Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: GRANVILLE T. WOODS PUBLIC SCHOOL 335

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K335

PRINCIPAL: DR. LAVERNE NIMMONS EMAIL: LNIMMON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. EVELYN SANTIAGO

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
Dr. Laverne Nimmons	*Principal	
Darcy Husbands	*UFT Chapter Leader or Designee	
Tanya Williams-Pebbles	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Camisha Hurdle	Member/PA	
Tammy Brown	Member/PA	
Wanda Santiago	Member/PA	
	Member/PA	
Dedria Lacy	Member/Teacher	
Citronella Scott	Member/Teacher	
	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

  - ✓ **Include CCSS in ELA curriculum and instruction**

By June 2013, grade teams will develop Common Core State Standards (CCSS) learning tasks to update 90% of current ELA curriculum map. Grade teams will implement 2 Common Core State Standards aligned units of study. After the grade team develops CCSS, all students across the grades will complete at least two learning task in ELA.

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.

Granville T. Woods uses data to monitor and understand student performance. Our data binders are updated regularly and the information from our analysis is used to develop instruction and plan for individual and small group lessons. We have enhance in our ability as a school to monitor, analyze and plan instruction based on data gathered, there is still need for improvement. We are still working on deeper analysis of data based on subgroups such as gender and ethnicity. We continue to provide professional development to support our teachers in their ability to monitor and analyze data to make our small groups fluid, based on the latest information gathered.

Our school has built in common preps multiple times per week and after-school and weekend per session activities that allows teachers to meet collaboratively and plan with each other, These sessions facilitated by the data specialist, coaches, coordinators, and administrators allows the school community to rigorously analyze data, monitor progress, and plan for instruction during after-school and weekend work sessions.

These tasks will engage students of all abilities in the study of English Language Arts aligned with new Common Core State Standards and existing standards. Teachers will participate in ongoing personalized development in using data to differentiate instruction and set goals. Inquiry teams will engage students who did not achieve grade proficiency levels in ELA in spending more time conferring with teachers and reading and writing independently.

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) key personnel 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 Coaching**
  - ✓ **Data**
  - ✓ **Professional Development**
  - ✓ **Collaborative Team Meetings**

Professional Development: Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional

development and use ongoing professional assessment from Acuity and TCRWP to drive instructional decisions in the classroom. Title I specialists, Language Specialists, and the ELL specialist will also provide support to decrease the amount of students not meeting the AYP in the following areas students with disabilities and economically disadvantaged. Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills, using student data to plan for instruction.

Budgetary decisions are made to reflect the high priority of professional development at PS 335. The school constantly monitors staff needs to provide Professional Development that is needed to enable staff to gain a deeper understanding of how they can support students to achieve at their highest level, aides and teachers in using reflective measures to plan for differentiated instruction and deepen their knowledge base around curriculum, instruction, and assessment. Our school does this through:

- Learning Walks using the *Principles of Learning* protocol, after which, feedback is provided and an ongoing reflective structure is put into place to support individual teachers as well as groups of teachers as needed
- Formal and Informal observations with conversation and evaluative feedback from teachers, coaches and administrators growth and development of the staff
- Lab sites based on TCRWP, observed or requested needs of and by teachers allow them to see best instructional practices, and to try out those practices in a nurturing learning environment
- Teachers engage in opportunities to discuss ways to adapt the curriculum to meet the needs of students, i.e. English Language Learners (ELL's) and Students with Disabilities (SWD's)
- Grade Meetings where teachers can share their professional development needs
- Inter-class and grade visitations with debriefing sessions
- Lab sites based on observed or requested needs of and by teachers allow them to see best instructional practices, and to try out those

Instructional Strategies/Activities
Address the needs of all students:
- Small group instruction in class
- Grouping the students by ability via the Young Scholars After School Program
- Mainstreaming of special needs students into different subject areas
- Service providers push into classes rather than withdrawing students from classes
- Integration of the academics using Project Based Learning and technology (SMART Board, document readers, etc)
- Collect student work aligned to selected Common Core learning standards

