. Without balancing summative and formative data sources for student goals, the school cannot assure a more explicit system that communicates student progress from year to year seamlessly, providing a scaffolded approach towards achieving student mastery.

### **Instructional strategies/activities**

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

A grant from the SI Foundation was secured in July 2011, and a 2 day institute by Larry Ainsworth, the author of Common Formative assessments was provided to lead teachers.

Lead teachers, who make up the Collaborative Inquiry team, will review sample ELA tasks from the Common Core Library and Teacher's College. Using knowledge from the PD on "unwrapping" the standards, lead teachers will train grade colleagues during weekly IT

meetings in October, January, and April on creating ELA tasks aligned to their essential questions and Big Ideas for the informational units of study.

ELA tasks will be embedded in the Common Core aligned curricula and include multiple entry point for all learners, including the high performing students. Also included in the informational units of study will be CFA, Common Formative assessments. CFA's will be used to assess students' progress towards meeting mastery of the end performance task.

Grade teams will present ELA tasks to the staff. The Collaborative Inquiry Team will work on evaluating the tasks to insure grade level tasks are vertically aligned and accurately assessing the standards.

The Collaborative Inquiry Team will create rubrics for the October ELA tasks and train grade colleagues on creating the rubrics for the February and May ELA task.

All teachers on the Collaborative Inquiry Team have received professional development with Carl Anderson on the using the NYCCLS in the teaching of writing. This PD has provided the teachers with knowledge on creating rubrics to assess students' writing.

Grade teams will meet bi-monthly to refine ELA informational units of study, to include essential questions and big ideas clearly aligned to the NYCCLS. Big ideas will be created using Webb's Depth of Knowledge, to insure our students are engaged in rigorous tasks that require higher order thinking.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement is a critical component to insuring we achieve our goal. Therefore, the principal and teachers will be providing parent workshops organized by the Parent Coordinator starting in January to review the October performance tasks which were administered to students in grades 3-5. The workshop will be the first of a series of workshops focusing on the NYCCLS and the alignment of our ELA curriculum and assessments.

Parent newsletters which include the essential questions and big ideas for the current ELA unit are sent home monthly.

Classroom ELA celebrations, including reading and Writing, take place bi-monthly in all grades. This enables parents to observe the published work after a unit of study.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

Currently, all teachers at PS 35 are highly qualified. To insure this, we work with our network staff to provide tuition reimbursement for teachers who require additional courses for certification in their license area. Historically, data indicates a high retention rate for teachers at PS 35. This is a credit to the high quality professional development the teachers are offered and the high levels of support teachers receive weekly with an additional prep period.

**Service and program coordination**

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

By building a collaborative relationship with Staten Island Foundation and securing grants over the past four years, PS 35 has been afforded the valuable opportunities to hire re-known Literacy consultants.

**Budget and resources alignment**

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

Foundation Grant 25, TL DY0 Assessment, ARRA RTTT Citywide Instructional Expectations, TL FSF, TL Parent Coordinator

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

To strengthen student work in Mathematics, students will be engaged in at least one cognitively demanding Mathematical task of multi-step problem solving aligned to the NYCCLS.

By June 2012, the school wide performance of all students in grades 3-5 will increase by at least 5% as evidenced by the New York State Math exam.

**Comprehensive needs assessment**

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

In 2010-2011, 11% students in grades 4 & 5 did not demonstrate gains on the NYS Math exam, moving from level 4 to level 3 and level 3 to level 2.

On the 2010-2011 Progress Report, PS 35 received 17.8 out of 60 in student progress. In comparison to 2009-2010 PR where we received 23.7 out of 60. Demonstrating a 5.9 loss in overall student progress.

An area of improvement from the 2010-2011 Quality Review, to modify math curricula to align with core standards with classroom rubrics and assessments that will address partial mastery.

Our overall performance, students scoring levels 3 or 4 increased from 2009-2010 73.8% to 80% in 2010-2011. This increase we credit to the extra amount of time we scheduled for Math problem solving in the 2010-2011 school year.

#### **Instructional strategies/activities**

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

Envision Math, has been adopted as the new Math curriculum. The program is aligned to the NYCCLS and includes:

- a multi-step word problem for each lesson
- a differentiation component , which includes re-teaching, practicing and enrichment activities addressing the need of the various sub-groups.
- Performance tasks after each unit to assess partial mastery or mastery of a topic.
- A interactive digital component to teacher all lessons using Promethean/Smart Boards.

