



*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FRANZ SIGEL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X035

PRINCIPAL: GRACIELA NAVARRO EMAIL: GNAVARR@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

### 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
Graciela Navarro	*Principal or Designee	
Jacqueline Coban	*UFT Chapter Leader or Designee	
Nathaly Hernandez	*PA/PTA President or Designated Co-President	
Macielle Donohue	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	
Brenda Dixon	Member/Staff	
Maria Bello	Member/Staff	
Josephine Ofili	Member/Parent	
Kristina Tucker	Member/Parent	
Desiree Machicote	Member/Parent	
Flores	Member/Parent	
	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**

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

**Goal 1: By April 2012 the student progress growth percentile will increase by 3% points in ELA and Mathematics for grades 4 and 5.**

**SCHOOL SCORES 2011                      ELA 54.5    MATH 74%**

- **Projected median growth percentile 2012..ELA 58%**
- **Projected median growth percentile 2012..MATH 77%**

### **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.

### **STUDENT PROGRESS**

**The changes in how student growth is measured have changed and the most important factor is looking at individual student growth, specifically proficiency growth. To that end administration will look closely at each student's proficiency rating, identify students who are at or below proficiency rate and provide the necessary interventions to reach the required proficiency for levels 3 and 4.**

**The 2010-2011 Progress Report shows that 54.5% of students in 4<sup>th</sup> and 5<sup>th</sup> grade made at least a one year's progress in English Language Arts and 74.0% of 4<sup>th</sup> and 5<sup>th</sup> grade students made at least a one year's progress in Mathematics. Disaggregated data shows that there is no major disparity in performance between ELLs, Hispanics, Black students, or between boys and girls.**

### **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.

## **INSTRUCTIONAL STRATEGIES/ACTIVITIES**

### **LITERACY: TIMELINE: SEPTEMBER 2011-JUNE 2012**

**P.S.35X implements the research based Treasure, McMillan/McGraw Hill Literacy program(Aligned with CCCLS). *Treasures* is a research based, comprehensive Reading Language Arts program for grades K-6. High quality literature coupled with explicit instruction and ample practice ensures that students grow as readers and writers.**

**The research based instructional strategies/activities include:**

- **Phonemic Awareness and Phonics/Word Study Grades K–2: Identify and distinguish phonemes (initial, medial, final); count phonemes; blend phonemes; and segment phonemes.**
  - **Fluency**  
Students learning to read written text fluently with appropriate rate, accuracy and expression is important to the development of proficient reading
  - **Explicit and systematic vocabulary instruction**  
Choosing words with high value in content area, words important conceptually in math, science and social studies.  
Choosing words that are within students' instructional ranges in terms of meaning and structure.  
Choosing words that show students how to study words-prefixes, suffixes, base words and roots.  
Concept sorts with pictures and Objects  
Vocabulary Routine: Define/Ask/Example: Define the word/Give an example/Ask a question with the word  
Word Squares: Write the word in a square, students write their own definition, draw a simple illustration that will help them remember the word, write non examples  
Use context to determine relevant meaning of unknown words  
Word study references
  - **Effective comprehension Instruction**  
Build and activate necessary background knowledge  
Building conceptual knowledge as they become familiar with the topics they read and understand the main concepts of narrative and expository texts.  
Language Skills: Oral language skills, both expressive and receptive will play a major role in reading comprehension  
Text Features: Learning concepts about genres and concepts about text structures  
Read Alouds: Responding to different genres, listening comprehension and robust vocabulary by using read alouds  
Weekly skills and strategies: Skills and strategies are explicitly taught, developed and assessed
- **Use of technology to implement Literacy program. This program is used on the Smartboard along with interactive Classroom presentation Kits, animated activities and an Interactive Student book**
- **Differentiated Instruction to:**  
Modify teaching methods that accommodate student's needs  
Use data to from whole and small group instruction  
Develop flexible grouping based on student achievement

## **MATHEMATICS:**

The Everyday Mathematics program is a research based program that accommodates a wide range of academic abilities and learning styles. The program uses the following proven differentiation strategies; Framing the lesson, Making connections to everyday life, modeling concretely, modeling visually, modeling physically, providing organizational tools, engaging children in discussions about Math and summarizing the lesson. The program provides support for all students through math games to develop critical thinking and problem solving skills and Minute Math. Support for English Language Learners includes a brief lesson summary, a vocabulary list and an example or illustration to provide ELL students with an overview. There are also enrichment activities for advanced students to deepen their understanding.

## **ENGLISH LANGUAGE LEARNERS:**

- Use of visual vocabulary Resource book in McGraw Hill program
- Use of smartboard to present visual cards
- Use of McGraw Hill English Language Learner Section
- SIOP(Sheltered Instructional Observation Protocol Model)-Vocabulary strategies through songs, games and visuals.
- Metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills
- Visual and auditory aids
- Use of graphic organize to scaffold instruction

## **STUDENTS WITH IEP'S**

Students with IEP's are identified and the appropriate services as stated on the IEP are delivered. Teachers are required to know who they are and to monitor their progress closely. The Resource room teacher pushes into one fourth grade and one fifth grade class where there are 9 to 11 students in each class with IEP's. The instructional strategies for these students are implemented in small groups within the class.

## **ASSESSMENT**

- Assessment plan to establish dates for assessments, types of assessments and benchmark objectives
- By September 2011, 4<sup>th</sup> and 5<sup>th</sup> grade students will be assessed in English Language Arts and Mathematics to determine their current reading and math levels.
- By September 2011 all students in 4<sup>th</sup> and 5<sup>th</sup> grade will have a baseline writing assessment to determine their current writing skills.
- Identify subgroups and determine their needs.
- In November 2011, January 2012 and March 2012 all 4<sup>th</sup> and 5<sup>th</sup> grade students will be assessed in English Language Arts and Mathematics to analyze growth and predicted proficiency rate.
- Formative assessments as lesson are taught to assess effectiveness of the lessons.
- Use of Acuity to analyze and differentiate instruction in Literacy and Mathematics
- Unit Assessments in Literacy and Mathematics to analyze effectiveness of assessment and student progress
- Monthly Unit Assessments and analysis of student writing will demonstrate areas of strength and areas teachers need to develop by creating teaching points to address these areas.
- Monthly Unit assessments and analysis in Literacy and Mathematics will demonstrate growth and areas to address.

