



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 35

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

PRINCIPAL: MELISSA GAROFALO

EMAIL: MCASSAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Garofalo	*Principal or Designee	
Fran Harris	*UFT Chapter Leader or Designee	
Nanette D'Agostino	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jillian Link	Member/Teacher	
Laura Morton	Member/Teacher	
Alison Scarpaci	Member/Parent	
Ruth Marlin	Member/Parent	
Helena Lonergan	Member/Parent	
Marianne Falcone	Member/Paraprofessional	
Vacancy	Member/Parent	

** 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.

By June 2013, the percentage of students performing at proficiency or above in ELA will increase 3% as measured by the 2013 NYS ELA exam.

Comprehensive needs assessment

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

After careful analysis of our school's New York City Progress Report, it was determined that the students' performance on the 2012 ELA exam, 78%, places PS 35 in the 80th percentile of our peer group. Aware that comparison to our peer schools equates to 75% of our overall Progress report grade, we need to see an increase in the overall ELA performance.

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.

Activity # 1:

- **Professional Development:** *"How well the teachers are learning determines how well the students are learning."* Weekly PD has been built into the weekly school schedule. All teachers receive an additional 6th prep period, which is focused on the following topics: In the 2011-2012, school year, teachers self selected one of the 6 instructional shifts in ELA that the grade would like to focus on for the 2012-2013 school year. Two PD periods a month are dedicated to looking at student work in relation to the instructional shift.

Grade	Instructional Shift
Kindergarten	Academic Vocabulary
First Grade	Balancing Informational and Literary Texts
Second Grade	Staircase of Complexity
Third, Fourth, & Fifth Grade	Text-based Answers

For Inquiry Work this year, teachers worked with the principal to create a school-wide assessment policy. All grades used a research competency based rubric, Charlotte Danielson's 3d *Using assessment in instruction*, to create ELA assessment criteria for all units of study. Three ways of monitoring students' progress in ELA were selected by each grade. Some of these include: Common Formative Assessments for each Big Idea within a unit of study, Reading Response Notebooks, ELA Conference Notebooks, TC Running Records, and Teacher-created Checklists. Feedback to students is monitored by the administration to insure all students are receiving next steps from the teacher.

To build upon the work completed in 2011-2012 with ELA Performance Tasks, teachers will add a Speaking and Listening component (Standard 1) to each Performance task. Rubrics will be created to assess students' ability to engage in conversations on the particular topic. A thirty minute block will be added to the instructional day to allow students to read complex texts and have accountable book talks using diverse media formats. Teachers will use Webb's depth of

Knowledge to create questions that foster meaningful discussions. A Listening and Speaking continuum will be created to insure the instruction is scaffold across the grades.

Teachers received training on text complexity and are using the *Gradients in Complexity for Literary and Informational Text* accompanied with Lexile levels to select complex texts which are impeded into units of study. Lead Teachers are receiving 10 PD sessions with Vicki Vinton, author of Reading is Thinking, on text complexity and inter-visitations among schools within the network occur during these sessions.

- Target Populations: All teachers
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer, Lead Teachers, Classroom Teachers
- Implementation Timeline: September 2012-June 2013

Activity # 2:

- Rubrics are being created for students in grades 1-5 to begin self assessing their ELA work and planning next steps to insure their work is of high quality.
- Target Population: All teachers and students in grades 1-5
- Responsible Staff Members: Principal, Assistant Principal, Classroom Teachers
- Implementation Timeline: December 2012-June 2013

Activity # 3:

- Additional Student Support Services: The 3 day a week, 37 ½ minute extended day program is mandated for all level 2 and low level 3 students. Teachers work with small groups on ELA strategies which were created after data analysis. In addition, high level 3 and level 4 students attend the enrichment extended day program, where are engaged in book clubs focused on complex texts.
- Afterschool Test Sophistication program teaches the genre of test taking to students in grades 3-5, 2 times a week from January- April
- Target Population: All teachers and students in grades 1-5
- Responsible Staff Members: Principal, Assistant Principal, Classroom and Cluster Teachers
- Implementation Timeline: September 2012-June 2013

Activity #4:

- Flexible Programming for students with disabilities and at-risk students in grades 4 & 5. Grade 4 & 5 SETSS, at-risk, and ICT students, who were identified after data analysis, are receiving ELA instruction 8 times a week in a self-contained setting.
- Target Population: Grade 4 & 5 SETSS, at-risk, and ICT students
- Responsible Staff Members: Principal and SETSS teacher
- Implementation Timeline: November 2012-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.
 - Student Assessment Folders, including students' ELA work are sent home monthly in grades K-4 and weekly in grade 5.
 - The administration will host ELA workshops and information sessions with parents.
 - Quarterly Progress Reports
 - Parents will receive training on how to use the ARIS Parent Link.
 - Monthly Parent Newsletters detail the ELA unit of study including all the Big Ideas which are aligned with the CCLS.

Budget and resources alignment

➤ Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ARRA RTTT Data Specialist, & ARRA RTTT Citywide Inst Exp

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).
- P.S. 35 has an affiliation with the YMCA, which provides afterschool services for students 5 days a week as well as specific programs for parents.
- PS 35 works with Learning Learners who provide training for parent volunteers
- The YMCA provides grants for afterschool services through Strong Child.
- The YMCA works with City Harvest to provide a nutritious snack program for afterschool students

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, there will be a 3% increase of students with disabilities in grades 3-5 performing at or above proficiency in mathematics as measured by the 2013 NYS Math assessment.

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.

After careful analysis of our school's 2011-2012 schools' New York City Progress report, it was determined that students with disabilities did not perform adequate, scoring a 77%, in comparison to their peers in general education who scored 96%.

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.

Activity # 1:

- Professional Development: Math Exemplar training will be provided by the network to lead teachers, who are responsible for turn-keying to their grade colleagues. Special Education teachers are receiving training on designing lessons with multiple entry points for all learners. Best practice of following the problem solving plan which is an extension from the prior year's Inquiry Work. Teacher book clubs focused on the following text, Action Research in Special education, An Inquiry Approach for Effective Teaching and Learning by Bruce and Pine.
- Target Population: All teachers
- Responsible Members: Principal, Assistant Principal, and Lead teachers
- Implementation Timeline: September 2012- June 2013

Activity # 2:

- Additional Support Services: All students with disabilities are mandated to attend the 37 ½ minute morning program. Instruction is delivered based on data analysis. Teachers assign additional re-teaching tasks via an on-line component to our Math curriculum (Envision) for students with disabilities.
- Target Population: SWD in grades 3-5
- Responsible Members: Principal, SETSS teacher, and ICT Special education Teachers
- Implementation Timeline: September 2012- June 2013

Activity # 3:

- Problem of the Week and Monthly Exemplars: Students in grades K-5 will be exposed to DOK level 3 or higher problems on a weekly basis using the math plan that was developed through Inquiry during the 2011-2012 school year. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students in grades 1-5 again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.

- Target Populations: All students in K-5- Math
- Responsible Staff Members: Principal, Assistant Principal, All Teachers, and Paraprofessionals
- Implementation Timeline: September 2012 through June 2013

Activity # 4:

- Mathematics Tasks: Teacher Teams meet monthly to create and plan for the implementation of 2 Mathematics tasks that are aligned to the citywide instructional expectations, building on the Inquiry work from the 2011-2012 school year. During team meetings ICT and SETSS teachers are expected to use protocols to look at student work and make modifications to the curriculum based on the Students with Disabilities work samples.
- Target Populations: All Teachers in K through 5 and out-of-classroom personnel
- Responsible Staff Members: Principal, Assistant Principal, and ICT teachers and the SETSS teacher
- 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.
- Provide materials and training to help parents who have SWD work with their children to improve their achievement level in math
- Student Assessment Folders including Math Benchmark assessments and quick checks are sent home monthly
- Quarterly Progress Reports
- Monthly Parent Newsletters detail the Mathematics unit of study which are aligned with the CCLS.

Budget and resources alignment

- Indicate your school's Title I status: 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 Title IIA Title III Grants X Other

If other is selected describe here:

IDEA RS IEP Para, ARRA RTTT Citywide Inst Exp, & ARRA RTTT Data Specialist

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).
- P.S. 35 has an affiliation with the YMCA, which provides afterschool services for students 5 days a week as well as specific programs for parents.
- PS 35 works with Learning Learners who provide training for parent volunteers
- The YMCA provides grants for afterschool services through Strong Child.