A daily thirty minute block of time has been scheduled into the school day for teachers to implement small group instruction in multi-step problem solving.

Teachers use exemplars, which were created during the 2010-2011 Inquiry Work, to differentiate instruction. Students use rubrics, which was created during the 2010-2011 school year, to self-assess.

Once a month during administrative periods and Thursday morning, teachers assess student work, with the support from the Network math instructional coach.

During the week of May 21<sup>st</sup>, 2012 teachers will administer a final multi-step word problem aligned to the NYCCLS.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Envision Math program has an on-line parent component where parents can access:

- The yearlong curriculum,
- daily lessons
- practice skills
- quizzes or complete assignments which were assigned by the classroom teacher.

A parent workshop was given in September 2011 to familiarize the parents with the new Envision Math program.

Laptops will be provided for families that do have internet capabilities.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

Currently, all teachers at PS 35 are highly qualified. To insure this, we work with our network staff to provide tuition reimbursement for teachers who require additional courses for certification in their license area. Historically, data indicates a high retention rate for teachers at PS 35. This is a credit to the high quality professional development the teachers are offered and the high levels of support teachers receive weekly with an additional prep period.

**Service and program coordination**

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

Assemblyman Michael Cusick, provided a grant for \$50,000 to PS 35. 74 Mac Books were purchased for students to use. Many teachers are having students work on the computers during Math.

**Budget and resources alignment**

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

FSF, TL NYSTL Textbooks, TL NYSTL Software, TL NYSTL Hardware, TL Children First Network Support, TL Computer maintenance

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

To strengthen teacher practice, administrators will use a research based rubric during short, frequent cycles of informal classroom observation.

By June 2012, 90% of teachers will increase the effectiveness of their practice as evidenced by the rubrics (October 2011, January 2011, April 2012, and June 2012).

#### **Comprehensive needs assessment**

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

In 2010-2011 PS 35's Learning Environment Survey (6.7 out of 15) demonstrated a decrease in comparison to 2009-2010 (8.5 out of 15) The following areas contributed to the decrease:

- School leaders give me regular and helpful feedback about my teaching .2 loss.
- School leaders let staff know what is expected of them .7 loss.
- School leaders place a high priority on the quality of teaching at this school .9 loss.

An area of improvement from the 2010-2011 Quality Review was to adopt common teaching strategies and pedagogical routines across all grades and content areas to increase the consistency of student achievement.

A Citywide Instructional goal is to strengthen teacher practice by examining and refining the feedback teachers receive.

#### **Instructional strategies/activities**

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

In September 2011, teachers received professional development entitled, *Using Danielson's Framework For Teaching To Norm On Classroom Practice*.

The Principal will set up and follow a schedule for informal teacher observation.

Teachers will be given a teacher effectiveness goal feedback sheet attached to the goal specific rubric.

During these short observations, the principal will be documenting evidence of progress towards meeting the teacher's goal.

Evidenced-based feedback will be provided in written form to all teachers 24 hours after an observation, language from the Danielson rubric will be incorporated into the feedback.

Individual teacher meetings will take place bi-monthly with the principal. The meeting will consist of analyzing student work generated from the observed activities and discussion of rigor. Teachers will choose the work to discuss at the meetings.

Vertical Instructional Rounds will begin in January and be implemented monthly. This protocol will enable colleagues to provide valuable feedback to one another.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will complete surveys in November 2011. Surveys were created by the School leadership team who identified areas of concern from the 2010-2011 LES.

An open door policy for parents to come and observe classroom practice.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

Currently, all teachers at PS 35 are highly qualified. To insure this, we work with our network staff to provide tuition reimbursement for teachers who require additional courses for certification in their license area. Historically, data indicates a high retention rate for teachers at PS 35. This is a credit to the high quality professional development the teachers are offered and the high levels of support teachers receive weekly with an additional prep period.

**Service and program coordination**

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

The ARRA Race For the Top money was allotted to each school to support the implementation of Citywide Instructional Expectations.