Alignment of the NYCDOE Citywide Expectations for ELA
- Compare the evidence of student thinking in the student work to the expectations of the selected Common Core State Standards.
- Support teachers in variety of ways in class modeling, providing professional development on how to use the performance tasks, establish a protocol for looking at student work, providing rigorous tasks for the teachers to use in class.
- Identify areas for refinement in curriculum content and instruction needed to implement the Common Core aligned tasks in the fall/spring.
- Develop collaborative lessons incorporating opportunities for research and development of oral and written skills needed to provide evidence to support arguments.
- Engage students more frequenting in both analyzing informational texts and writing arguments in response to those texts.
- Implement the literacy culminating tasks using the Teacher's College Reading and Writing Plans, and performance tasks embedded in the NYCDOE sample units of study aligned to the CCLS
- Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff.
- Use of a rubric to assess comprehension of the informational text and students' skills in expressing a written opinion or argument against the targeted CCLS in

reading informational texts and writing.
Teachers are involved in an on-going way in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities through grade meetings across the year. For example, monthly faculty meetings, common preps, department meetings and inquiry meetings. The school will continue to commit itself to strong professional development in ELA curriculum map to align our curriculum and learning goals to reflect the common core state standards.

Specific Activities:

- ✓ TCRWP Staff Development
- ✓ Learning Walks
- ✓ Lab Sites
- ✓ Running Records (IRL) (K-5)
- ✓ Rubrics (K-5)
- ✓ Conferring Notes (K-5)
- ✓ TCRWP Assessment Pro

Responsible Staff Members: Assistant Principal and Teacher Center Specialist
Implementation Timeline: September 2012 through 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

  With the help of our parent coordinator, we will increase parent/involvement through various means. Regularly distributed parent notices will be provided to students and parents. Monthly school calendars informing parents of upcoming events will also be available to parents. There will be monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events. Displayed announcements of upcoming events will be made visible to parents and students through bulletin boards, parents' newsletters, parent flyers, calendars and brochures. Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents. Parents will receive a monthly calendar of events to inform parents of upcoming events. Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services.

Parents, teachers, and other members of the community play a vital role in our decision making process. There are various vehicles through which our school community provides input in our decision making process through meetings, learning walks, inter and intra visitations, etc.

- School Leadership Team
- Parents Association
- Cabinet Meetings
- Grade Meetings
- Faculty Conferences
- Parent Workshops
- School Messenger
- Inquiry Teams
- Robin Hood Library
- Granville T. Woods Grant Writing Committee
- The Penny Harvest Common Sense Program
- Monthly Parent Workshops

These vehicles allow the members of our school community to share their insights based on the data and observations, on what might be needed to address the needs of our students.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _X_____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Our SAPIS worker will provide support to improve student attendance
- **The Nutrition Committee-** The nutritionist works with students to help facilitate healthy life styles. Students learn about the Food Pyramid, read food labels, portion size, and nutritional facts about healthy foods
- **Girl Scouts**- Young ladies discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others

- **Peace First**- Peace First is dedicated to building effective school climates by focusing on two major efforts within a school: teaching children the skills of conflict resolution and civic engagement and providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture

- **The Brotherhood Mentorship Program**-was designed especially for male students in grades 3-5. Aspiring to live by the words of Dr. Martin Luther King, Jr.: "***We must learn together as brothers***." The mission is to enhance the knowledge of young minority males by promoting positive social interaction, cooperative learning, community service and mentorship

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.
  - ✓ **Include CCSS in Mathematics curriculum and instruction.**

By June 2013, grade teams will develop Common Core State Standards (CCSS) learning tasks to update 90% of current Mathematics curriculum maps. Grade teams will design and implement two Common Core State Standards in Mathematics.

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.

Granville T. Woods uses data to monitor and understand student performance. Our data binders are updated regularly and the information from our analysis is used to develop instruction and plan for individual and small group lessons. We have enhance in our ability as a school to monitor, analyze and plan instruction based on data gathered, there is still need for improvement. We are still working on deeper analysis of data based on subgroups such as gender and ethnicity. We continue to provide professional development to support our teachers in their ability to monitor and analyze data to make our small groups fluid, based on the latest information gathered.

Our school has built in common preps multiple times per week and after-school and weekend per session activities that allows teachers to meet collaboratively and plan with each other, These sessions facilitated by the data specialist, coaches, coordinators, and administrators allows the school community to rigorously analyze data, monitor progress, and plan for instruction during after-school and weekend work sessions.

These tasks will engage students of all abilities in the study of Mathematics aligned with new and existing standards. Teachers will participate in ongoing professional development in using data to differentiate instruction and set goals. Inquiry teams will engage students who did not achieve grade proficiency levels in Math. Teachers will spend more time conferring with their students with more focused instruction and open-ended questions using problem-solving strategies.