- The YMCA works with City Harvest to provide a nutritious snack program for afterschool students

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the overall score on the School Environment section of the NYC Progress Report will increase by at least 3%.

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.

After careful analysis of our school's Learning Environment Survey, it was determined that the letter grade we received of a B, in comparison to our peer schools is not adequate. PS 35 is in the 64th percentile for Academic Expectations, 64th percentile for Communication, 62th percentile for Engagement, 67th percentile for Safety and Respect, and 46th percentile for Attendance Rate

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.

Activity # 1:

- Correspondence between the school and home: DOE Report Cards were replaced with Progress Reports aligned to the Common Core Standards.
- Target Populations: All students grades K-5, and all parents
- Responsible Staff Members: Principal and all teachers
- Implementation Timeline: November 2012, January 2013, March 2013, and June 2013

Activity # 2:

- Correspondence between the school and home: A Student Assessment Folders (SAF) in grades K-5 is sent home at least once a month. Parents are to sign off that they reviewed all the contents within the folder. The purpose of the SAF is keep the parent informed of his child's progress in ELA, Math, Science, Social Studies, and if appropriate related services such as Speech, Occupational Therapist, and Physical Therapist. Reading Response Notebooks with assessment criteria and ELA conference notebooks are sent home with SAF to keep parents informed as well.
- Target Populations: All students grades K-5, and all parents
- Responsible Staff Members: Principal, and all teachers
- Implementation Timeline: October 2012-June 2013

Activity # 3:

- Attendance Incentive Program: The class with the best attendance for the month is rewarded with a trip to Eggar's, a neighborhood ice cream parlor. The Principal announces on the PA system and recognizes the top three classes for each month. A perfect attendance breakfast is given bi-monthly. Perfect attendance certificates and outstanding attendance certificates (less than 2 for the school year) are given to students in June.

- Target Population: All students
- Responsible Staff Members: Principal, all classroom teachers, pupil accounting secretary and the attendance school aide
- Implementation Timeline: September 2012- June 2013

Activity # 4:

- Classroom Celebrations: Parents and family members are invited to celebrate their child’s work in ELA with either writing celebrations in grades K-2 or Independent Investigation Model presentations in grades 3-5.
- Target Populations: All students grades K-5, all parents and family members
- Responsible Staff Members: Principal and all teachers
- Implementation Timeline: September 2012- June 2013

Activity # 5:

- Parent Workshops: We will offer workshops throughout the school year on various topics including the: *What are the CCLS, School Assessment Policy, How’s it Going for Kindergarten Parents, Getting Ready for the State Test, and informal sessions to Chat with the Administration.*
- Target Population: All parents
- Responsible Staff Members: Principal, Parent Coordinator, and Lead Teachers
- Implementation Timeline: September 2012-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.
- **The activities included with this goal involve all parental involvement strategies.** In addition, the Parent Coordinator sends all notices via e-mail to all parents, and sends home a telephone message using School Messenger.

Budget and resources alignment

- Indicate your school’s Title I status: 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 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).
- P.S. 35 has an affiliation with the YMCA, which provides afterschool services for students 5 days a week as well as specific programs for parents.
- The YMCA provides grants for afterschool services through Strong Child.

- The YMCA works with City Harvest to provide a nutritious snack program for afterschool students.
- PS 35 works with Learning Learners who provide training for parent volunteers

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	<ul style="list-style-type: none"> ➤ Students in K through 5 are taught reading utilizing components of Balanced Literacy. ➤ Reading Recovery strategies and methodologies are used. ➤ Independent investigative Model is implemented in grades 3-5 ➤ Skills and Strategies are taught through leveled books. ➤ Interactive writing to support students in acquiring writing skills. ➤ Interactive/Shared Reading to support fluency. 	<ul style="list-style-type: none"> ➤ Students are pulled into small groups based on data. ➤ Students are conferred with on-on-one to address specific academic needs 	<ul style="list-style-type: none"> ➤ Students receive 37 ½ minute support at 8:00am, 3 times per week. ➤ Reading Afterschool Programs run throughout the year. ➤ Small groups are provided with support during the 90 minute reading block.
Mathematics	<ul style="list-style-type: none"> ➤ Students in Grades K-5 are utilizing components of the Envision Math program. ➤ Students in Grades K through 5 are utilizing the CCLS to support the Envision Math Curriculum. ➤ Students are engaged in completing weekly 	<ul style="list-style-type: none"> ➤ Students are pulled into small groups based on data. ➤ Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> ➤ Students receive 37 ½ minute support at 8:00am, 3 times per week. ➤ Small groups are provided with support during the 90 minute math block.

