



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE NATHANIEL WOODHULL SCHOOL

DBN (i.e. 01M001): 29Q035

Principal: MARK DEMPSEY

Principal Email: MDEMPSEY@SCHOOLS,NYC.GOV

Superintendent: LENON MURRAY

Network Leader: JOANNE JOYNER-WELLS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mark Dempsey	*Principal or Designee	
Jonathan Licata	*UFT Chapter Leader or Designee	
Deiandra Terrell	*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	
Staff – Pre-K Teacher	Member/ Chamwantie Fredrick	
Staff – 2 nd Grade Teacher	Member/ Rozelle Fredrick-Dabee	
Parent – PTA Treasurer	Member/ Jennifer Bardales	
Parent – PTA Vice President	Member/ Stael Evariste	
Parent – PTA Secretary	Member/ Makeba Keane	
Parent	Member/ Christina Hernandez	
Parent	Member/ Peter Aurelius	
Parent	Member/ Kakoli Bhowmik	
Staff - Science Teacher	Member/ Paul Ruiz	
Staff – 3 rd Grade Teacher	Member/ JoAnn Rush	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014 all teachers will have engaged in meaningful, targeted professional development and cycles of observation in accordance with the City's Instructional Expectation's involving the Danielson Framework for Teacher Effectiveness.

Comprehensive Needs Assessment

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

This goal is consistent with Citywide efforts to implement a new Teacher Evaluation and Development System known as *ADVANCE* in New York City). Both the formal observations and informal observations directly align with the Danielson Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Our Professional Development this year – both in and out-of-school – for administrators and teachers focuses on improving teaching practices through the intensive study, review and application of the Danielson Framework for Teacher Effectiveness.
2. The Principal and Assistant Principal meet with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor goes over the Measures of Student Learning for the teacher and outlines upcoming MOSL related activities.
3. The Principal schedules professional development opportunities provided by the Network Achievement Coach and the Talent Coach to familiarize themselves and their teachers with the 22 components of the Danielson's Framework. Training includes case studies and viewing teaching videos on ARIS.
4. The Principal and Assistant Principal, along with the Network Achievement Coach and Talent Coach, engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. The Principal and Assistant Principal take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
5. In turn, the Principal and Network provide teachers with on-going professional development based on identified needs from their informal and formal observations and Self- Assessment Danielson Survey on ARIS.
6. The Principal and Assistant Principal, as the instructional supervisors, schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement resulting in increased student achievement.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Data Specialist,
2. Principal, Assistant Principal, teachers.
3. Principal, Assistant Principal, Network Achievement Coach, Talent Coach.
4. Principal, Assistant Principal, Network Achievement Coach, Talent Coach and teachers.
5. Principal, Assistant Principal, teachers. Professional Resource: Danielson Framework for Teaching; ARIS teaching videos & case studies
6. Principal, Assistant Principal, Network Achievement Coach, Talent Coach, and teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Proof of attendance over the summer 2013 and during the fall by the Principal, Assistant Principal, and several teachers in intensive out-of-school workshops based on the Danielson Framework for Teaching.
2. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
3. Proof of participation by the Principal, Assistant Principal, and teachers in on-going training in Danielson.
4. With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principal engage in conversations that reflect knowledge of all 22

- components of Danielson. The target used to evaluate progress is supervisor ratings that are fully calibrated or calibrated within one performance level.
- 5. Proof of ongoing teacher training at the school level in the Danielson rubrics.
- 6. Improved teaching practice by at least one proficiency level by the end of the school year.

D. Timeline for implementation and completion including start and end dates

- 1. August–December 2013
- 2. September 9-October 25, 2013
- 3. September-June, 2014
- 4. September-June, 2014
- 5. September-June 2014
- 6. by June 1, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Over the summer and at the beginning of the school year, the Network provides the Principal and Assistant principal with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE.
- 2. The Principal and Assistant Principal and the eligible teacher use the suggested DOE IPC agenda format to conduct 1 IPC for at least 15-minutes during a previously scheduled date and time taking place during a preparation period or before and after school.
- 3. The Principal and Assistant principal provides teachers with a pre-planned formal observation schedule based on their selection in ADVANCE.
- 4. The Principal and Assistant Principal undergo regular tailored professional development by the Network and Talent Coach.
- 5. On-going professional development is provided by the Principal and Assistant Principal during: one 45-minute Faculty Conference per month; one Grade Conference per month; weekly 35-minute Professional Learning Team meetings for each grade team; optional coaching sessions during lunch and learns between September 2013 and June 2014; new teacher mentoring scheduled for one period per week between September 2013 and June 2014; Inter-visitations scheduled one period per week for targeted support as needed; scheduled mandated professional development for all teachers during one 50-minute period after school three times per month between September 2013 through June 2014.
- 6. The supervisor meets one-on-one with each teacher to engage in an End-of-Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school.