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) key personnel 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 coaching**
  - ✓ **Data**
  - ✓ **Professional Development**
  - ✓ **Collaborative Team Meetings**

Professional Development: Instructional coaching for teachers will take place during and after school. The instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessments from Acuity, Math in Focus(K-3), and Everyday Math (4-5) to drive instructional decisions in the classroom. Title I specialists, Language Specialists, and the ELL specialist will also provide support to decrease the amount of students not meeting the AYP in the following areas students with disabilities and economically disadvantaged. Differentiated professional development will be provided for each teacher in the testing

grades with a focus on testing as a genre, reading strategies and skills, using student data to plan for instruction.

Budgetary decisions are made to reflect the high priority of professional development at PS 335. The school constantly monitors staff needs to provide Professional Development that is needed to enable staff to gain a deeper understanding of how they can support students to achieve at their highest level, aides and teachers in using reflective measures to plan for differentiated instruction and deepen their knowledge base around curriculum, instruction, and assessment. Our school does this through:

- Learning Walks using the *Principles of Learning* protocol, after which, feedback is provided and an ongoing reflective structure is put into place to support individual teachers as well as groups of teachers as needed
- Formal and Informal observations with conversation and evaluative feedback from teachers, coaches and administrators growth and development of the staff
- Lab sites based on Math In Focus (K-3) and Everyday Math (Grades 4-5), observed or requested needs of and by teachers allow them to see best instructional practices, and to try out those practices in a nurturing learning environment
- Teachers engage in opportunities to discuss ways to adapt the curriculum to meet the needs of students, i.e. English Language Learners (ELL's) and Students with Disabilities (SWD's)
- Grade Meetings where teachers can share their professional development needs
- Inter-class and grade visitations with debriefing sessions
- Lab sites based on observed or requested needs of and by teachers allow them to see best instructional practices
- Exemplars Tasks – Grade K-5. Exemplars are real world tasks that provide teachers with a way of assessing students problem saving and communication skills. The exemplar tasks will be used to help our students with Core Curriculum aligned tasks initiative that is part of the NYCDOE Citywide Expectations for Math

Instructional Strategies/Activities

Address the needs of all students:

- Small group instruction in class
- Grouping the students by ability via the Young Scholars After School Program
- Mainstreaming of special needs students into different subject areas
- Service providers push into classes rather than withdrawing students from classes
- Integration of the academics using Project Based Learning and technology
- Collect student work aligned to selected Common Core learning standards

Alignment of the NYCDOE Citywide Expectations for Math

- Teacher teams meet with the Math Coach during common planning session to assess student work using a rubric and plan lessons require students to model with mathematics and construct viable arguments in answering constructed responses.
- Compare the evidence of student thinking in the student work to the expectations of the selected Common Core State Standards
- Support to be provided in variety ways by the Math Coach: in class support, providing professional development on how the Common Core State Tasks, establish a protocol for looking at student work, providing rigorous tasks for the teachers to use in class.
- Identify areas for refinement in curriculum content and instruction needed to implement the Common Core aligned tasks in the fall/spring.
- Develop collaborative lessons incorporating opportunities for problem solving, modeling mathematics and constructing and defending arguments.
- Model how to clearly out together mathematical arguments and analyze the arguments of others.
- Engage students more frequently in modeling with mathematics, providing viable arguments in response to problem solving tasks and critiquing the thinking of others.
- Plan to have students learn to use mathematics to solve authentic problems and construct and defend their solutions path, allowing them to show their mathematical thinking.

- Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff through Learning Waliks

Specific Activities:

- ✓ Math in Focus (K-2) Interactive Games, Everyday Math Games, problem solving strategies, constructed open-ended questions instruction
- ✓ Extended Day, small group instruction, vocabulary support
- ✓ Supportive morning work and problem of the day
- ✓ Constructive Open-Ended Responses
- ✓ Small group instruction
- ✓ Vocabulary support
- ✓ Math Journals
- ✓ Family Math Night

Responsible Staff Members: Assistant Principal, Math Specialist, and Math Coach

Implementation Timeline: September 2012 through 2013

Teachers are involved in an on-going way in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities through grade meetings across the year. For example, monthly faculty meetings, common preps, department meetings and inquiry meetings. The school will continue to commit itself to strong professional development in Mathematics curriculum map to revise our goals to reflect the Common Core State Standards.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

With the help of our parent coordinator, we will increase parent/involvement through various means. Regularly distributed parent notices will be provided to students and parents. Monthly school calendars informing parents of upcoming events will also be available to parents. There will be monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events. Displayed announcements of upcoming events will be made visible to parents and students through bulletin boards, parents' newsletters, parent flyers, calendars and brochures. Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents. Parents will receive a monthly calendar of events to inform them of upcoming events. Information will be disseminated through informational packets and hands-on materials, as well as through referrals for free related resources and services.