## **GOAL SETTING**

- **Goal setting with all teachers in October 2011 based on baseline data**
- **Review and modify teacher goals in January 2012 , March 2012 and May 2012**
- **Students set goals based on data-October-June 2012**

## **STAFF AND RESOURCES**

- **All Teachers will implement curriculum**
- **Departmentalized classes in grade 4 and 5.**
- **Homogenously grouped classes**
- **Two teachers in lowest component classes.**
- **Daily Intervention teachers from 9:05am-9:50am in classes with identified subgroups needing additional assistance.**
- **Use of Smartboards and laptops**
- **Two pedagogical coaches that meet with teachers to provide support in pedagogy and curriculum**
- **Assistant principals meet weekly with teachers to provide support in pedagogy and curriculum**
- **Cohorts of teachers assigned to administration and coaches to improve pedagogy and implementation of curriculum Learning walks to gain knowledge of implementation of curriculum**

• **ORGANIZATION:** steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- **Daily common planning time for classroom teachers is provided in the structure of the preparation schedule.**
- **Monthly and/or Weekly meetings with Assistant Principals to analyze and discuss assessments**
- **Vertical Team Teacher meetings to assess effectiveness of strategies and assessments**

## **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.**
- **Parent Curriculum Night to inform parents about the curriculum and school policies**
- **Monthly Calendar with information on school activities**
- **Formally Report academic progress to parents in November, January and March via report cards**
- **Weekly or Monthly Academic Progress reports to parents (See CEP Goal 5)**
- **Parent Workshops on Curriculum, Assessments, Common Core Learning Standards**
- **Provide parents with information and access to ARIS link to use resources to help their children**

**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 teachers in grades 4 and 5 all meet the Highly Qualified criteria.**

**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 Federal, State and Local services are coordinated by ensuring the following:

- ✓ **Participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program including after-school snacks.**
- ✓ **Provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity. Establish linkages between health education and school meal programs, and related community service agencies.**
- ✓ **Response to Intervention models to reduce referrals**
- ✓ **Reviews with related service providers to identify students that can be decertified or services can be reduced**
- ✓ **Comply with Federal mandates for disabled students by implementing IEP student goals**
- ✓ **Comply with temporary student housing regulations, assisting families with transportation and instructional supplies as necessary.**
- ✓ **Implementing a Response to Intervention Plan- Teachers identify students in Tier 2 and 3 for intervention services (Academic or behavior)**

**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.

**CONCEPTUALLY CONSOLIDATED**

**Fair Student Funding is primarily used to fund teacher salaries, Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Extended Day programs, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title III monies are used for extended day programs before and after school for English Language Learners. All of these support the work that is needed to accomplish the goal.**

**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.

**GOAL 2 STUDENT PERFORMANCE**

**SCHOOL SCORES 2011.....ELA 50.8 % MATH 63.8%**

**PROJECTED 2012 SCORES....ELA 54% MATH 67%**

- **By April 2012, 54% of students in grades 3, 4 and 5 grade students, including ELLs and Special Education, will meet or exceed New York State English Language Arts standards and 67% of students in grades 3, 4 and 5 will meet or exceed New York State Mathematics standards.**

**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.

**The 2010-2011 Progress Report shows that the student performance was 50.8 for students in grades 3, 4<sup>th</sup> and 5<sup>th</sup> grade in English Language Arts and 63% in Mathematics. Disaggregated data shows that there is no major disparity in performance between ELLs, Hispanics, Black students, or between boys and girls.**

### **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

### **LITERACY: TIMELINE: SEPTEMBER 2011-JUNE 2012**

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### **INSTRUCTIONAL STRATEGIES/ACTIVITIES**

**The research based instructional strategies/activities include:**

- **Phonemic Awareness and Phonics/Word Study Grades K–2: Identify and distinguish phonemes (initial, medial, final); count phonemes; blend phonemes; and segment phonemes.**
  - **Fluency**  
Students learning to read written text fluently with appropriate rate, accuracy and expression is important to the development of proficient reading
  - **Explicit and systematic vocabulary instruction**  
Choosing words with high value in content area, words important conceptually in math, science and social studies.  
Choosing words that are within students' instructional ranges in terms of meaning and structure.  
Choosing words that show students how to study words-prefixes, suffixes, base words and roots.  
Concept sorts with pictures and Objects  
Vocabulary Routine: Define/Ask/Example: Define the word/Give an example/Ask a question with the word  
Word Squares: Write the word in a square, students write their own definition, draw a simple illustration that will help them remember the word, write non examples  
Use context to determine relevant meaning of unknown words  
Word study references
  - **Effective comprehension Instruction**  
Build and activate necessary background knowledge  
Building conceptual knowledge as they become familiar with the topics they read and understand the main concepts of narrative and expository texts.  
Language Skills: Oral language skills, both expressive and receptive will play a major role in reading comprehension  
Text Features: Learning concepts about genres and concepts about text structures  
Read Alouds: Responding to different genres, listening comprehension and robust vocabulary by using read alouds  
Weekly skills and strategies: Skills and strategies are explicitly taught, developed and assessed

- Use of technology to implement Literacy program. This program is used on the Smartboard along with interactive Classroom presentation Kits, animated activities and an Interactive Student book
- Differentiated Instruction to:
  - Modify teaching methods that accommodate student's needs
  - Use data to form whole and small group instruction
  - Develop flexible grouping based on student achievement

#### **MATHEMATICS:**

The Everyday Mathematics program is a research based program that accommodates a wide range of academic abilities and learning styles. The program uses the following proven differentiation strategies; Framing the lesson, Making connections to everyday life, modeling concretely, modeling visually, modeling physically, providing organizational tools, engaging children in discussions about Math and summarizing the lesson. The program provides support for all students through math games to develop critical thinking and problem solving skills and Minute Math. Support for English Language Learners includes a brief lesson summary, a vocabulary list and an example or illustration to provide ELL students with an overview. There are also enrichment activities for advanced students to deepen their understanding.

#### **ENGLISH LANGUAGE LEARNERS:**

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#### **STUDENTS WITH IEP'S**

Students with IEP's are identified and the appropriate services as stated on the IEP are delivered. Teachers are required to know who they are and to monitor their progress closely. The Resource room teacher pulls out third grade students with IEP's. The instructional strategies for these students are implemented in small groups in the Resource room and within the class.

## **ASSESSMENT**

- **Assessment plan to establish dates for assessments, types of assessments and benchmark objectives**
- **By September 2011, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will be assessed in English Language Arts and Mathematics to determine their current reading and math levels.**
- **By September 2011 all students in grades 3, 4<sup>th</sup> and 5<sup>th</sup> grade will have a baseline writing assessment to determine their current writing skills.**
- **Identify subgroups and determine their needs.**
- **In November 2011, January 2012 and March 2012 all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will be assessed in English Language Arts and Mathematics to analyze growth and predicted proficiency rate.**
- **Formative assessments as lesson are taught to assess effectiveness of the lessons.**
- **Unit Assessments in Literacy and Mathematics to analyze effectiveness of assessment and student progress**

## **GOAL SETTING**

- **Goal setting with all teachers in October 2011 based on baseline data**
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**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 in grades 3, 4 and 5 only 1 teacher in grade 3 does not meet the Highly Qualified criteria. This teacher is currently enrolled in a program that leads to becoming Highly qualified.**

**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.
  - ✓ **Participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program including after-school snacks.**
  - ✓ **Provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity. Establish linkages between health education and school meal programs, and related community service agencies.**
  - ✓ **Response to Intervention models to reduce referrals**
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**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.