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).

Throughout the school year, and particularly at monthly PTA meetings, the various components of Danielson and Effective Teacher Practice will be discussed with and explained to parents. Parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	Grants
---	----------	---	----------	-----------	-----------	---	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #2

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.

Through the implementation of the Common Core Learning Standards (CCLS), it is expected that Grade Teams will review curriculum and ensure rigorous instruction in all content areas.

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.

On our 2012-13 Quality Review, the reviewer felt that the school's curricular materials were "not yet fully aligned to the CCLS. This lack of effective alignment shortens the useful life of these materials and inhibits the advance of student work towards full mastery of the CCLS." Moreover, the reviewer noted while "the school communicates high expectations....parents do not usually have sufficient concrete information about their children's specific strengths and areas of need..."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The teachers on all grades continue to re-align the Units of Study in Literacy and Math to encompass all of the CCLS. We supplement the literacy program with the Junior Great Books Program. We are replacing our Everyday Math program in all of our grades with Math-in-Focus materials and supporting teachers' professional development in its effective implementation. Teachers continue to increase the level of questioning in their class discussions.
2. Alternate Progress Reports aligned to the CCLS are issued at intervals between Parent-Teacher Conferences in November, March, and at the end of the year.
3. "Partnership for Success Parent Workshop" and "Extended Conversations" with parents on their child's strength, weaknesses and strategies for success in grades 4 and 5 are being conducted by our teachers.
4. Our teachers are conducting Parent Workshops on January 22, 2014 on the CCLS as they impact on the New York State literacy and math exams.
5. The Principal and Assistant Principal will continue to monitor and supervise the level of questioning and rigor in instruction with support from the Network.
6. The majority of our 3rd, 4th and 5th grade students – more than 150 students – will take part in intensive "Saturday Academy" sessions using the CCLS aligned Buckle Down materials for Literacy and Math.
7. The Principal, Assistant Principal, Inquiry Team and Data Specialist will conduct a final review on student DRA reading levels.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Data Specialist, Network Support Specialists, Math-in-Focus Trainer, Reading Street trainers, Instructional Leads, Teachers
2. Principal, Assistant Principal, Data Specialist, Teachers.
3. Principal, Assistant Principal, Data Specialist, and Teachers in Grades 4 and 5.
4. Principal, Assistant Principal
5. Principal, Assistant Principal, Teachers, Network Achievement Coach.
6. Teachers, Assistant Principal, Principal (supervising Saturday Academy)
7. The Principal, Assistant Principal, Inquiry Team members, Data Specialist, Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fully re-aligned units of study on each grade based on the CCLS.
2. Interim CCLS-aligned Progress Reports on student progress issued to parents.
3. Workshop and one-on-one meetings conducted.
4. Well-attended Parent Workshops conducted.
5. Evidence of improvement in terms of Questioning during informal walk-throughs.
6. Evidence of attendance by students at Saturday Academy with significant improvements in Literacy and Math understanding as measured on the Buckle Down post-tests.
7. Significant increase in DRA levels.

D. Timeline for implementation and completion including start and end dates

1. Nov 2013 – June 2014
2. January 2014 and May 2014
3. December-January 2014
4. January 22, 2014
5. September-June 2014
6. March 2014
7. June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School professional development funds are used to hire the outside Junior Great Books and Math-in-Focus trainers.

2. Time is allotted for teachers to work together and individually on completing the CCLS-aligned Interim Progress Reports.
3. Funds are provided by the Department of Education specifically for the Extended Conversations Initiative based on the number of students who scored below 3 on the spring 2013 New York State Exams.
4. School per session funds and parent involvement funds support this initiative.
5. This is part of regular supervision.
6. Title III funds, Title I funds and other per session funds are used to support this initiative.
7. This is part of our regular supervision.

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).