Parents, teachers, and other members of the community play a vital role in our decision making process. There are various vehicles through which our school community provides input in our decision making process through meetings, learning walks, inter and intra visitations, etc.

- School Leadership Team
- Parents Association
- Cabinet Meetings
- Grade Meetings
- Faculty Conferences
- Parent Workshops
- School Messenger
- Inquiry Teams
- Robin Hood Library
- Granville T. Woods Grant Writing Committee
- The Penny Harvest Common Sense Program

These vehicles allow the members of our school community to share their insights based on the data and observations, on what might be needed to address the needs of our students.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Our SAPIS worker will provide support to improve student attendance
- **The Nutrition Committee-** The nutritionist works with students to help facilitate healthy life styles. Students learn about the Food Pyramid, read food labels, portion size, and nutritional facts about healthy foods
- **Girl Scouts**- Young ladies discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others

- **Peace First**- Peace First is dedicated to building effective school climates by focusing on two major efforts within a school: teaching children the skills of conflict resolution and civic engagement and providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture

- **The Brotherhood Mentorship Program**-was designed especially for male students in grades 3-5. Aspiring to live by the words of Dr. Martin Luther King, Jr.: "***We must learn together as brothers***." The mission is to enhance the knowledge of young minority males by promoting positive social interaction, cooperative learning, community service and mentorship

- **Our Penny Harvest Common Cents Program** -At Granville T. Woods, although there is an emphasis on each student's academic growth, we also realize the importance of each student to develop socially and become involved citizens in our school, local and world communities. Our "School Library" programs help promote literacy as well as supporting the value of charity and sharing with others. We are cultivating an environment which enriches the academic and social lives of our students and fosters the pursuit of excellence. We participate in Penny Harvest where students and their families collect pennies that are used for philanthropic endeavors throughout the City. Every school that participates has the opportunity to develop a student *Round Table* that is allocated $1000.00 to

provide grants to organizations that they decide to fund. In years past our *Round Table* has funded Partnerships for the Homeless and many other organizations.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

  ✓ **To increase student attendance in the 2011-2012 school year**
  Attendance team meetings will be held weekly to discuss strategies to increase student attendance rates.

Comprehensive needs assessment

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

In 2011-2012 the student attendance rate was 90%. In 2013, student attendance rate will increase by 1% bringing the total attendance rate to 91% in 2013.

In the 2012-2013 school year, attendance team meetings will be held weekly to discuss strategies to increase student attendance rates. An attendance aide will make phone calls and home visits daily to absentee students in an effort to increase attendance. Attendance team meetings will be held weekly to discuss strategies to increase student attendance rates.

The attendance team will articulate with teachers to analyze attendance data, and use of student attendance progress reports to show growth. The team will also create customized attendance certificates and check points to ascertain increased and perfect attendance to be used as objective evidence throughout the year to evaluate progress and measure growth.

The Student of the Month and Monthly Attendance Awards will help encourage students to come to school. The attendance coordinator will meet classroom teachers to discuss attendance rates, interpret attendance data, and plan for increasing attendance for students who are absent one or more times in a month. The attendance coordinator will support teachers in analyzing attendance data and utilize data to plan for individualized support and parent meetings to increased attendance.

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) key personnel 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.

The attendance team will articulate with teachers to analyze attendance data, and use of student attendance progress reports to show growth. The team will also create customized attendance certificates and check points to ascertain increased and perfect attendance to be used as objective evidence throughout the year to evaluate progress and measure growth.

The special assemblies, the Student of the Month and Principal's Honor will help encourage students to come to school. The attendance coordinator will meet classroom teachers to discuss attendance rates, interpret attendance data, and plan for increasing attendance for students who are absent one or more times in a month. The attendance coordinator will support teachers in analyzing attendance data and utilize data to plan for individualized support and parent meetings to

increased attendance.

Teachers will meet weekly for professional development around increased attendance strategies with the attendance team. The attendance coordinator will meet classroom teachers to discuss attendance rates, interpret attendance data, and plan for increasing attendance for students who are absent 1 or more times in a month. The attendance coordinator will support teachers in analyzing attendance data and utilize data to plan for individualized support and parent meetings to increased attendance.