**CONCEPTUALLY CONSOLIDATED**

**Fair Student Funding is primarily used to fund teacher salaries, Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Extended Day programs, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title III monies are used for extended day programs before and after school for English Language Learners. All these resources support the work that is needed to accomplish the goal.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June of 2012, 60%(165 students) of K – 2 students will perform at or above the expected benchmarks in the reading by moving at least 3 levels from their September baseline AND 60% (186 students)of K-2 students will be at level 3(Adequate on EDM).**

**K....students.....register 110**

**1.....students.....register 85**

**2.... students.....register 80**

**275 students in grades K-2**

#### **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.

**The foundation for the upper elementary grades is in the early childhood program. Therefore, the school has embarked and is on its second year of adding assessments that track student's progress through formative monthly assessments and summative assessments. We are also working on systems that track student progress as the lesson is taught and at the end of each lesson. The result will be catching gaps before Unit assessments to ensure positive student outcomes.**

**In grades K-2, Fountas and Pinnell tracking system is used, the Unit assessments and writing work in Literacy and Mathematics is analyzed to determine next steps for teachers and students. In second grade students are administered literacy and mathematics multiple choice exams in standardized form to help us accurately predict readiness for third grade.**

#### **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.

## **INSTRUCTIONAL STRATEGIES/ACTIVITIES**

The research based instructional strategies/activities include:

- **Phonemic Awareness and Phonics/Word Study Grades K–2: Identify and distinguish phonemes (initial, medial, final); count phonemes; blend phonemes; and segment phonemes.**
- **Explicit and systematic vocabulary instruction**  
Choosing words with high value in content area, words important conceptually in math, science and social studies.  
Choosing words that are within students' instructional ranges in terms of meaning and structure.  
Choosing words that show students how to study words-prefixes, suffixes, base words and roots.  
Concept sorts with pictures and Objects  
Vocabulary Routine: Define/Ask/Example: Define the word/Give an example/Ask a question with the word  
Use context to determine relevant meaning of unknown words
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Develop flexible grouping based on student achievement

## **MATHEMATICS:**

The Everyday Mathematics program is a research based program that accommodates a wide range of academic abilities and learning styles. The program uses the following proven differentiation strategies; Framing the lesson, Making connections to everyday life, modeling concretely, modeling visually, modeling physically, providing organizational tools, engaging children in discussions about Math and summarizing the lesson. The program provides support for all students through math games to develop critical thinking and problem solving skills and Minute Math. Support for English Language Learners includes a brief lesson summary, a vocabulary list and an example or illustration to provide ELL students with an overview. There are also enrichment activities for advanced students to deepen their understanding.

## **ENGLISH LANGUAGE LEARNERS:**

- Use of visual vocabulary Resource book in McGraw Hill program
- Use of smartboard to present visual cards
- Use of McGraw Hill English Language Learner Section
- Use of Treasures in Native Language in Kindergarten and ELL Treasures in transitional bilingual classes in grades K-1
- Metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills
- Visual and auditory aids
- Use of graphic organize to scaffold instruction

## **ASSESSMENT**

### **LITERACY:**

By November 2011, 40% of students in grades K,1,2 will move at least 1 level from their baseline September 2010 as evidenced by running records.

By January 2012, 50% of students in grades K,1,2 will move at least 2 levels from their baseline September 2010 as evidenced by running records.

By March 2012, 55% of students in grades K,1,2 will move at least 2 levels from their baseline September 2010 as evidenced by running records.

By May 2012, 60% of students in grades K,1,2 will move at least 3 levels from their baseline September 2010 as evidenced by running records.

By January 2012 students in grades K-2 will show growth in their writing skills as evidenced by the writing midline.

### **MATHEMATICS**

By November 2011, 30% of students in grades K,1,2 will move to level 3(Adequate) as evidenced by EDM Unit assessments.

By January 2012, 40% of students in grades K,1,2 will move to level 3(Adequate)as evidenced by EDM Unit assessments.

By March 2012, 50% of students in grades K,1,2 will move to level 3(Adequate)as evidenced by EDM Unit assessments.

By May 2012, 60% of students in grades K,1,2 will move to level 3(Adequate)as evidenced by EDM Unit assessments.

### **GOAL SETTING**

- Goal setting with all teachers in October 2011 based on baseline data
- Review goals in January 2012 , March 2012 and May 2012

### **STAFF AND RESOURCES**

- All Teachers will implement curriculum
- Homogenously grouped classes
- Two teachers in lowest component classes.

- **Use of Smartboards and laptops**
- **Two pedagogical coaches that meet with teachers to provide support in pedagogy and curriculum**
- **Assistant principals meet weekly with teachers to provide support in pedagogy and curriculum**
- **Cohorts of teachers assigned to administration and coaches to improve pedagogy and implementation of curriculum Learning walks to gain knowledge of implementation of curriculum**

**ORGANIZATION/** steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- **Daily common planning time for classroom teachers is provided in the structure of the preparation schedule.**
- **Monthly or Weekly meetings with Assistant Principals to analyze and discuss assessments**
- **Vertical Team Teacher meetings to assess effectiveness of strategies and assessments**

#### **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.
  - **Parent Curriculum Night to inform parents about the curriculum and school policies**
  - **Monthly Calendar with information on school activities**
  - **Formally Report academic progress to parents in November, January and March via report cards**
  - **Weekly or Monthly Academic Progress reports to parents**
  - **Parent Workshops on K -2 Curriculum, K-2 Assessments and Common Core Learning Standards**
  - **Provide parents with information and access to ARIS link to use resources to help their children**

#### **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 in grades K-2 only 1 teacher does not meet the Highly Qualified criteria. This teacher is currently enrolled in a program that leads to becoming Highly qualified. The teacher is supported by Teach for America and is assigned a school mentor.**

#### **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.
  - ✓ **Participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program including after-school snacks.**
  - ✓ **Provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity. Establish linkages between health education and school meal programs, and related community service agencies.**
  - ✓ **Comply with Federal mandates for disabled students by implementing IEP student goals**
  - ✓ **Comply with temporary student housing regulations, assisting families with transportation and instructional supplies as necessary.**
  - ✓ **Implementing a Response to Intervention Plan- Teachers identify students in Tier 2 and 3 for intervention services (Academic or behavior)**

**Budget and resources alignment**

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

**Fair Student Funding is primarily used to fund teacher salaries, Fair Student funding pays for Educational Assistant in Kindergarten general education and special education. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title III monies are used for instructional materials in the native language in particular for our Kindergarten students. All of these resources support the work that is needed to accomplish the goal.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**Strengthening student work by examining and refining curriculum, assessment and classroom instruction.**

#### **Objective:**

**-Teachers will create strategically selected instructional tasks from the CCLS**

**-By June 2012, all students will be assessed with one teacher created mathematics and literacy task aligned to the CCLS.**

#### **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.

**This goal is based on the Chancellor's Instructional Initiatives for the 2011-2012 school year. PS 35 has started creating curriculum units that are aligned to the standards, DOK and assessments. Creating these CCLS Units to complement the current program allows us to refine our current curriculum to better align with the Common Core Learning Standards. The Literacy performance task will be created by using the current Literacy program and integrating a CCLS unit in the writing component to the curriculum. The mathematics task will be created by using the current DOE bundles and integrating the lessons within the Everyday Math program.**

#### **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.

#### **COMMON CORE LEARNING STANDARDS**

- **In literacy, students in grades K – 5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. . (Integration of the Common Core Learning Standards)**
- **In math, students in grades K - 5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. (Integration of the Common Core Learning Standards).**
- **By October 2011, Teams of teachers will come together in grades K-5 to develop the Common Core Learning Standards Units of Study in Literacy**