1. Regular and frequent discussions on the CCLS with members of the PTA and other parents at monthly School Leadership Team meetings.
2. Regular and frequent discussions on the CCLS with parents at monthly PTA meetings.
3. Parent Workshop entitled "Partnership for Success" to launch the Extended Conversations initiative.
4. Thirty-minute one-on-one teacher-parent meetings, i.e., "Extended Conversations" during January 2014 directly related to individual student progress on the CCLS.
5. Parents will receive and discuss with teachers Interim Progress Reports In late January 2014 and early May 2014 for their child measuring their progress on the CCLS.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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.

Through the implementation of the Positive Behavior Intervention System, as a school community we will improve school tone and student behavior thus reducing suspensions by five percent as evidenced by the number of occurrences in the Online Occurrence Reporting System (OORS) and increase our Learning Environment score by one full point.

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.

Based on feedback from the 2012-13 Teacher's Learning Environment Survey in the section on Safety and Respect, staff still feel that order and discipline are areas in need of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Regular and frequent meetings with the school's PBIS Coach/UFT Chapter Chair and Principal.
2. Coordination between the PBIS Coach and the Parent Coordinator to effectively stock the PBIS Rewards Store with the support of PTA resources.
3. Involvement of the Teachers, Paraprofessionals, Safety Agent, Main Office Staff, School Aides, Kitchen Staff, PTA Officers, Parent Coordinator, Custodial Staff and Parent Volunteers in the application of the PBIS Rubrics and distribution of PBIS awards, i.e., Stars and Starbucks to reinforce appropriate behavior and effort.
4. Regular and frequent reference to the PBIS rubrics posted around the building.
5. Leveraging the Online Occurrence Reporting System (OORS) Management Tool by the Safety Team with support from the Network Safety Liaison to better monitor areas of concern in the school building.
6. Ongoing training of and discussions with Teachers, Paraprofessionals Parent Coordinator, School Aides, Main Office staff, Kitchen Staff conducted by the PBIS Coach

with support from the Principal and Assistant Principal.

- The Safety Team (comprised of the PBIS Coach, Principal, Safety Agent, Parent Coordinator, PTA Officers, and Head Custodian) will review the effectiveness of the PBIS Program and overall tone of the school.

B. Key personnel and other resources used to implement each strategy/activity

- PBIS Coach/UFT Chair and Principal.
- PBIS Coach and Parent Coordinator.
- Teachers, Paraprofessionals, Main Office Staff, School Aides, Kitchen Staff, PTA Officers, Parent Coordinator, Custodial Staff and Parent Volunteers.
- All Staff.
- Principal, PBIS Coach, Safety Team Members, and Network Safety Liaison.
- PBIS Coach, Principal and all staff.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Proof of attendance in regular and frequent PBIS specific meetings.
- A well-stocked PBIS Store the contents of which are appreciated and valued by students.
- Evidence of familiarity and application of the PBIS Program school-wide.
- Morning announcements referencing the PBIS Rubrics along with regular student-staff discussions on PBIS.
- Review of the OORS Management Tool during monthly Safety Meetings particularly in September 2013, February 2014 and June 2014 showing evidence of improvement over previous year.
- Evidence that all staff are familiar with and applying the PBIS Rubrics throughout the building.
- An improvement on our Learning Environment by one full point.

D. Timeline for implementation and completion including start and end dates

- Sept-June 2014
- by mid June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- This time has been scheduled into the PBIS Coach/UFT Chapter Chair's schedule.
- The PTA supports this initiative along with other outside sources, e.g., First Book Network.
- This is part of the PBIS Coach's responsibilities.
- This is part of the Principal and Main Office Staff's responsibilities.
- This is the responsibility of the Safety Team which meets monthly.
- This is the joint responsibility of all staff led by the PBIS Coach and the Principal.
- The staff are provided time to complete the Learning Environment Survey.

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).

PTA Officers, Class Parents, and Parent Volunteers will be fully trained and versed in the PBIS program. Parents will be regularly updated on the philosophy and application of PBIS during monthly PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