The attendance team will articulate with teachers to analyze attendance data, and use of student attendance progress reports to show growth. The team will also create customized attendance certificates and check points to ascertain increased and perfect attendance to be used as objective evidence throughout the year to evaluate progress and measure growth.

Specific Activities: Professional Development, Weekly Attendance meetings, Student of the Month, Honor Roll and Attendance Assemblies
Responsible Staff Members: Principal, Assistant Principal, Attendance Coordinator, Attendance Team, Library Information Specialist and classroom teachers.
Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

  With the help of our parent coordinator, we will increase parent/involvement through various means. Regularly distributed parent notices will be provided to students and parents. Monthly school calendars informing parents of upcoming events will also be available to parents. There will be monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events. Displayed announcements of upcoming events will be made visible to parents and students through bulletin boards, parents' newsletters, parent flyers, calendars and brochures. Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents. Parents will receive a monthly calendar of events to inform parents of upcoming events. Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services.

Parents, teachers, and other members of the community play a vital role in our decision making process. There are various vehicles through which our school community provides input in our decision making process through meetings, learning walks, inter and intra visitations, etc.

- School Leadership Team
- Parents Association
- Cabinet Meetings
- Grade Meetings
- Faculty Conferences
- Parent Workshops
- School Messenger
- Inquiry Teams
- Robin Hood Library
- Granville T. Woods Grant Writing Committee
- The Penny Harvest Common Sense Program

These vehicles allow the members of our school community to share their insights based on the data and observations, on what might be needed to address the needs of our students.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Our SAPIS worker will provide support to improve student attendance
- **The Nutrition Committee-** The nutritionist works with students to help facilitate healthy life styles. Students learn about the Food Pyramid, read food labels, portion size, and nutritional facts about healthy foods
- **Girl Scouts**- Young ladies discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others

- **Peace First**- Peace First is dedicated to building effective school climates by focusing on two major efforts within a school: teaching children the skills of conflict resolution and civic engagement and providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture

- **The Brotherhood Mentorship Program**-was designed especially for male students in grades 3-5. Aspiring to live by the words of Dr. Martin Luther King, Jr.: "***We must learn together as brothers***." The mission is to enhance the knowledge of young minority males by promoting positive social interaction, cooperative learning, community service and mentorship

- **Our Penny Harvest Common Cents Program** -At Granville T. Woods, although there is an emphasis on each student's academic growth, we also realize the importance of each student to develop socially and become involved citizens in our school, local and world communities. Our "School Library" programs help promote literacy as well as supporting the value of charity and sharing with others. We are cultivating an environment which enriches the academic and social lives of our students and fosters the pursuit of excellence. We participate in Penny Harvest where students and their families collect pennies that are used for philanthropic endeavors throughout the City. Every school that participates has the opportunity to develop a student *Round Table* that is allocated $1000.00 to provide grants to organizations that they decide to fund. In years past our *Round Table* has funded Partnerships for the Homeless and many other organizations.

The culminating events are advertised through school messenger and during parents meeting.

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.

  ✓ **To increase parent involvement as active partners in learning and collaborative activities**.

In 2013, parent participation will increase by 3% bringing the total to 56% parent participation in meetings and workshops.

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.

Parents will act as partners with increased collaboration through, increased number of workshops, number of parents' participation in school wide events, communications through school and grade newsletters.

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) key personnel 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.

Parents will act as partners with increased collaboration through:

- Increased number of workshops
- Increased number of parents participation in school wide events
- Increased communications through school and grade newsletters
- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Nutrition and Exercise Classes
- Regent Dr. Adelaide Sanford Institute
- GED Program
- Computer Training
- Fire Prevention Workshop
- Energy Saving Workshop
- Robin Hood Library

Specific Activities: Computer classes for parents, use of Robin Hood Library for resume and job search opportunities
Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Library Information Specialist, Parent Coordinator and Dance Specialist
Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will act as partners with increased collaboration through:

- Increased number of workshops
- Increased number of parents participation in school wide events
- Increased communications through school and grade newsletters
- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Nutrition and Exercise Classes
- GED Program
- Computer Training
- Fire Prevention Workshop
- Energy Saving Workshop
- Robin Hood Library

Specific Activities: Computer classes for parents, use of Robin Hood Library for resume and job search opportunities
Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Library Information Specialist, Parent Coordinator and Dance Specialist
Implementation Timeline: September 2012 through May 2013

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
- Information will disseminate through informational packets and hands-on materials, as well as referrals for free related resources and services
- Our **SAPIS worker** will provide support to improve student attendance
- **The Nutrition Committee-** The nutritionist works with students to help facilitate healthy life styles. Students learn about the Food Pyramid, read food labels, portion size, and nutritional facts about healthy foods