- **By November 2011 Teams of teachers will come together to develop the Common Core Learning Standard Units Of Study in Mathematics**
- **Monthly Team of Teacher meetings in November and December to revise and review CCLS Units of Study for Literacy and Math**
- **Implementation Of Unit of Study in Literacy and Mathematics in January 2012**
- **Analysis of student work derived from CCLS Units in January and February 2012**
- **By February 2012 a unit in Literacy and a Unit in Math will show Integration of the Common Core Learning Standards**
- **In teams, look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff (spring 2012). . (Integration of the Common Core Learning Standards)**
- **Teams of teachers meeting weekly and working to analyze student work (writing) . (Integration of the Common Core Learning Standards)**

**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.
- **Parent Workshops on Common Core Learning Standards and how parents can help their children succeed with the new standards**

**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 in grades K-5 there are 3 teachers that do not meet the Highly Qualified criteria. These teachers are currently enrolled in a program that leads to becoming Highly qualified. One teacher is supported by Teach for America and is assigned a school mentor.**

**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.

**At the State and local level as school we are beginning to integrate the Common Core Learning Standards in Units and in daily lessons.**

**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.

**Title I monies will be dedicated to the development and refinement of CCLS curriculum units, teaching points and tasks by administrators and teachers.**

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

**Grades K -5 – By June 2012 100% of teachers will have provided parents with monthly progress reports that provide information on their child’s current academic level and next steps to achieve success.**

### **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.

**By October 2011, 40% of parents will have received monthly progress reports**

**By December 2011, 50% of parents will have received monthly progress reports**

**By February 2012, 75% of parents will have received monthly progress reports**

**By April 2012 80% of parents will have received monthly progress reports**

**By June 2012, 100% of parents will have received monthly progress reports.**

### **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.

**NOT APPLICABLE**

### **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.
  - Survey parents on best time and day to conduct parent workshops and meetings
  - 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;
  - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
  - providing parents with a school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

- workshops for parents on how instruction is conducted in classrooms in order to understand how to better assist their children
- monthly information on what students are learning
- sending home school exams that have been administered to students in order for them to understand where their child made errors and assist them in correcting these errors.
- 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;
- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

**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.

**NOT APPLICABLE**

**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.

**NOT APPLICABLE****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.

**TITLE I PARENTAL INVOLVEMENT MONIES**

**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>	8	12	N/A	N/A	1	0	0	0
<b>1</b>	20	15	N/A	N/A	0	0	0	0
<b>2</b>	15	12	N/A	N/A	1	2	4	0
<b>3</b>	25	20	N/A	N/A	2	0	1	6
<b>4</b>	10	12	5	N/A	0	2	1	5
<b>5</b>	0	4	0	N/A	0	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
ELA	Our classes are homogenously grouped by ability level. The lowest component classes have either a ratio of 18students to 1 teacher, two teachers in the classroom or a teacher and an educational assistant. This allows for daily intervention through differentiated instruction (small groups, one on one and flexible grouping) in all content areas.
Mathematics	Our classes are homogenously grouped by ability level. The lowest component classes have either a ratio of 18students to 1 teacher, two teachers in the classroom or a teacher and an educational assistant. This allows for daily intervention through differentiated instruction (small groups, one on one and flexible grouping) in all content areas.
Science	Our classes are homogenously grouped by ability level. The lowest component classes have either a ratio of 18students to 1 teacher, two teachers in the classroom or a teacher and an educational assistant. This allows for daily intervention through differentiated instruction (small groups, one on one and flexible grouping) in all content areas.
Social Studies	Our classes are homogenously grouped by ability level. The lowest component classes have either a ratio of 18students to 1 teacher, two teachers in the classroom or a teacher and an educational assistant. This allows for daily intervention through differentiated instruction (small groups, one on one and flexible grouping) in all content areas.
At-risk Services provided by the Guidance Counselor	The guidance counselor provides individual counseling to at risk students on strategies to managing behavior in the classroom and strategies for focusing on student work.
At-risk Services provided by the School Psychologist	The School Psychologists provides at risk services on self-esteem strategies to recognize and manage triggers of negative emotions.

<b>At-risk Services provided by the Social Worker</b>	<b>The Social worker provides at risk services by pushing into one self-contained class and assisting two students with spontaneous behavior that interferes with their learning. She also provides at risk service to 1 fourth grade student who is transitioning from another school.</b>
<b>At-risk Health-related Services</b>	<b>The nurse holds asthma classes for 11 students identified as having chronic asthma</b>

## **PARENT INVOLVEMENT POLICY**

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.

P.S. 35X 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 1<sup>st</sup> 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;

P.S. 35X will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

*P.S.35X will 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;

*P.S.35X will 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 1<sup>st</sup> 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;

*P.S.35X will 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;

*P.S.35X will 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;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department
- learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**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>Bob Cohen</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>035</b>
School Name <b>Franz Siegel</b>			

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

Principal <b>Graciela Navarro</b>	Assistant Principal <b>Aidimaris Soler</b>
Coach <b>Jewellyn Holder</b>	Coach
ESL Teacher	Guidance Counselor <b>Annie Venterina</b>
Teacher/Subject Area <b>Artemisa Pichardo/K</b>	Parent <b>Rosa Toranzo</b>
Teacher/Subject Area <b>Maria Stigliano/Math &amp; Science</b>	Parent Coordinator <b>Eileen Clemente</b>
Related Service Provider <b>Jacqueline Coban</b>	Other
Network Leader <b>Bob Cohen</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>7</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>1</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>1</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>645</b>	Total Number of ELLs	<b>133</b>	ELLs as share of total student population (%)	<b>20.62%</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. 

LAP 2011-2012

Part II IDENTIFICATION PROCESS: (Questions 1-6)

1. The school follows the process indicated by New York State Department of Education which includes:
  - Administration of the Home Language Questionnaire (HLQ)
  - Conducting an informal interview in English and in the native language
  - Administration of a formal English assessment
  - Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).

The Home Language Identification Survey/Questionnaire (HLIS) and oral interview are done at registration by the staff member designated by the Principal. The HLIS is completed by the parent or guardian of each new entrant at the time of the students' initial enrollment in the school. The HLIS is provided in the language the parent or guardian best understands. The following staff members are assigned to screen, administer the HLIS, and conduct an oral interview and initial assessment:

Ms. Nathy Nixon – F-status State Certified CB Teacher-Fluent in English and French

Ms. Jewellyn Holder-Regularly appointed CB teacher/Coach-Fluent in English

Ms. Angela Ajasin- State Certified Bilingual Teacher/Special Education-Fluent in English and Spanish

Ms. Michelle Soroka – State Certified CB Teacher/Coach- Fluent in English, Spanish and Ukranian.

If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted. If the interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency is conducted using the LAB-R assessment. All new entrants are screened to determine which pupils are possibly gifted or have a possible handicapped condition and/or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the Language Assessment Battery-Revised (LAB-R). Students who speak Spanish at home and score below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. Based on the results of the LAB-R, students are identified either as LEP/ELL or English proficient (EP). Students who are identified as EP are placed in a general education program. Similarly, students who are identified as LEP/ELL are placed in a bilingual education or self-contained ESL program. Parents of students identified as LEP/ELLs are notified of their child's identification and placement in a bilingual or self-contained ESL program. The entire process is completed within the mandated 10 days. The date which each student was tested is entered into ATS to assure compliance.