B. Key personnel and other resources used to implement each strategy/activity

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	iStation, Achieve 3000	Small Group	Before school, School Day
Mathematics	Skills Tutor, Khan Academy	Small Group	Before school, School Day
Science	Brain Pop	Small Group	After School, School Day
Social Studies	Cross curricular non-fiction social studies materials in Reading Street	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, at-risk family intervention work, crisis and mandated support by social worker	Small group, 1:1	School Day & After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- We screen resumes for license requirements and qualities befitting our job descriptions.
- We work with our Human Resources Director to identify highly qualified teachers when vacancies occur.
- We have initiated a relationship with near-by colleges, e.g., Queens College.
- A Hiring Committee comprised of teachers, administration and parents interviews all candidates.
- Administration conducts monthly grade conferences based on planning and instructional delivery.
- Administration conducts frequent and routine informal observations sessions accompanied by feedback sessions.
- Administration conducts one-on-one coaching sessions with new teachers.
- New teachers are assigned mentor teachers to meet with twice weekly.
- Experienced teachers are sent to monthly workshops sponsored by the CFN and are responsible for turn-keying that information to their colleagues.
- Those teachers who are not Highly Qualified will have the opportunity to conduct the requisite coursework with financial support from P.S. 35's budget.
- The Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Administration participates in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- The Hiring Committee interviews HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The Hiring Committee establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Teachers are provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified.
- New teachers are provided with a mentor
- Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Carefully made teacher assignments are designed to match teacher talent with school needs.

In the very rare event, if a teacher's status is deemed not HQT, the principal consults with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines. This includes some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principal in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, AP, Data Specialist and instructional lead teachers attend workshops provided by the Network relating to CCLS and Danielson. They turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Reading Street Curriculum for ELA and Singapore Math (Math-in-Focus) Math Curriculum is supported through high quality professional development for teachers and paraprofessionals delivered by the principal, AP, Data Specialist, instructional leads, network team members or the outside educational consultant.
- Teacher teams are trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, Set Aside, NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of Common Core, Danielson, higher order questioning, rigor, and the Citywide Instructional Shifts, particularly emphasizing academic language and finding evidence in the text.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in reading.
- Textbook and instructional materials purchased for Math-in-Focus, Reading Street, and Junior Great Books.
- Afterschool enrichment programs in the arts in collaboration with the Queens Museum.
- Saturday Program beginning in January addressing academic needs and promoting enrichment.
- Use of the instructional leads to look at student work and monitor student progress.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve schoolwide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As a neighborhood school we enroll students from zoned neighborhoods. We will form a PreK-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, IEP Teacher, the Parent Coordinator, and parents (if applicable) who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, PreK teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK to kindergarten. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The PreK-to-K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal’s decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month three hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

n/a

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 29	Borough Queens	School Number 035
School Name P. S. 35Q		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mark Dempsey	Assistant Principal Julia Soussis
Coach type here	Coach type here
ESL Teacher R. Dabee, C. Dosil, F. Khan	Guidance Counselor Ketline Glemaud
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pearline Loyd
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	674	Total number of ELLs	77	ELLs as share of total student population (%)	11.42%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	0	0	16	15	0	0								31
Pull-out	9	19	0	0	15	3								46
Total	9	19	16	15	15	3	0	77						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	4	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	72	0	1	4	0	0	0	0	0	76
Total	72	0	1	4	0	0	0	0	0	76

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	4	11	5	9	5	0								34
Chinese	2	0	0	0	0	0								2
Russian														0
Bengali	1	5	5	4	1	0								16
Urdu	2	0	0	0	2	0								4
Arabic	0	2	2	1	2	2								9
Haitian	0	1	2	0	4	1								8
French	0	0	1	0	0	0								1
Korean														0
Punjabi	0	0	1	0	0	0								1
Polish														0
Albanian														0
Other	0	0	0	1	1	0								2
TOTAL	9	19	16	15	15	3	0	0	0	0	0	0	0	77

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	4	1	1	3	0								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	10	6	1	6	2								28
Advanced (A)	5	5	9	13	6	1								39
Total	9	19	16	15	15	3	0	0	0	0	0	0	0	77

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	1	0	0	12
5	3	0	0	0	3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	10		5		0		0		15
5	2		1		0		0		3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		2		0		3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the DRA. to trace the progress of the ELL students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In Grade 3, the majority of our ELL students are at the advanced level. Over 50% of our ELL population is on the advanced level of English proficiency. The majority of ELL population attends our extended day session on Tuesdays and Wednesdays.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based upon the patterns of proficiency levels of our ELL students, teachers incorporate the following teaching strategies: use of more visual literacy in incorporating picture clues in word walls, vocabulary and tasks within our Reading Street program. For instance, teachers use pictures and posters as well as short video segments on the ENO boards to enhance students understanding of new concepts. Teachers incorporate sentence prompts to promote conversational and written language skills. Teachers use questioning techniques aimed at higher order thinking skills to engage students during reading and class discussion activities.
4. For each program, answer the following:
 - a. 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?
 - a. NYSESLAT Scores are analyzed through the use of the RNMR (modalities report).
 - b. The results are used to create linguistic goals. The results are shared with general education teachers to create lessons that support areas of need. The results are used to form small group instruction. We align resources to support the students.
 - c. For the ELL Periodic assessments, the results are used as formative assessments to create specific learning targets. The results are also measured against the quartely benchmarking assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our schools uses data to guide instruction and prepare for small group instruction and differentiation.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions through the use of visuals, hands on activities and partnership in the classroom.
7. 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?