	Exemplars to build problem solving skills and reasoning.		
Science	<ul style="list-style-type: none"> ➤ Science Foss Kits are used in Grades K-5. ➤ Science experiments are conducted during the science periods. ➤ Science notebooks are utilized to support writing that is aligned to the CCLS 	<ul style="list-style-type: none"> ➤ Students are pulled into small groups based on data. ➤ Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> ➤ Students receive AIS services during the school day to support readings in the content area. ➤ Students will be receiving 37 1/2 minute support at 8:00am, 3 times per week
Social Studies	<ul style="list-style-type: none"> ➤ Houghton Mifflin is utilized to implement the Social Studies curriculum in grade K-5. ➤ Trade books are used to support the Social Studies Curriculum through read alouds and/or shared reading. ➤ Culminating activities are provided to students throughout the unit of study. ➤ BLOGs are mandated for all students in all grades K-5 and assignments are posted on the grade Social Studies teachers' website. 	<ul style="list-style-type: none"> ➤ Students are pulled into small groups based on data. ➤ Students are conferred with on-on-one to address specific academic needs 	<ul style="list-style-type: none"> ➤ Students receive AIS services during the school day to support readings in the content area. ➤ Students will be receiving 37 1/2 minute support at 8:00am, 3 times per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ➤ Play therapy to address social, emotional, and behavioral needs is done on a daily basis for our at-risk students. 	<ul style="list-style-type: none"> ➤ One-to-one ➤ Small group counseling 	<ul style="list-style-type: none"> ➤ Students receive services during the school day.

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 secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines.
- Mentors are assigned to support struggling and non-HQT.
- Professional Development is provided to support the retention of Highly Qualified Teachers.
- When a new position arises, the administration tries to hire a Highly Qualified Teacher to fill the position. If a Highly Qualified Teacher is not sorted for the job, the administration will ensure that the teacher selected is supported to become Highly Qualified.
- When reorganizing, the administration ensures that the assignment matches the teacher's license area.

**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 (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Neal Opromalla	District 31	Borough Staten Island	School Number 35
School Name P.S. 35			

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

Principal Melissa Garofalo	Assistant Principal
Coach	Coach
ESL Teacher Lisa Aristide	Guidance Counselor Lauren Rodriguez
Teacher/Subject Area Maureen Touhy/ Kindergarten	Parent Sue Burt
Teacher/Subject Area Kristen Reilly / Grade 3	Parent Coordinator Margaret Feminella
Related Service Provider Sue Rupp	Other
Network Leader Neal Opromalla	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	1	3		1		1								6
Chinese														0
Russian		1												1
Bengali														0
Urdu	2	1		1										4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other														0
TOTAL	3	6	0	2	0	1	0	0	0	0	0	0	0	12

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.
 - a. Instruction is delivered with a Push-In and Pull-Out program.
 - b. The program model is heterogeneously grouped.

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

program, and are placed in the test sophistication program.