**Budget and resources alignment**

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

FSF, ARRA RTTT Citywide Instructional Expectations

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	4	4	N/A	N/A	0	0	0	0
<b>1</b>	27	27	N/A	N/A	1	0	0	0
<b>2</b>	17	17	N/A	N/A	0	0	0	0
<b>3</b>	29	29	N/A	N/A	0	0	0	0
<b>4</b>	12	11	6	0	0	0	0	0
<b>5</b>	18	5	0	0	1	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

**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
<b>ELA</b>	<p>Classroom teachers provide small group instruction to at-risk students in extended day. They implement guided reading and use this valuable time to assess the children with running records.</p> <p>During the extended day program teachers meet three times a week with small groups of identified students and focus a particular skill for a six week cycle.</p> <p>Graduate students from Wagner College working towards a Reading Specialists degree work twice a week with at-risk 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students in one-to-one /group tutoring.</p> <p>Learning Leaders work one-on-one with at-risk kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> students during the school day.</p>
<b>Mathematics</b>	<p>Classroom teachers meet with students who been identified as at –risk for math during extended day. Small group instruction provides the teacher and students the opportunity to focus on specific skills and strategies that the child has been unsuccessful in mastering during regular classroom instruction.</p> <p>During the extended day program teachers meet three times a week with small groups of identified students and focus a particular skill for a six week cycle.</p>
<b>Science</b>	<p>In January 2012, Grade 4 at-risk students will begin to work with the Science teacher 2x a week during the IT block in a small group. Lessons will focus on re-teaching and reinforcing skills to prepare the children for the NYS 2012 Science Exam. All students in grade 5 received at least a level 3 on the 2011 NYS Science exam. Therefore no grade 5 students are receiving at risk services.</p>

<b>Social Studies</b>	Not Applicable
<b>At-risk Services provided by the Guidance Counselor</b>	The guidance counselor meets with at-risk students twice a week in a group setting or one-on-one to work on conflict resolution strategies
<b>At-risk Services provided by the School Psychologist</b>	Not Applicable
<b>At-risk Services provided by the Social Worker</b>	Not Applicable
<b>At-risk Health-related Services</b>	Not Applicable



**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 <b>Neal Opromalla</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>35</b>
School Name <b>P.S. 35</b>			

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

Principal <b>Melissa Garofalo</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Lisa Aristide</b>	Guidance Counselor <b>Lauren Rodriguez</b>
Teacher/Subject Area <b>Maureen Touhy/ Kindergarten</b>	Parent <b>Sue Burt</b>
Teacher/Subject Area <b>Kristen Reilly / Grade 3</b>	Parent Coordinator <b>Margaret Feminella</b>
Related Service Provider <b>Sue Rupp</b>	Other
Network Leader <b>Neal Opromalla</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>432</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>2.78%</b>
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## Part II: ELL Identification Process

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

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

1. The staff at PS 35 distributes the HLIS form to all new students to the school. The trained team, consisting of the Pupil Accounting Secretary, The Parent Coordinator, The Principal, and the Certified E.S.L. teacher, will conduct an informal oral interview to determine the dominate language of the newly admitted student. The informal oral interview is conducted by a pedagogue. A certified teacher is always present to explain and assist with the HLIS. If the oral interview and HLIS form deem that the child is dominate in a second language, then the LAB-R exam is administered within 10 days by the ELS teacher. The school secretary assists with the paperwork.

A parent orientation meeting is held within the first 10 days as well. The ESL teacher provides a sign in sheet, as well as an agenda, which is then kept on file. The DVD from the EPIC kit is shown to the parents so that they can determine the best choice for their child. Brochures and translators are provided to speakers of other languages. Parents then complete the parent choice letters, and the students are placed in either a freestanding ESL, dual language, or bilingual ESL program. At the end of the school year, the ESL teacher administers all four components of the NYSESLAT using the ATS reports to determine eligibility, and then analyzes the results of the exam to differentiate instruction for the remaining ELL students, as well as provide support for the ELL students who passed the NYSESLAT. The pedagogue that administers the NYSESLAT is Lisa Aristide, who is both the testing coordinator for the school, as well as the ESL teacher.

If there is a situation where the parents and/or the child do not understand English a translator will be provided or the Translation and Interpretation phone number will be used to communicate with the family following the same process mentioned above. We presently have pedagogues who speak Spanish, Arabic, German, and Albanian.

If the child is a Spanish speaking student, then the Spanish Lab-R will also be administered to the child within the first ten days of enrollment.