We do not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at the progress our ELLs make year to year in the NYSESLAT, NYS Science, NYS ELA and NYS Mathematics Assessments. Also their DRA levels and their scores on the baseline assessments in literacy and mathematics in the testing grades. Baseline assessments are also given from the Reading Street program. A coordinated approach by the classroom teachers and ESL teachers, particularly in reading, inform next steps and instructional strategies.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration of newly admitted students, parents or guardians are asked to complete a Home Language Identification Survey (HLIS) which is provided in their native language. Translation services are provided in Spanish, Urdu, Bangla and French. These services are provided by several staff members: Ms. Chalen, Ms. Hassan, Ms. Islam, Ms. Tinoco or Mr. Dempsey. The parents/guardians are assisted by Ms. Khan a certified ESL teacher who conducts an informal oral interview of parent and student. Upon completion of the HLIS, it is then reviewed by Ms. Khan. If the student speaks, reads or writes predominantly in their native language then the LAB-R is administered by Ms. Khan. The Spanish LAB-R is administered by Ms. Chalen in Spanish to the Spanish speaking students who are not proficient in English. The LAB-R is then used as the formal initial assessment to assess the level of each student: beginner, intermediate, advanced or proficient in English. ELLs are also evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to assess their level of English acquisition in listening, speaking, reading and writing. ATS reports (RLER) are used to determine which students are eligible for testing.
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.
Upon identifying students that require ESL, parents receive an introductory letter in English and their native language (in the first 10 days). They are invited to attend a parent orientation and to view the parent orientation video which is available in English and their native language. There are also translators available in French, Spanish, Arabic, Urdu and Bengali. Parents are given the opportunity to ask questions to ensure they understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL.) Parents who choose Transitional Bilingual and Dual Language Programs are informed that 15 students are required to form the classes and when the criteria have been met a class will be opened.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
P. S. 35 ensures that entitlement letters are distributed to students in English and their native languages and must be returned signed by a parent or guardian. Follow up phone calls are made if necessary to ensure that letters are returned. Parent Survey and Program Selection forms are completed at parent orientation sessions. All forms are stored in room 261 in a file cabinet. All ELLs have a file with their information including Home Language Survey, entitlement letter, parent survey and program selection forms. These forms are collected by Ms. Khan, Ms. Dabee, Ms. Dosil and classroom teachers.
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.
Identified ELL students are placed accordingly in ELL groups based on level of proficiency in English in grades K, 1, 4 and 5. ELL students in grades 2 and 3 are placed in the ESL self-contained class. Advanced students receive 180 minutes of ESL instruction per week. Continued entitlement letters and placement letters are distributed in English and native languages to entitled ELL students and are placed in their files accordingly when returned by students.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to ensure that all ELL students are administered the NYSESLAT, Ms. Khan generates the RLER report in ATS. The RLER is used to determine which students are eligible for the NYSESLAT. Students are placed in small groups to administer the listening, reading and writing sections. The speaking portion is done on an individual basis. The NYSESLAT is administered in the spring by our ESL certified teachers.
6. 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.) 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. 
After review of the Parent Survey and Program Selection forms, the trend in program choice is Freestanding English as a Second Language (about 95%). This information is used to determine how Title III funds are spent and appropriate planning for the Saturday Academy. The 5% of parents/guardians who have chosen TBE or Dual Language are informed that when we have a sufficient amount of students a bilingual class will be formed. We also provide information about schools in the neighborhood that have TBE or Dual Language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

a. We have two program models. We have a freestanding model and two self-contained classes. We employ the Pull-Out program with content area development using ESL strategies implementing the Language Allocation Plan and 100% English instruction but with the students' native language valued and encouraged.

b. In our pull out program the students are grouped heterogeneously based on levels of english proficiency. Beginners are grouped with low level intermediate students and high level intermediate students are grouped with advanced students. In the two self contained classes, grade 2 ELL students are grouped together and grade 3 ELL students are grouped together.