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

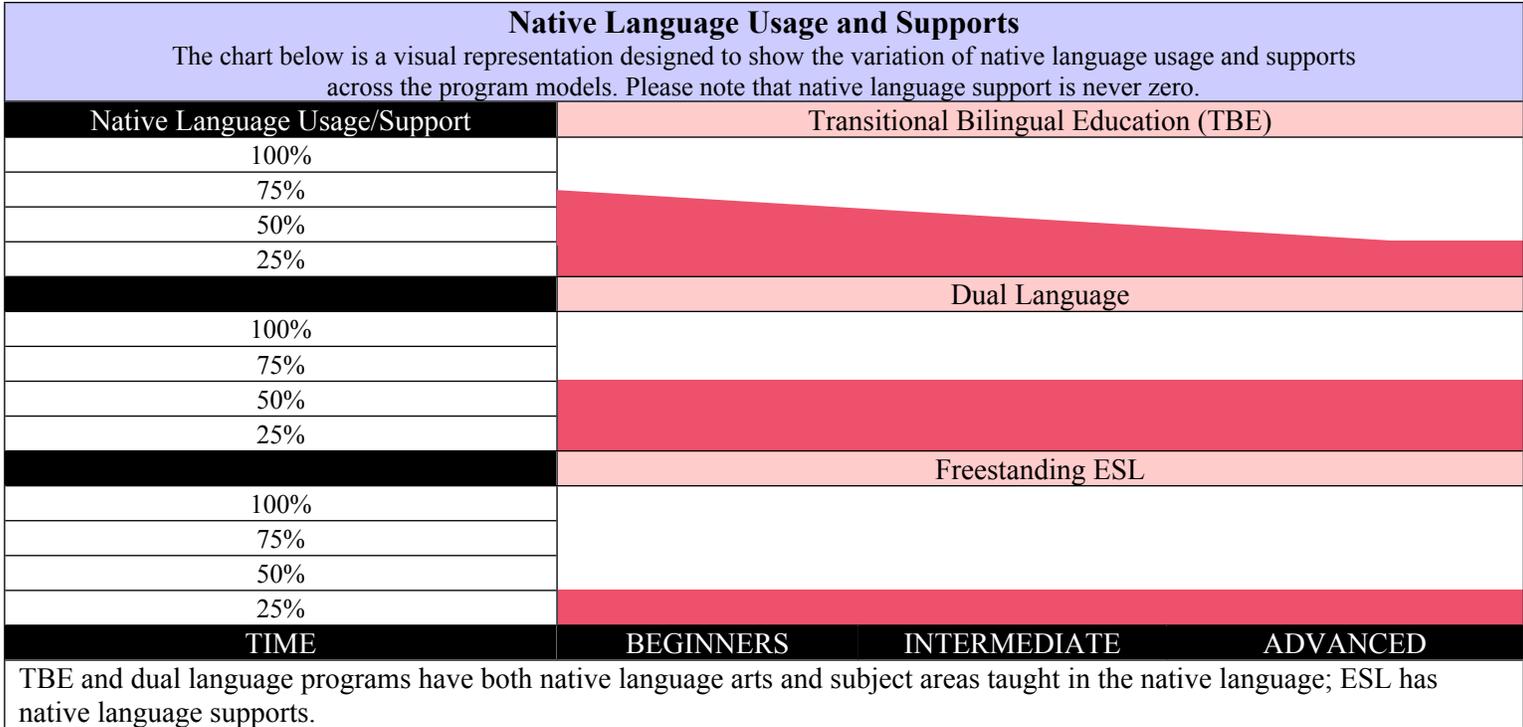
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

We do not have a dual language program in our school.

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

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

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.

1. Our school uses the TCRWP to assess the early literacy skills of our ELLs. We analyze the results of the Lab-R and NYSESLAT exams to differentiate instruction based on the needs of our ELL students. In addition, the student's running records and Independent reading level help to formulate our instructional plans for ELL students.

2. 2. Students in our school tend to score better on the Listening and Speaking sections of the Lab-R and NYSESLAT. Children who are NYSESLAT tested on the upper end of the grade band tend to score better. Children who have attended pre-k score better on the Lab-R. The data provided by the Lab-R shows that the trend is for students to perform better on the listening and speaking components, and have more difficulty on the reading and writing sections. This trend is especially apparent in kindergarten.

3. The patterns across the NYSESLAT modalities will help us differentiate instruction for the ELL students. The principal will work in conjunction with the ELL teacher to create learning tasks to help strengthen the students weaker skills.

4. a. The pattern in our school is for children to pass the NYSESLAT within three years. We do not have any children that utilize a native language test.

b. We do not administer the ELL periodic assessments. The three ELL students in grades 3-5 are administered the Interim Term Assessments, as well as a level based on the TCRWP.

c. We do not administer the ELL periodic assessments. The majority of our ELLs are English speakers and do not speak their native language in school.

5. We do not have any dual language programs in our school.

6. We evaluate the success of our program for ELLs by looking at the NYSESLAT Data, and the fact that our ELLs become proficient within three years.

.0Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **409**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

Examples of oral interpretation services the school will provide are:

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

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

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

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