PARENTS

An orientation meeting is held several times during the year as ELL students arrive. This orientation meeting is conducted by two of the



To ensure that letters are returned, the Parent Coordinator assists by calling parents in to come in and pick up the letters. Entitlement letters are filled out at the point of pick up to assure compliance. The letters are collected and stored in the Principal's office.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	44	0	19	0	0	0	0	0	0	44

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	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	69	0	6	20	0	3	0	0	0	89
<b>Total</b>	<b>113</b>	<b>0</b>	<b>25</b>	<b>20</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>133</b>
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### 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	33	11	0	0	0	0								44
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>33</b>	<b>11</b>	<b>0</b>	<b>44</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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	12	20	13	13	10	11								79
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1	3	1	0								8
<b>TOTAL</b>	<b>13</b>	<b>23</b>	<b>14</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>89</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Question 1: Students in the ELL Self-Contained class follow the same curriculum as the monolingual classes supported by ESL strategies in all content areas. Literacy instruction is delivered in English while implementing ESL methodologies such as scaffolding, mirroring, contextualization, modeling, text representation, schema building, and metacognitive development within the McGraw Hill Treasures Literacy Program. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified teacher plans with the classroom teacher and adapts instruction using ESL methodologies. In addition, the ESL certified teacher also assists the classroom teacher in small group instruction with the native language learners. In this setting, he/she reteaches the lesson in the students' native language, Spanish. An extended day program is provided for all ELL students in grades 2-5. Our goal is for all of our English Language Learners to develop English proficiency within a three-year period. The Periodic/interim assessments for ELL's are used to track students' progress and analyze areas of strengths and needs. These results help us differentiate instruction, design after school and Saturday programs (pending funding) and order appropriate materials. Our ELL students have had great success on the state reading, mathematics, and science exams. Most students who are required to take the ELA state exam in the third and fourth grades, perform as well and in some cases better than their English-speaking counterparts.

2. The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers, and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels. As students make progress the time is adjusted accordingly. The school does not have an ESL teacher primarily for additional ESL pushin services. ESL teachers in these classrooms provide instruction in English accompanied by ESL instructional strategies. In addition, small group instruction is provided for students in their native language (NLA). This small group instruction is implemented by the ESL classroom teacher or by a licensed ESL teacher. The level (beginning, intermediate, or advanced) of the students determine the amount of time of instruction they receive.

3. The content areas are delivered using the History Alive program in Social Studies and the FOSS Science program. Both programs use ESL strategies such as visuals which include video tapes/ DVDs and photo cards, audio recordings of reading selections, and hands-on practice with the investigations. In the Foss science program there is the home/school connection in which several investigations are suggested so that students and parents can practice at home with limited materials. The Everyday Mathematics program is used for mathematics instruction in all grades. Students engage in mathematical practices using manipulatives, interactive learning on the laptops and smartboard. There are projects which include an array of mathematics activities that focus on real life concepts that interests children. It accommodates differentiated instruction. Teachers are provided with many tools and suggestions to scaffold English language learners at their different learning levels and abilities. There is also support for parents through the home/school connections. Parents are provided with an introduction to the Everyday mathematics program and are given tools and suggestions to assist their children in understanding the

## A. Programming and Scheduling Information

mathematics content. In addition to the Everyday Mathematics program, ELL students receive instruction with Math Connects. This program also provides effective instructional practices for ELLs. It includes simplified language, use of core and visual vocabulary, mathematical concepts expressed in different ways, and the activation of background knowledge.

4. The school ensures that ELL's are appropriately evaluated in the following manner:

- a. Spanish LAB if they are identified as ELL's in LABR
- b. Unit assessments in Literacy program in their native language
- c. Unit assessments in Mathematics in their native language
- d. Writing in their native language

5. Instruction is differentiated using ELA and Math and NYSESLAT data. Students are placed in both their proficiency level and instructional level. Differentiation can occur through the content, process or the product that the student is expected to produce. Differentiation is continuously assessed to move students from one tier to another. The goal is to have students enter a task via multiple points of entry, that the task is rigorous and that they can accomplish it independently.

5. Our school has one SIFE students this year. The following plan is in place if a SIFE students are identified:

- Assess the student to determine appropriate academic level in English and the Native Language.
- Determine the grade the student should be placed in taking into consideration age and emotional aspects.
- If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
- Provide an extended day program for all SIFE students after school and mornings.
- Provide adequate material for SIFE students based on assessment results.
- Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs.

Our long-term ELLs have been provided adequate interventions such as:

- Additional services through push-in departmentalized model/academic intervention teachers
- Providing extended day, after school and morning academic programs

Our school plan for all students including ELLs has and will continue to use intervention programs and effective instructional strategies so that students are not placed in Special Education. The intervention strategies that the school currently uses for ELLs are:

- Departmentalized model with two teachers and a licenced ESL teacher who pushes in for 5th grade.
- Educational assistants assigned to K and 1st grade in ELL self-contained class
- Extended Day programs for ELL students

ELLs are also provided with extended day, morning academic programs as a support and prevention of placement in Special Education. Special Needs ELLs are in a self-contained ELL class. The self-contained class implements the same instructional programs as the general education classes with differentiation for students as needed and mandated as per their IEP. These students may also be mainstreamed according to their proficiency levels. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Their progress is monitored with formative, diagnostic, and summative assessments.

Students who reach the proficiency level on the NYSESLAT continue to receive ESL support in the Literacy program for an additional two years from the year after they have reached proficiency. These students will be supported through our academic intervention services. They participate in small group instruction during the day, extended day programs, and morning program. Their progress will be monitored through diagnostic assessments, writing samples, and teacher conferences.

The following instructional programs are used in self contained ELL classrooms

- Spanish Reading Libraries
- McGraw Hill Treasures/ELL support
- Everyday Math and Math Connects

## A. Programming and Scheduling Information

- FOSS Science
- Social Studies Alive K-4 Social Studies and Grade 5 NY State Core Curriculum

Instructional Strategies for English Language Learners used in all classrooms including those with ELL students

- English as a Second Language Scaffolding strategies
- Vocabulary development strategies to facilitate language acquisition (visual and oral vocabulary)
- Group activities to promote an exchange of thinking
- Whole class discussions to summarize and interpret texts and role play
- Teacher Directed lessons to introduce genres or skills in the unit for the whole class to explore together

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL, and monolingual teachers.

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
** Engaging ELLs in the classroom	100%		
** Effective practices for ELL students in content areas			
50%	75%		
25%			
	Dual Language		
100%	50%		
75%			
50%			
25%			
	Freestanding ESL		
100%	25%		
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## 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?

### PROGRAM MODELS

## 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.
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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?

### PROGRAM MODELS

**KINDERGARTEN:** One SELF CONTAINED BILINGUAL SPECIAL EDUCATION CLASS - 12:1 Students remain together for the day with a state certified bilingual teacher and a bilingual educational assistant. The language of instruction is Spanish  
In addition, in KINDERGARTEN, there is one transitional bilingual class (not special education). Students are taught in English and Spanish.

**FIRST GRADE:** There is one transitional bilingual special education class - 12:1. Students remain together for the day with a state certified bilingual teacher and a bilingual education assistant.