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)?

Advanced students receive 180 minutes of ESL instruction as per CR Part 154. Intermediate and beginner students receive 360 minutes of ESL instruction as per CR Part 154. All students receive 90 minutes of instruction in ELA everyday.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our explicit ESL instructional model emphasizes the NYS ESL standards and performance indicators in addition to explicit skills instruction and labeling language as it pertains to the related content areas. The ESL teachers coordinate use of ESL strategies with general education classroom teachers; i.e., scaffolding, TPR, use of graphic organizers visuals, etc. Beginning level ELLs receive instruction emphasizing listening and speaking skills, while other levels emphasize reading skills and writing mechanics. All instruction is provided in english. The ESL teacher provide content area support using Sidewalks by Reading Street, Read 180, Skills Tutor and iStation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The school understands the importance of native language. Tests and materials are translated if necessary. The Spanish LAB-R is given to entitled students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated along with general education students and are given time and a half for all exams. Students are assessed using the DRA in early fall and spring. Students are also given the baseline assessment in mathematics and ELA in grades 3 - 5.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently P. S. 35 has no SIFE students. SIFE students participate in our extended day program. They receive small group instruction in the content areas and are assigned to a student mentor for extra support in their native language.

b. Our newcomers receive differentiated instruction both in the ESL and in the general education classroom in literacy and the content areas. Emphasis for these students is an auditory and oral skills. In addition, there is an eight week Saturday Academy instructional support program for grades 3 - 5 that is designed to meet their educational needs in order to prepare them for the NYS ELA and NYS Mathematics assessment.

c. ELLs receiving service 4 to 6 years receive their ESL minutes of instruction as per CR Part 154. These students also use a technology based instructional program READ 180. These students also attend Saturday Academy Program as well as the extended day program.

d. This year we do not have any long-term ELL students who have completed 6 or more years.

e. Former ELL students who are proficient in English are given time and half during testing. They also attend our extended day program and Saturday Academy. Former ELL students also spend extra minutes on Skills Tutor and iStation in the computer lab.

7. 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?

The ESL teacher is in communication with the ELL-SWD teacher, SETTS teacher, the guidance counselor, as well as the SBST regarding any student with an IEP. ELL-SWD are also mainstreamed in the content areas of reading and mathematics to accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teacher and other staff members also implement appropriate strategies that are required for curriculum and testing modifications. The diverse needs of ELL-SWDs are met using small group instruction in english, mainstreaming in reading and mathematics and small group instruction in our extended day program and Saturday Academy.

Courses Taught in Languages Other than English

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

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

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

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

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

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

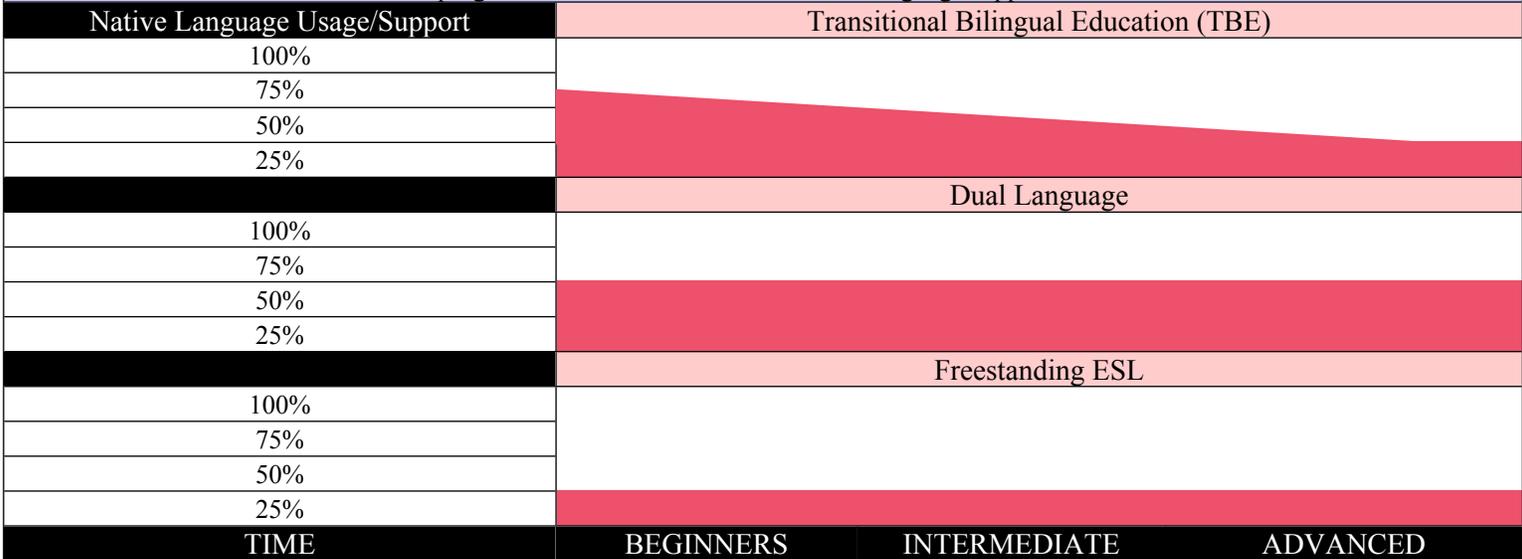
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