If the parents do not choose an ELL program at the Parent Orientation, the default program is bilingual education.

2. A parent orientation is held for the parents within the first ten days of school to explain the three program choices. Translators are provided for parents that need them. If the parent is unable to attend the parent orientation, then the ESL teacher makes a phone call to reschedule the meeting. The ESL teacher makes every effort to schedule the meeting on a day that the parent will be at school for another event. (i.e.: Kindergarten Parent Tea) The ESL teacher will also schedule the parent orientation in the evening on the day of the first P.T. A. meeting.

3. Entitlement letters are sent home with the children in upper grades. The letters are handed to the parents of children in the lower grades at dismissal time. Parent Survey and Program Selection forms are completed and collected at the Parent Orientation. If the form is not returned, the default program for ELLs is Transitional Bilingual Education. If the parent does not attend, the ESL teacher keeps documentation that she sent a letter home, then calls and discusses appendix D over the phone. Numerous make up sessions are offered in order to obtain all Parent Surveys and Program Selection forms. The entitlement letters are stored in an ELL Compliance binder, that also contains a copy of the child's HLIS, Parent Survey, Continuation of Service Letter, and Lab-R and/or NYSESLAT results. Parental choice has been ESL but we keep documentation to analyze the trends, in the event that a bilingual program may be necessary. If, however, parents do not choose an ELL program, the default is bilingual education.

4. The ESL teacher reviews the Program Selection forms, then stores them in a binder with the appendix D. A record of the program

that the parents selected is stored in the ESL compliance binder. If there is 15 or more parents that choose a different program, one needs to be open. Since our school has a very small amount of ELL students, we have never received 15 surveys requesting bilingual or dual language programs. Placement and Entitlement letters are sent home in the child's backback. If there is no response, then a letter is mailed. The letters are distributed in the child's home language as well as English. A checklist is maintained to monitor the trends in parent choices in the event that a dual language, and /or bilingual program needs to be created.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend shows that Parents choose Freestanding English as a Second Language. The three new admits that tested into ESL this year, all selected English as a Second Language.

6. The program models offered at our school are aligned with parent choice.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1												1
<b>Push-In</b>	1			1		1								3
<b>Total</b>	1	1	0	1	0	1	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9		1	3		2				12
Total	9	0	1	3	0	2	0	0	0	12

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

### C. Home Language Breakdown and ELL Programs

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

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_ Asian: \_\_\_ 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	1	3		1		1								6
Chinese														0
Russian		1												1
Bengali														0
Urdu	2	1		1										4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other														0
<b>TOTAL</b>	3	6	0	2	0	1	0	0	0	0	0	0	0	12

# 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.
  - 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. Instruction is delivered with a Push-In and Pull-Out program.
  - b. The program model is heterogeneously grouped.

2. Our school has one full time E.S.L. teacher to service the 12 E.L.L. students in the school. She instructs beginning and intermediate ELL's for 360 minutes a week and advanced ELL's for 180.

a. We have a push in program where the ESL teacher works collaboratively with the classroom teacher to supplement the curriculum to meet the needs of the ELL children. We also have a pull out program where the ESL teacher works with a small group of children to supplement the curriculum in all academic areas. The ESL teacher instructs the students in English focusing on ELA, Reading, Writing, and Math vocabulary.

Children are supported in their native language 25% of the time.

3. The content area instruction is delivered in English. Native language support is provided with bilingual dictionaries and books in dual languages. Peer tutoring is also used to support the native language. The ESL teachers works with the ELL students to access their prior knowledge, develop vocabulary, and provide supplemental materials to help support their learning in all content areas. The ESL teacher provides support by supplementing the curriculum with simplified texts, manipulatives, bilingual dictionaries, photographs, maps, globes and instructional strategies that scaffold the learning process for the ELL students.

4. ELL students who speak Spanish are administered the Spanish Lab-R exam within the first 10 days of their enrollment.

5. ELL subgroups receive differentiated instruction through the Workshop Model of Instruction. They are given different activities to complete based on their level of language acquisition and their NYSESLAT data.

a. We do not have any SIFE students, therefore we do not have an instructional plan for them. If however, we did get a SIFE student, the instructional plan would mirror the plan of a beginning ELL.

b. ELLs in schools less than 3 years are a part of our pull out and/or push in program. They are also placed in an enrichment program as part of extended day. The instructional plan for the ELLs in the testing grades is to provide them with their mandated services, enroll them in the extended day program, and place them in a test sophistication program.

c. ELLs that have been receiving service for four to six years are provided with their mandated services, enrolled in the extended day

## A. Programming and Scheduling Information

program, and are placed in the test sophistication program.

d. We do not have any long term ELLs therefore we do not have an instructional plan for them. If however, we did have a long term ELL student, the instructional plan would mirror the plan for a beginner ELL student.