**KINDERGARTEN, FIRST, SECOND, AND THIRD GRADE:** Taught by state certified bilingual teachers. ELL self-contained classes with a mixed group of ELL students, mixed proficiency levels, different non-English speaking countries, former ELLs, and non-ELLs. The language of instruction is English.

**FOURTH AND FIFTH GRADE :** DEPARTMENTALIZED and Taught by two bilingual state certified teachers; One teacher

teaches literacy and social studies to 4th and 5th grade students and the other teacher teaches math and science to the same group of 4th and 5th grade students. There are 23 students in 4th and fifth grade in these classes who have not met the proficiency level. These classes a mixed group of ELL students, mixed proficiency levels, students from different non-English speaking countries, former ELL's, and non-ELL's. Most students in these fourth and fifth grade classes are former ELL's. The language of instruction is English. As needed, additional native language (NLA) support is provided to students in small groups by the classroom teacher and a pusshin licenced ESL teacher.

All teachers in the bilingual classes and self-contained ELL classes are bilingual state certified teachers. Instruction is delivered in the native language in the kindergarten special education bilingual class and in the kindergarten bilingual class with a period of ESL instruction. Students in ELL self-contained classes follow the same curriculum as monolingual classes. The Treasures Literacy program is the program used to deliver English Language Arts instruction in the school. One of the program authors for Treasures is Dr. Jane Echevarria-Author of Making Content Comprehensible for English Language Learners: The Sheltered Instructional Observation Protocol (SIOP) model. The program is delivered through themes; their vocabulary strategies are interactive; using songs, games and visuals. The program's ELL libraries scaffold instruction for students by using books with the same story at diverse proficiency levels. Students in ELL-self contained classes use the ELL Resource and Practice books and the visual vocabulary resources. In addition, the the general Treasures literacy program, there is the ELL program called Treasure Chest. This program accommodates teachers with effective ELL instructional strategies, including graphic organizers and visuals, and has content similar to the Treasures program.

The Everyday Mathematics program is used in English in the ELL self-contained classes. Students who are new to the country receive a Spanish book as a reference. The teacher and/or a bilingual educational assistant meet with these students in small groups to ensure that students understand the concepts taught. English Language Learners in the beginning levels (11 students in total) in the 3rd, 4<sup>th</sup>, and 5th grades also receive an additional period daily of assistance by an academic intervention teacher in reading and mathematics at their level. The content areas are delivered through programs that meet the SIOP approach. The FOSS science program and the Social Studies "History Alive" are interactive and develop language scaffolding content and building background. Teachers in ELL self-contained classes use the SIOP model to develop their lessons. The lessons include hands-on, visuals, and other kinesthetic tasks that benefit English Language

## 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?

### PROGRAM MODELS

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In addition, in KINDERGARTEN, there is one transitional bilingual class (not special education). Students are taught in English and Spanish.

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**KINDERGARTEN, FIRST, SECOND, AND THIRD GRADE:** Taught by state certified bilingual teachers. ELL self-contained classes with a mixed group of ELL students, mixed proficiency levels, different non-English speaking countries, former ELLs, and non-ELLs. The language of instruction is English.

**FOURTH AND FIFTH GRADE :** DEPARTMENTALIZED and Taught by two bilingual state certified teachers; One teacher

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All teachers in the bilingual classes and self-contained ELL classes are bilingual state certified teachers. Instruction is delivered in the native language in the kindergarten special education bilingual class and in the kindergarten bilingual class with a period of ESL instruction. Students in ELL self-contained classes follow the same curriculum as monolingual classes. The Treasures Literacy program is the program used to deliver English Language Arts instruction in the school. One of the program authors for Treasures is Dr. Jane Echevarria-Author of Making Content Comprehensible for English Language Learners: The Sheltered Instructional Observation Protocol (SIOP) model. The program is delivered through themes; their vocabulary strategies are interactive; using songs, games and visuals. The program's ELL libraries scaffold instruction for students by using books with the same story at diverse proficiency levels. Students in ELL-self contained classes use the ELL Resource and Practice books and the visual vocabulary resources. In addition, the the general Treasures literacy program, there is the ELL program called Treasure Chest. This program accommodates teachers with effective ELL instructional strategies, including graphic organizers and visuals, and has content similar to the Treasures program.

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here  
NOT APPLICABLE

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

**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. Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL, and monolingual teachers.

All staff including personnel of ELLs have received professional development on the Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development that is needed. The following professional development will take place in 2011-2012:

- Learning Targets with evidence for ELL students
  - Differentiated Instruction
  - Effective practices for ELL students in content areas
2. Departmentalized classes in grades 4 and 5 prepare all students, including English language learners, in the transitional process to middle school. Students become familiar with moving from one class to the other and with the expectations for two teachers in four subject areas. Guest speakers and visits to prospective schools also take place during the school year.
3. Professional development is planned where all staff members will receive the 7.5 hours of ELL training. This will be done at our school. Other opportunities to further participate in this training will be made available through the Department of Education Protraxx service.

**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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
parents? 100%				
3. How do you evaluate the needs of the parents? 75%				
4. How do your parental involvement activities support the needs of the parents? 50%				
P.S. 35X takes the following actions to involve parents in the school program: 25%				
Dual Language				
• Input from parents as members of the School Leadership Team - parents of English language learners are included 100%				
• Input from the PTA 75%				
• Results of DCE annual parent survey 50%				
• Review and revision of ELL at School Leadership Meetings 25%				
Freestanding ESL				
• Distribution of Parent Involvement Policy at PTA Meetings 100%				
• Post the Parent Involvement Policy (In English and Spanish) on the School's Web Site 75%				
• Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments surrounding 50%				
• Conduct regular parent meetings to keep parents informed of their child's progress 25%				
	<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

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1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

P.S. 35X takes the following actions to involve parents in the joint development of its school's parental involvement plan under section 1112 of the ESEA:

- Input from parents as members of the School Leadership Team - parents of English language learners are included
  - Input from the PTA
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  - Provide an information board of current events with a monthly calendar to inform parents of school activities
  - Provide family literacy and family services to improve parents' ability to help with their child's education
2. The school partners with LEAP and the Learning Leaders organization to provide workshops to all parents including parents of English language learners. We also have an ongoing relationship with the Yankee's organization.
  3. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Evaluation will be conducted through DOE Annual Parent Survey and school survey

The parent coordinator will be responsible for the dissemination of information and the follow up of each submission.

The parent survey is analyzed and an action plan to address parents needs is developed. Currently parents have expressed the following needs:

Exchange of more consistent information on their child's academic progress. As a result, progress reports will be distributed to parents.

The school will provide workshops to parents on the following topics:

1. The State's academic content standards
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3. State and local academic assessments
4. Promotional policy for English Language Learners
5. How to help your child succeed as an English language learner

The school also provides ESL classes for parents during the week or on Saturdays depending on the need of the parents.

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## 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?
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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?

### PROGRAM MODELS

**KINDERGARTEN:** One SELF CONTAINED BILINGUAL SPECIAL EDUCATION CLASS - 12:1 Students remain together for the day with a state certified bilingual teacher and a bilingual educational assistant. The language of instruction is Spanish  
In addition, in KINDERGARTEN, there is one transitional bilingual class (not special education). Students are taught in English and Spanish.