- **Girl Scouts**- Young ladies discover the fun, friendship, and power of girls together. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others

- **Peace First**- Peace First is dedicated to building effective school climates by focusing on two major efforts within a school: teaching children the skills of conflict resolution and civic engagement and providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture

- **The Brotherhood Mentorship Program**-was designed especially for male students in grades 3-5. Aspiring to live by the words of Dr. Martin Luther King, Jr.: "***We must learn together as brothers***." The mission is to enhance the knowledge of young minority males by promoting positive social interaction, cooperative learning, community service and mentorship

- **Our Penny Harvest Common Cents Program** - At Granville T. Woods, although there is an emphasis on each student's academic growth, we also realize the importance of each student to develop socially and become involved citizens in our school, local and world communities. Our "School Library" programs help promote literacy as well as supporting the value of charity and sharing with others. We are cultivating an environment which enriches the academic and social lives of our students and fosters the pursuit of excellence. We participate in Penny Harvest where students and their families collect pennies that are used for philanthropic endeavors throughout the City. Every school that participates has the opportunity to develop a student *Round Table* that is allocated $1000.00 to provide grants to organizations that they decide to fund. In years past our *Round Table* has funded Partnerships for the Homeless and many other organizations.

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.

  ✓ **Improve teacher effectiveness**

  - To improve teacher effectiveness by developing a shared understanding of instructional excellence
    To utilize a research based rubric to ensure best instructional practices by monitoring teacher instruction

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.

  ✓ **Growth in teacher involvement in school-wide initiatives**

By June 2013, Principal and Assistant Principal will conduct a minimum of six informal/formal observations of each staff member. An observation rubric/checklist such as Danielson's will be used so that staff can receive timely feedback after their observations have been completed. Administrators will use one of the Danielson's domains as a blueprint of the observation process.

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:
  e) strategies/activities that encompass the needs of identified student subgroups,
  a) key personnel and other resources used to implement these strategies/activities,
  b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  c) timeline for implementation.

All teachers, coaches, and administrators will take monthly learning walks and be involved in monthly lab site visits. These activities will be used to achieve our goal of six formal and informal observations for teachers:

- Monthly learning walks school-wide
- Monthly Lab Site Visits for grade
- The use of rubrics/checklists
- Observation reports
- Event Summaries
- Professional Development
- Study Groups
- Teacher's College Reading and Writing Project Lab Sites
- Professional Staff Developers - TCRWP or grade

Specific Activities: Observation reports, Event Summaries, and Rubrics/Checklists
Responsible Staff Members: Principal and Assistant Principal
Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will act as partners with increased collaboration through:

- Increased number of workshops
- Increased number of parents participation in school wide events
- Increased communications through school and grade newsletters
- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
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- Nutrition and Exercise Classes
- GED Program
- Computer Training
- Fire Prevention Workshop
- Energy Saving Workshop
- Robin Hood Library

Specific Activities: Computer classes for parents, use of Robin Hood Library for resume and job search opportunities
Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Library Information Specialist, Parent Coordinator and Dance Specialist
Implementation Timeline: September 2012 through May 2013

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Monthly school calendars informing parents of upcoming events
- Monthly grade newsletters sharing the school community learning and activities and inviting parents to participate in various classroom events.
- Consultants, specialists, and volunteers from various agencies will be used to conduct expert information at workshops and training sessions for parents
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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	The Intervention Team provides services to targeted classes and students through push-in/pull-out group sessions, using the reading and writing workshop. The Passport Voyager, Words Your Way, and Fundation/Wilson programs provide activities and opportunities for students to work independently in learning centers and in small groups, reinforcing reading and writing skills. Students receive additional AIS services via our community after school programs (The PS 335 Academic Support Program and our Young Scholars After-School Program).	Small groups	Extended Day Young Scholars After School Program Saturday Academy
Mathematics	Students will be provided with small group instruction, resource room services, Mathematics Workshop, Everyday Math, After School homework help and CTT classroom assignments for the special education student population. The math instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessment to drive instructional decisions in the classroom. All staff members will participate in staff development training sessions to gain insight on how to meet the needs of the entire student population.	Small groups	Extended Day, Young Scholars After School Program and Saturday Academy
Science	The literacy coaches and MST specialist will assist teachers in integrating methods of teaching science throughout the curriculum using hands-on experiences. Teachers will facilitate experimenting and discovering the elements in science, using strong math content. The goal of the instructional program is to build the students' knowledge of scientific concepts and information. Therefore, the students will be provided opportunities to participate in the following activities: educational field trips, science enrichment program provided by the MST specialist and	Small groups	Extended Day, Young Scholars After School Program and Saturday Academy