6. Teachers of ELLs follow the workshop model that provides a mini-lesson, differentiated instruction and small group instruction. Working with a partner is also encouraged. Teachers are trained to use strategies from QTEL. Our school utilizes a guided reading program that focuses on children reading on their instructional level which is determined by the Teacher's College Reading and Writing Program. We have a book room that contains "leveled" books for our ELL students to use. In addition, we have the Envision Math Program which combines a technology element with mathematics. In addition, the children have their own text books and math books. We also utilize the Full Option Science System (FOSS), Harcourt Science, and Houghton Mifflin/Harcourt Social Studies Programs.

7. Our school groups all the ELLs on a grade in one classroom so that the ESL teacher can push in, or pull out, depending on the needs of the children.

### 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:				

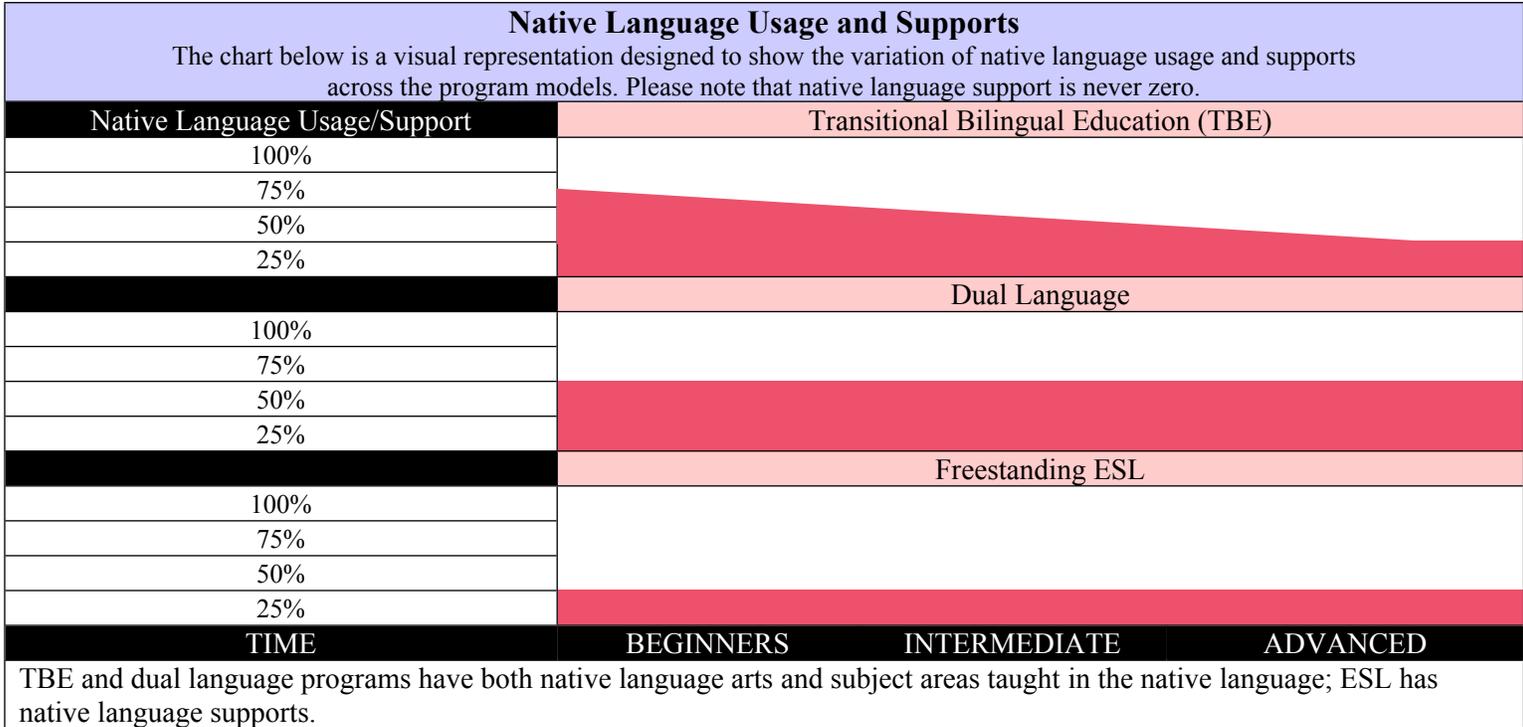
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	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
<b>FOR TBE/DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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. Our targeted intervention programs for ELLs in ELA, math, and other content areas include enrolling the students in the extended day program, as well as an after school tutoring program. These programs focus on language development and comprehension of ELA, Math, Social Studies and Science. English is the language used for these programs. Since there are only twelve ELL students, all of them are enrolled in our intervention programs.