**FIRST GRADE:** There is one transitional bilingual special education class - 12:1. Students remain together for the day with a state certified bilingual teacher and a bilingual education assistant.

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Paste response to questions 1-5 here

NOT APPLICABLE

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ELLs early literacy skills are assessed using Fountas and Pinnell (Grades K-5), baseline, midline, and endline writing samples (Grades K-5), and Benchmark and Jump Start Comprehension tests (Grades 2-5). Only benchmark comprehension assessments are administered in kindergarten and first grade. In the early grades these assessments provide information on phonics and phonemic awareness. In the upper grades these assessments provide information on strengths and weaknesses in specific reading and comprehension skills. Teachers are still in the process of collecting and analyzing quantitative data.

Questions 2, 3, 4, and 6.

The LAB-R data reveals the following patterns: LAB-R data reveals that incoming kindergarten students who has a home language other than English and have not attended pre-kindergarten are identified as ELL students. The LAB-R results also show that most students entering from countries where the home language is other than English fall into the beginning level. Thus, we have two transitional bilingual (TBE) kindergarten classes whose needs will be addressed in the Native Language with the support of visuals, role playing, and interactive instruction. This is done in whole group and small group instruction and in one to one conferences with the classroom teacher. One of the TBE classes is also special education with seven students and although their IEP states Spanish, they are English dominant. The students are learning the basic colors, identification and sounds of letters, and numbers in English. The Turning 5 process must be reviewed so that students are placed in the appropriate special education class that meets their language needs.

As new registrants, these students follow the same guidelines and procedures for registration as the general population of students. The LAB-R is administered to determine students' eligibility for transitional bilingual or ESL education. Depending upon the LAB-R scores, students are administered the Spanish LAB. For example, kindergarten students who score 26 or below and have a home language of Spanish will be tested with the Spanish LAB. The students in this similar situation but have a language other than Spanish, will not be tested with the Spanish LAB. Nonetheless, they will be placed in the appropriate ELL program. Put simply, the students are placed in the appropriate class/program based on the raw scores and the IEP regulations. The actual LAB-R scores will confirm the students' ELL status.

We have also noticed the following trends: NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. There are 28 students in grades K-5 at the beginning level, 23 students in intermediate level, and 36 students at the advanced level. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LAB-R across all proficiency levels. The NYSESLAT scores show that in grades K, 1, and 2, the writing is higher than the reading scores; while in the upper grades the writing and reading for the majority of students is generally at the same range. Patterns reveal that instructional focus should be on reading and writing and specific focus on increasing vocabulary. Professional development with a focus on vocabulary development has previously been provided to all teachers. Teachers learned strategies to scaffold vocabulary for ELL students. The Children's First Initiative will also provide an opportunity to analyze a variety of data in grades K, 1, 2, 3, 4, and 5 ELL self-contained classes. This includes the NYSESLAT reading and writing data for ELLs and this will support the development of strategies to improve

## 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

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## 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?

P.S. 35X takes the following actions to involve parents in the joint development of its school's parental involvement plan under section 1112 of the ESEA:

- Input from parents as members of the School Leadership Team - parents of English language learners are included
  - Input from the PTA
  - Results of DOE annual parent survey
  - Review and revision of CEP at School Leadership Meetings
  - Distribution of Parent Involvement Policy at PTA Meetings
  - Post the Parent Involvement Policy (In English and Spanish) on the School's Web Site
  - Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments surrounding their child's education
  - Provide all notices in English and Spanish and if necessary in the languages spoken by other English language learners
  - Conduct regular parent meetings to keep parents informed of their child's progress
  - Provide an information board of current events with a monthly calendar to inform parents of school activities
  - Provide family literacy and family services to improve parents' ability to help with their child's education
2. The school partners with LEAP and the Learning Leaders organization to provide workshops to all parents including parents of English language learners. We also have an ongoing relationship with the Yankee's organization.
  3. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Evaluation will be conducted through DOE Annual Parent Survey and school survey

The parent coordinator will be responsible for the dissemination of information and the follow up of each submission.

The parent survey is analyzed and an action plan to address parents needs is developed. Currently parents have expressed the following needs:

Exchange of more consistent information on their child's academic progress. As a result, progress reports will be distributed to parents.

The school will provide workshops to parents on the following topics:

1. The State's academic content standards
2. The State's student academic achievement standards
3. State and local academic assessments
4. Promotional policy for English Language Learners
5. How to help your child succeed as an English language learner

The school also provides ESL classes for parents during the week or on Saturdays depending on the need of the parents.

### TRANSLATION AND INTERPRETATION SERVICES

The data is collected from the Home Language Survey forms for new students, the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language ATS report.

The translation and interpretation services are mostly available for city-wide events. In order to assist limited-English speaking parents, the necessary request will be made by completing the appropriate documents and in a timely manner. The goal is to improve communication between limited-English proficient parents. This promotes parental involvement and allows parents to gain understanding of Department of Education expectations for their children at each grade level. It also enhances parents' understanding of the different programs offered to support their children's academic development and welcomes parents as partners in their child's education.

# 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)	34	15	4	2	6	1								62
Intermediate(I)	0	12	3	5	2	1								23
Advanced (A)	12	7	7	9	3	10								48
Total	46	34	14	16	11	12	0	0	0	0	0	0	0	133

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	7
4	0	6	6	0	12
5	3	9	3	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	4	0	1	0	0	0	11
4	3	0	5	0	6	0	1	0	15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	8	0	5	0	3	0	18
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	0	1	0	9	0	4	0	15
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

ELLs early literacy skills are assessed using Fountas and Pinnell (Grades K-5), baseline, midline, and endline writing samples (Grades K-5), and Benchmark and Jump Start Comprehension tests (Grades 2-5). Only benchmark comprehension assessments are administered in kindergarten and first grade. In the early grades these assessments provide information on phonics and phonemic awareness. In the upper grades these assessments provide information on strengths and weaknesses in specific reading and comprehension skills. Teachers are still in the process of collecting and analyzing quantitative data.

Questions 2, 3, 4, and 6.

The LAB-R data reveals the following patterns: LAB-R data reveals that incoming kindergarten students who has a home language other than English and have not attended pre-kindergarten are identified as ELL students. The LAB-R results also show that most students entering from countries where the home language is other than English fall into the beginning level. Thus, we have two transitional bilingual (TBE) kindergarten classes whose needs will be addressed in the Native Language with the support of visuals, role playing, and interactive instruction. This is done in whole group and small group instruction and in one to one conferences with the classroom teacher. One of the TBE classes is also special education with seven students and although their IEP states Spanish, they are English dominant. The students are learning the basic colors, identification and sounds of letters, and numbers in English. The Turning 5 process must be reviewed so that students are placed in the appropriate special education class that meets their language needs.

As new registrants, these students follow the same guidelines and procedures for registration as the general population of students. The LAB-R is administered to determine students' eligibility for transitional bilingual or ESL education. Depending upon the LAB-R scores, students are administered the Spanish LAB. For example, kindergarten students who score 26 or below and have a home language of Spanish will be tested with the Spanish LAB. The students in this similar situation but have a language other than Spanish, will not be tested with the Spanish LAB. Nonetheless, they will be placed in the appropriate ELL program. Put simply, the students are placed in the appropriate class/program based on the raw scores and the IEP regulations. The actual LAB-R scores will confirm the students' ELL status.