9. 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.

Targeted intervention programs for ELLs in ELA, mathematics, science and social studies are provided for advanced, intermediate, beginners and newcomers. Our ELLs attend extended day sessions in grades 1 - 5. They receive small group instruction in reading and mathematics. ELLs in grades 3 - 5 attend our Saturday Academy Program which provide intensive preparation for the NYS ELA and NYS Mathematics Assessments. These intervention services are offered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is helping to increase the scores of our ELL students in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

We will be improving the Saturday Academy Program for the 2013 - 2014 school year. We have initiated two self-contained ESL class in second and third grade. These students are receiving services from ESL state certified teachers.

12. What programs/services for ELLs will be discontinued and why?

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL population are afforded equal access to all school programs through letters which are translated in their native language and through parent contact/meetings. ELLs participate in our extended day program and Saturday Academy. ELLs also participate in our extracurricular activities including the school bank and Mighty Milers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELLs include READ 180 by Scholastic for grades 4-5 (intermediate and advanced ELLs) which includes a technology component, Spotlight on Reading and Listening comprehension (technology based) for grades 3-5 (intermediate and advanced ELLs). Reading Street materials are used throughout the school for grades K-5 which includes and ESL component for our ELL population. ELL students are also support by iStation (grades K-5) and Skills Tutor (grades 3-5) which are technology based.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in ESL through visuals, TPR, shared reading, grouping and repetition. Reading Street materials are used throughout the school for grades K - 5 which includes a supplemental reader titled "My Sidewalks on Reading Street" which is used for our ELL population in grades 1, 4 and 5. Native language is used in independent reading groups for beginning and intermediate ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes, required services support and resources correspond to ELLs' ages and grade levels. Upon registration, parents or guardians must provide documentation of previous educational history of ELL students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New ELL students that are enrolled in June are invited to attend the ELL Summer School Program at P. S. 135 to receive extra support in the content areas before the opening of the new school year.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

This year we have introduced a number of innovative approaches for our English Language Learners involving our three ESL teachers. Two of our teachers are dually certified and are employing the SIOP Model whereby they teach all the subjects in their 2nd and 3rd grade classrooms. Our third ESL Teacher continues to use the push-in model. We will work with our Network to provide our three ESL teachers with regular and thorough training in ESL approaches, particularly as they relate to the application of the Common Core Standards.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. For our parents who speak a language other than English, we try to communicate and accommodate their needs through our bi-lingual staff who assist in parent/teacher meetings, at parent/teacher conferences, at PTA meetings and via notices which go home in multiple languages.
 2. As a school community, we seek out ESL classes for parents which are provided in the community. The PTA and the Parent Coordinator assist.
 3. Various Parent Leaders who are bi-lingual represent the interests and needs of those parents who speak languages other than English. For example, one of our bi-lingual Bengali speaking parents will take the lead in terms of expressing concerns and suggestions to administration of other Bengali-speaking parents. We do try to employ our simultaneous interpreting equipment at many of our evening PTA meetings. Our bi-lingual staff (SBST members, Educational Assistants, Teachers, Administration) all serve as access points for parents. We carefully review the results of the Learning Survey which is completed by the majority of parents, many of whom speak a language other than English.
 4. We try to make provisions in terms of interpreting and translation needs of our parents within a cultural sensitive and respectful environment. The message staff and PTA members express are that all are welcome and have an important role to play in this school community.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Nathaniel Woodhull School