9. The ELL students who reach proficiency on the NYSESLAT are supported by the ESL teacher. She continues to service those students, and provides support to them and their teachers to help them transition. Former ELLs are also targeted for our intervention programs mentioned above. In addition, a spreadsheet is kept which documents the year that they passed the NYSESLAT, so that they can be given test modifications on the ELA and Math test. These modifications include time and a half, and a third reading of the listening passage.

10. For the upcoming school year we will be incorporating the Envision Math Program, and its technology component.

## 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. Our targeted intervention programs for ELLs in ELA, math, and other content areas include enrolling the students in the extended day program, as well as an after school tutoring program. These programs focus on language development and comprehension of ELA, Math, Social Studies and Science. English is the language used for these programs. Since there are only twelve ELL students, all of them are enrolled in our intervention programs.

9. The ELL students who reach proficiency on the NYSESLAT are supported by the ESL teacher. She continues to service those students, and provides support to them and their teachers to help them transition. Former ELLs are also targeted for our intervention programs mentioned above. In addition, a spreadsheet is kept which documents the year that they passed the NYSESLAT, so that they can be given test modifications on the ELA and Math test. These modifications include time and a half, and a third reading of the listening passage.

10. For the upcoming school year we will be incorporating the Envision Math Program, and its technology component.

11. There will not be any discontinued programs for ELLs.

12. ELLs are afforded equal access to all school programs. They are invited to attend our schools extended day program, as well as a test sophistication program. ELLs are also invited to participate in our extra-curricular activities such as music, Family Game Night, Art Night and P.T.A. sponsored events. A translated notice is sent home with the child in their native language to inform families of these events.

13. Our school uses guided reading and Envision Math to support ELLs. All of our students have access to brand new Mac Book computers. In addition, each classroom is equipped with a Smart Board. Based on the data from the NYSESLAT, the children who need assistance in the listening/speaking strand, are utilizing laptops that record, and books on tape. The children who need assistance in the reading/writing strand are utilizing the Smartboard and/or the laptop computers to publish writing pieces. In addition, a subscription to the web based internet site, Tumblebooks, has been purchased to provide thousands of illustrated read alouds and comprehension tasks for ELL students. The books are available in a variety of languages. In addition, dual language picture dictionaries are utilized.

14. Native language support is delivered in our ESL program by using books in other languages, bilingual books, and sets of books. (one native language, one English) Children are partnered with other children who speak the same language. We only have an ELL program, where 25% of ESL minutes are used to expose children to their home language.

15. Services and resources correspond to ELLs ages and grade levels in our school.

16. We do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year. The majority of our ELL students register when school has already began. At the beginning of the school year, we notify the parents (in their native language) of the grade orientation meeting. We provide a translator to parents who attend grade meetings. The classroom teacher leads the grade meeting, along with the ESL teacher, to inform the parents of the upcoming events, policies, and procedures for the upcoming school year. In addition, any handouts are translated, and there is a question/answer session provided.

17. We do not offer any language electives in our school.

## C. Schools with Dual Language Programs

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

## 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. The ELL teacher attends workshops within the network, and at Teachers College. She then provides training for all the staff members after school or on non-attendance days. All school personnel attend the training including; ELL teacher, guidance counselor, special education teacher, school psychologist, occupational/physical therapists, speech therapist, secretaries, parent coordinator, and the principal. The workshops provide strategies to use with ELL students in all content areas as well as addressing the social and emotional concerns of ELLs.