	exposure to scientific information across the curriculum during math, computer, and literacy instruction.		
Social Studies	The literacy coaches will assist teachers in integrating methods of teaching social studies throughout the curriculum using the workshop model. The goal of the instructional program is to build the students' knowledge of social studies concepts and information. Students will be provided opportunities to participate in the following activities: educational field trips and social studies projects.	Small groups	Extended Day, Young Scholars After School Program and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors: The goal of the guidance counselors is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be another form of support. Guidance counselors will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Strategies used: character education, play therapy, art therapy Social Worker: The goal of the social worker is to help at risk students through individualized counseling, group counseling, family sessions in counseling, and behavior management. Classroom observations and pull-out sessions as well as push-in sessions with at risk students will also be another form of support. The social worker will also work in the after school programs and Super Saturday programs to support at risk students academic. achievements. The Social worker will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Counseling for students who does not have an IEP but is at risk of a special education referral. Consultation with families referred to community agency. Schools Psychologist: The goal of the school psychologist is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be another form of support. School psychologist will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Also, referral of cases to be discussed @ PPC meetings for pre-referral intervention services and possibly CSE referral for evaluation and consultation with parents (e.g. referrals to outside	Instruction is delivered one to one and small groups.	Extended Day

	agencies for counseling services, tutoring, medical evaluations , hearing/vision are some of the programs and strategies that will be utilized to assist students to perform on or above grade level. The goal of the SAPIS worker, Adapted Physical Education, and the Nurse will help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observation and pull-out sessions as well as push-in sessions with at risk students also are another form of support. Counselors will also work in the after school programs and Super Saturday programs to support at risk students academic achievements. Counselors will also support at risk students during morning arrivals, breakfast, lunch, and dismissals.		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The following strategies and activities are effective to ensure our staff is high qualified:

- We employ a rigorous interview process at our school in order to attract Highly Qualified Teachers
- Staff is supported by a Teacher Center, Literacy Coach, Math Coach and Administrative Cabinet on developing their skills
- The Principal, Assistant Principal, and teachers will collaborate to set and monitor teacher goals
- The secretary will work closely teachers to ensure that non-HQT meet all required documentation and assessment deadlines
- Our coaches and mentors are assigned to support struggling and unqualified teachers
- Providing high-quality professional development to teachers
- School representatives will attend New York City Department of Education sponsored Job Fairs to enlist highly qualified teachers

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Granville T. Woods Public School 335
Title I Parent Involvement Policy and Parent-School Compact

Section I: Title I 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 PS 335, [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. PS 335'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 Advisory Council, as trained volunteers and welcomed members of our school community.

PS 335 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;

PS 335'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 PS 335 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (PA), 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, PS 335 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 (PA) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);

- 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)

***Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator**.*

- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- Translate all critical school documents and provide interpretation during meetings and events as needed; and

- 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.

PS 335 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;

- Hosting educational family events/activities during Open School Week and throughout the school year;

- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

- Supporting or hosting OFEA District Family Day events

- Establishing a Parent Resource Center 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; and

- 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;

Section II: School-Parent Compact

PS 335, [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.

PS 335 staff and the 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 Common Core State Standards and Assessments.

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; .
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- 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., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents; and

- 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;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- to 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;
- to 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;
- to take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams;
- to share responsibility for the improved academic achievement of my child;

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by_____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 Mr.Renado Wright	District 16	Borough Brooklyn	School Number 335
School Name Granville T.Woods			

B. Language Allocation Policy Team Composition ⓘ

Principal Dr. Laverne Nimmons	Assistant Principal Ms. Karena Thompson
Coach type here	Coach type here
ESL Teacher Ms.D Weekes	Guidance Counselor Ms. B Brown
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms.Y Holley
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	469	Total Number of ELLs	13	ELLs as share of total student population (%)	2.77%

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.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. P.S.335 is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, all parents including ELL parents are very involved in the life of our school. During the school year, P.S.335 will provide meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

P.S.335 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	**Newcomers (ELLs receiving service 0-3 years)**	13	**Special Education**	0
SIFE	0	**ELLs receiving service 4-6 years**	0	**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									
	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	Total
TBE										0
Dual Language										0
ESL	13	0	3							13
Total	13	0	3	0	0	0	0	0	0	13
Number of ELLs in a TBE program who are in alternate placement: NA										