School DBN: 29Q035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Dempsey	Principal		12/13/13
Julia Soussis	Assistant Principal		12/13/13
Pearline Loyd	Parent Coordinator		12/13/13
Farahnaz Khan	ESL Teacher		12/13/13
Deiandra Terrell	Parent		12/13/13
Rozelle Fredrick-Dabee	Teacher/Subject Area		12/13/13
Catalina Dosil	Teacher/Subject Area		12/13/13
	Coach		1/1/01
	Coach		1/1/01
Ketline Glemaud	Guidance Counselor		12/13/13
Joanne Joyner-Wells	Network Leader		12/13/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **Two** Network: **CFN 209**

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

Part A: Needs Assessment Findings

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

Review of Home Language Surveys and regular conversations by Administration with staff, particularly our ESL teacher, parent coordinator or translation/interpreting needs of our parents/guardians.

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

Based on the Home Language Surveys and number of ELL students, well over 15% of our students speak a language other than English in the home. Languages in terms of numbers are: (1) Spanish; (2) Bengali (3) Haitian-Creole/French.

Part B: Strategies and Activities

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

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

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

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

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

When we do have three to four weeks lead time, we send notices to DOE Translation Services for translation into Spanish, French and Bengali.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Nathaniel Woodhull School	DBN: 29Q035
Cluster Leader: Despina Zaharakis	Network Leader: Dr. Joanne Joyner-Wells
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale - Intensive instructional support will be given to all ELL students and former ELL students in grades 3–5 to provide ESL enrichment and test taking strategies for the NYS ELA and the NYS Mathematics Assessments.

- Subgroups and grade levels to be served - grades 3-5 will be served, ELL students will be grouped according to English proficiency levels: beginners, intermediate, advanced and proficient. This includes 41 current ELL students and 14 former ELL students. The former ELL students received a proficiency score on the NYSESLAT from May 2011 (three years ago). There are no students from four years ago or higher.
- Schedule and duration – The Saturday Academy will consist of 12 Saturday sessions from 8:30–12:00 beginning in early January and running up to the beginning of the NYS tests in April.
- Language of instruction – Instruction will be delivered in English.
- # and types of certified teachers – There are five groups of students of approximately 10 students per group, grouped according to proficiency level and grade. A Common Branch Teacher is assigned to each group. There are also two certified ESL teachers who co-teach with each of the five teachers on a 45-minute schedule. The ESL Teacher provides the explicit language development to support the content development provided by the Common Branch teachers. Joint co-planning ensures that lessons are cohesive.
- Types of materials – “Buckle Down” will be used for mathematics instruction and “New York Ready - English Language Arts Practice” will be used for instruction in reading, both aligned to the Common Core Standards.

Part C: Professional Development

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

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

Begin description here: Rational – The ESL Teachers provide the Common Branch Teachers with explicit ESL teaching strategies. Together the ESL Teachers and Common Branch Teachers identify materials and plan lessons for each grade-level that they are assigned to teach. They use data based on students’

Part C: Professional Development

reading levels based on the DRA, Acuity scores and English language proficiency levels to group students accordingly. The seven teachers pool their efforts from 8:00-8:30am during the Saturday sessions to review explicit ESL teaching strategies. The ESL Teachers likewise acquire content strategies through these collaborative activities.

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

Part D: Parental Engagement Activities

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

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

Begin description here: Rational: Parent workshops will be conducted in January (as a lead in to the January PTA Meeting) to provide assistance to parents with strategies that they can use to help their child prepare for the ELA and Math State Tests.

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

January 23, 2013 (3rd Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

January 23, 2013 (4th Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

January 23, 2013 (5th Grade) ELA 4:30-5:30pm; Math 5:30-6:30pm

- Topics to be covered: Acuity training for parents; access to Achieve 3000; Homework as an extension of learning during the schoolday; Instructional Shifts based on the Common Core Standards; ELA and

Part D: Parental Engagement Activities

Math Test Prep Skills.

- Name of Providers for Parent Workshops: Jonathan Licata, JoAnn Rush, Cham Fredrick, Catalina Dosil, Rohini Ramnarine, Amy Dart with bi-lingual language support by Educational Assistant Mayra Chalen. ESL Teacher Rozelle Dabee and Parent Coordinator Pearline Loyd will deliver session on the structure and importance of homework as an extension of the learning during the day.
- How parents will be notified of these activities - Letters will be sent home in students’ native languages inviting parents to attend workshops based on their child’s grade level.

Part E: Budget

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

Allocation Amount: \$

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