2. The ELL teacher, parent coordinator, guidance counselor and principal remain in contact with the ELL students when they transition to middle school. There are workshops provided for fifth grade parents about middle school selection and middle school applications. Information is distributed about middle school "fairs" via notices, emails, and phone messages. Translated versions of all notices, emails and messages are made available, as well as interpretation services at these events.

3. The ELL teacher attends workshops within the network, and at Teachers College. She then provides at least 7.5 hours of ELL training for all the staff of the school after school or on non-attendance days.

## 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. The parents of student's at P.S. 35 are very involved. Some of the events that the parent's are invited to are: Art night, game night, writing celebrations, trips, choral calvalcade, concerts, heritage celebrations, ethnic food festivals and trips. A translator will be made available if there is a need. As of right now, most parents bring a relative that speaks both English and their home language.

2. Together with the parent coordinator, the ESL teacher provides information about low cost and free health care, and English as a Second Language classes for adults in conjunction with the NY Public Library. We also partner with City Harvest and Project Hospitality. All materials pertaining to these events are made available in the students home language.

3. We evaluate the needs of the parents through the parent survey, and through our Parent Teacher Association.

4. Our parental involvement activities give our parents a chance to be actively involved with their children's education and affords them the opportunity to celebrate their successes. If a parent needs a translator, one will be provided.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 35 **School DBN:** 31R035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Garofalo	Principal		11/1/11
	Assistant Principal		
Margaret Feminella	Parent Coordinator		11/1/11
Lisa Aristide	ESL Teacher		11/1/11
Sue Burt	Parent		11/1/11
Maureen Touhy/ Kindergarten	Teacher/Subject Area		11/1/11
Kristen Reilly / Grade 3	Teacher/Subject Area		11/1/11
	Coach		
	Coach		
Lauren Rodriguez	Guidance Counselor		11/1/11
Neal Opromalla	Network Leader		11/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **31R035** School Name: **Clove Valley School**

Cluster:        Network: **409**

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

**Part A: Needs Assessment Findings**

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

In order to assess our school's written translation and oral interpretation needs, our school uses the following methodologies to collect the necessary data : School Report Card, Parent Coordinator's survey, verbal survey of the staff, data provided by the ESL teacher, and beginning of the year school survey.

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.

Our current ESL population consists of twelve children. 50% of the children speak Spanish, 30% speak Urdu, 10% speak Albanian, and 10% speak Russian. In addition, all twelve of our ESL students also speak English. The findings are reported to the school community through : School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator. From findings through the staff survey, it was determined that letters to the parents in their native language are necessary to involve the parents in their child's education. It is also necessary to translate the Parent Handbook into Spanish so that these parents are informed. In addition, our staff must utilize the services of the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as : letters to the parents, trip slips, invitations to classroom activities, etc.

## Part B: Strategies and Activities

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

The written translation services the school will provide are : correspondence sent home in the Native Language of the parents; a workshop facilitated by the ESL teacher and Parent Coordinator detailing how the ELL parent can use and browse the NYCDOE website; correspondence from the classroom teacher translated by either our ELL teacher, Parent Coordinator, another staff members fluent in the native language of the child or the Office of Language Translation and Interpretation; and, the appropriate Parent Involvement Policy translations downloaded and distributed to parents. We distribute the translated parent handbook to Spanish speaking parents at our school.

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.

Translation services would be provided between the teacher and the parent in the school by either: a member of the Department of Education; a paraprofessional; a teacher presently working at PS 35; or a teacher from another school, before or after school to discuss the educational concerns of the student and parent. These translation services will provide the parent with information about their child's academic performance and approaches to increasing achievement, especially during open school day and night. The translator can also provide information about supplemental services in the school.

Examples of oral interpretation services the school will provide are:

- Parent volunteers who translate in Spanish, Russian, and Urdu
- Teacher who can translate in Spanish
- Paraprofessional who can translate in Albanian

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>.

The school will fulfill the Chancellor's Regulations regarding parental notification requirements in the following ways:

- The school will provide a translation of any document that contains individual student specific information, such as, consent forms, and legal and disciplinary matters, etc.
  - Signs posted throughout the school in various languages.
  - The school will provide oral interpretation through telephone calls.
  - The school will provide translations of communications in a timely manner in each of the covered languages.
- All school members will utilize the on-line translation services of the Office of Language Translation and interpretation.