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	2	2	1									9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			1	2										3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	**3**	**1**	**3**	**5**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**13**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

Current English Language Learners Instructional Programs

P.S.335 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 13 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified. The students are grouped heterogenously as well as homogenously.
ELLs in the upper grades and are required to take the state exams, are provided with available translated home language copies of the exam. If the printed exam is not in their home language, our school uses its translation funds and hires a translator.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class and informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

VI. Plan for Newcomers

A. Programming and Scheduling Information

In this school we have thirteen newcomers. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have no SIFE student. The SIFE population is little this year but in the furture, if we do we will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

VIII. Plan for Long Term ELLs

In our school we have no long term ELLs, but in the future if we do we have an action plan for them. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have three special needs students. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school

The ESL teacher uses the Instructional Educational Plan as an important tool to plan and provide access to academic content areas and accelerate English language development. Each IEP is carfefully reviewed and analyzed for effictive planning. In addition, the ESL teacher speaks and collaborates with the classromm teacher to ensure that instructional strategies and grade-level materials are used.

Courses Taught in Languages Other than English

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

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

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
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.

B. Programming and Scheduling Information--Continued

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

To ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. ELLs will be included in standardizes assessments under optimal testing conditions. In State assessments they will be given the testing accommodations allowed by State regulations.

Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. In ESL, the content area subjects are delivered by the use of content area vocabulary and scaffolding techniques. The ESL provider frequently articulates with the teachers and plans lessons that support difficult vocabulary and concepts. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

For SIFE students we plan to work with these students in small groups during extended day and have Native language resources available to strengthen their literacy skills. In addition, we will use our technology for the purpose of listening activities etc. For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills. For ELLs receiving 4-6 years of service, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We will also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. For Long Term ELLs we will also provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. For Special Need ELLs we will provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.

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

D. Professional Development and Support for School Staff

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

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - the literacy needs of our ELL population within the prescription of the Teacher's College model.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom
- QTEL-Quality Teaching for English Language Learners

- Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years, Our ESL teacher provides each teacher with research based articles about ELLs from AFT and NYSUT periodicals. She also uses Colorin Colorado as a resource to provide reading and writing strategies and much more for ELLs.

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?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- ARIS Technology Workshop: This workshop provides parents with sufficient information to know how to access their student's test scores on the computer and keep updated with them.
- After School Program: Monday through Friday we offer our students an academic tutorial support for instruction.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Exercise Program (Zumba Classes): This class is offered for parents to keep healthy and full of energy.
- Cornell Medical Group Workshop: This work shop is to keep parents well informed about their nutrition and the benefits of maintaining a health diet and health lifestyle.
- Test Prep Workshop: This workshop is for parents to know how to help their students on NYS tests. It prepares them to work with their child to succeed.
- School Leadership Team: This team is for parents to have the opportunity to be leaders in their child's school. The leaders are nominated by other parents to be on this team.
- Parent Association: This association provides parents with fundraising information for their child, parent's rights etc.

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)	2	1	2	1										6
Intermediate(I)		1	1											2
Advanced (A)			3											3
Total	2	2	6	1	0	0	0	0	0	0	0	0	0	11

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

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

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

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

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

New York State Regents Exam

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

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

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

1. 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.
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.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2010-11, our second grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

Periodic Assessments inform the school that ELLs still need more support in the acquisition of English for their literacy skills to be as high as some native English speakers.

The assessment tools that we use to assess early literacy skills in our ELLs are ECLAS-2 and DRA. The results from theses are very important to us because they provide insight for each student. It provides knowledge about the students' acquisition of English in various categories and their strengths and challenges. This data is useful for the ESL provider to keep informed by these periodic assessments which are broken down and easy to inform lesson plans.

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: Granville T.Woods		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

School Name: Granville T.Woods		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 16K335 **School Name:** Granville T.Woods

Cluster: _____ **Network:** 551

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

Part A: Needs Assessment Findings

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

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 75% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual administrator,and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's NYCDOE website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

Part B: Strategies and Activities

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

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.P.S. 335 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2012-2013.

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.

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.P.S. 335 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls.

We will use our staff and parent volunteers at the beginning of the school year 2012-2013.

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.

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population. Parent Volunteers will interpret the Creole speaking population.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.
We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us.
In addition, we will be able to keep them informed about their child as well as our school events and activities.