We have also noticed the following trends: NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. There are 28 students in grades K-5 at the beginning level, 23 students in intermediate level, and 36 students at the advanced level. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LAB-R across all proficiency levels. The NYSESLAT scores show that in grades K, 1, and 2, the writing is higher than the reading scores; while in the upper grades the writing and reading for the majority of students is generally at the same range. Patterns reveal that instructional focus should be on reading and writing and specific focus on increasing vocabulary. Professional development with a focus on vocabulary development has previously been provided to all teachers. Teachers learned strategies to scaffold vocabulary for ELL students. The Children's First Initiative will also provide an opportunity to analyze a variety of data in grades K, 1, 2, 3, 4, and 5 ELL self-contained classes. This includes the NYSESLAT reading and writing data for ELLs and this will support the development of strategies to improve

## 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:** Franz Sigel

**School DBN:** 09X035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Navarro	Principal		12/19/11
Aidimaris Soler	Assistant Principal		12/19/11
Eileen Clemente	Parent Coordinator		12/19/11
	ESL Teacher		12/19/11
Rosa Toranzo	Parent		12/19/11
Maria Stigliano	Teacher/Subject Area		12/19/11
Artemisa Pichardo	Teacher/Subject Area		12/19/11
Jewellyn Holder	Coach		12/19/11
	Coach		12/19/11
Annie Venterina	Guidance Counselor		12/19/11
Bob Cohen	Network Leader		12/19/11
	Other		12/19/11
	Other		12/19/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X035      **School Name:** Franz Sigel

**Cluster:** 1      **Network:** 104

**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.

The data is collected from the Home Language Survey forms for new students, the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language ATS report.

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.

We have on staff a bilingual (English/Spanish) secretary, parent coordinator, 46 teachers, a bilingual guidance counselor, two bilingual assistant principals, as well as a bilingual principal. Written translations and oral interpretation into Spanish are undertaken on a daily basis. The Home Language summary report shows the following languages have been identified: Spanish 281 students, Bengali 2 students, Bambara 1 student, French 6 students, Fulani 2 students, Hausa 3 students, Maninka 2 students, Mandarin 1 student, Nahuatl 1 student, Niger-congo 1 student, Sininke 7 students, Twi 7 students and Wolof 1 student. The remaining 328 students were identified as English speakers. The findings are reported to the school community in the following manner: To staff members, during professional development; To parents, during Parent workshops and PTA meetings.

## 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 Parents Bill Of Rights and interpretation notice signs are clearly posted in the main office in English, Spanish and French the major languages in our school. The other languages are available as requested by parents. Most of our written translation needs are met by DOE as centrally produced documents and student specific critical documents have been translated and are available online. School created documents (letters, flyers, notifications) are translated by many of our bilingual staff members. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night administration, the Parent Coordinator and teachers survey and ascertain translation needs of the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs. If the results indicate a need to employ outside translators the school will employ these based on parent needs.

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.

Oral interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs. The phone translation services will be used when necessary.

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 translation services information is located at the front desk in the main office. Parents who need translation can identify the language they speak and the school can contact the over the phone DOE translation office.

## 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: P.S.35X	DBN: 09X035
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Spring Academy
Total # of ELLs to be served: 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## 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:** The students who are in third, fourth and fifth grade must either take the ELA exam if they meet the criteria, the Math exam and the NYSESLAT exam. The majority of our ELL students at these grade levels only have a year or two in the New York City Public School system. In order for students to achieve success in these exams it is critical to provide additional instruction in these targeted areas. Due to the fact that P.S.35X has been a school in good standing we receive the basic money allocations and are not entitled to large sums of monies as Schools in Need of improvement. Therefore, Title III monies would allow us to provide these services for our ELL population in grades 3, 4 and 5.

**SUBGROUPS AND GRADE LEVELS:** The Title III allocations will be used to serve English Lanugage Learners in grades 3, 4 and 5. The instructional program will focus on the following: Increasing vocabulary for students at all stages of language proficiency, preparing students for the NYSESLAT and Mathematics exam and preparing eligible students for the ELA State exam.

**SCHEDULE AND DURATION:**

Morning Test preparation- 7:30-8:20am daily from September to May 2012

After School Test Preparation- January 2012- March 2012

Spring Break Academy- 3 days for 3 hours during April 2012 Spring Break

**LANGUAGE OF INSTRUCTION:** English with Spanish summaries when needed or translated versions in Mathematics when needed

**# and TYPES OF TEACHERS:** 4 Teachers- Bilingual Certified Teachers

**TYPES OF MATERIALS:** NYSESLAT Test Preparation books, Literacy and Math test preparation books

## 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:

**RATIONALE:** The teacher is the most important variable in the classroom to help students make progress. In partiucular for ELL's differentiated instruction is highly effective for them to understand the new language and grasp concepts. This year the school has embarked in deepening the learning of

### Part C: Professional Development

differentiated instruction for all students. Developing learning profiles for students and effective instructional strategies to address their needs will be paramount. This is a long but worthwhile process that will involve the use of data and ongoing weekly professional development as well as tracking student progress. As such Differentiated Instruction along with Designing Coherent Instruction for ELL's will be the year-long professional development topic.

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. Teachers will have access to online professional development through PD360 an innovative online professional development program that includes videos on ELL strategies and differentiated instruction. PD360 has videos such as "Helping Students with Limited English Skills" and "Every Teacher an English Language Teacher" as well as communities with other bilingual teachers that they can share effective ELL strategies. The DOE ARIS Learn website is another interactive online tool that teachers can use to get additional professional development on Differentiated Instruction and effective instructional strategies for English Language Learners.

All bilingual and monolingual teachers in the school will receive training throughout the year. The providers will be the Principal, Assistant Principals, Coaches, Network ELL staff, PD360 and DOE online tool.

### 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:

Rationale: Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim 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 all of our parents including ELL 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. Parents will be notified of activities through newsletters, flyers and

## Part D: Parental Engagement Activities

phone calls.

Our school will support parents and families of Title III students by:

TIMELINE : September 2011-June 2012

- scheduling 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 for ELL students and other initiatives of the Chancellor and allow parents to provide suggestions;
- developing and distributing a school newsletter or web publication designed to keep ELL parents informed about school activities and student progress;
- providing all parents including ELL parents with a school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- providing workshops for ELL parents on how instruction is conducted in classrooms in order to understand how to better assist their children
- monthly information on what ELL students are learning
- providing materials and training in English Language Learning strategies to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing ELL 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 ELL parents can effectively support and monitor their child's progress;
- providing assistance to ELL parents in understanding City, State and Federal standards and assessments and in particular NYSESLAT exam;
- 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;
- provide opportunities for ELL 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;
- translating all critical school documents and provide interpretation during meetings and events

**Part D: Parental Engagement Activities**

as needed;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- establishing a ELL Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more ELL parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep all parents including ELL parents informed of their children’s progress in the languages the parents can understand

Providers:Principal, Assistant Principals, Coaches,Teachers and Parent Coordinator

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$0

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