



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PS 35

**DBN (i.e. 01M001):** 31R035

**Principal:** MELISSA GAROFALO

**Principal Email:** MCASSAN2@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** NEIL OPROMALLA

**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
Melissa Garofalo	*Principal or Designee	
Francesca Harris	*UFT Chapter Leader or Designee	
Nanette D’Agostino	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Laura Morton	Member/ Teacher	
Jillian Link	Member/ Teacher	
Marianne Falcone	Member/ Teacher	
Tara Maretti	Member/ Parent	
Elizabeth Villamagna	Member/ Parent	
Helena Lonergan	Member/ Parent	
Allison Scarpaci	Member/ Parent	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 the percentage of all tested students (excluding SWD's & ELL's) will demonstrate a 7-10% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2014 NYS ELA assessment. -

### Comprehensive Needs Assessment

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

After careful analysis of our school's 2012-2013 New York City Progress Report, it was determined that the students' performance on the 2013 demonstrated a 28% drop on the 2013 NYS ELA exam, which is a significant loss. In 2011-2012 PS 35 was in the 94th percentile citywide and in 2012-2013 there was a drastic drop placing our school in the 44<sup>th</sup> percentile citywide.

### 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. Activity #1: □ Professional Development: "How well the teachers are learning determines how well the students are learning." Weekly PD has been built into the weekly school schedule. All teachers receive an additional 6th prep period. The following activities occur during this period throughout the school year. The principal and teachers focus on ELA planning (12 periods) based on the data collected from the Inquiry work teachers do weekly Thursday mornings. Inquiry work twice a month is focused on looking at student work in ELA from one of the following sub-groups: students exceeding the standards, or bottom third of the class, Kindergarten and First grade teachers are receiving Professional development on reading recovery strategies and the teaching of reading by the principal once a month. Guided reading lessons are assessed and colleagues share lessons and reflect on their teaching. All teachers will be engaged in Instructional Rounds 11 times throughout the school year. After the first round of teacher observations, the Principal differentiates the members of the Instructional rounds group based on how the teacher was rated on Danielson's rubric.
2. Activity # 2: Inquiry work on Close reading and creating text dependent questions for complex texts. A teacher's book club in a Socratic Seminar format meets bi-weekly focused on the text, Rigorous Reading. Members of the book club will facilitate three professional development sessions for the entire staff focused on the new knowledge they acquired from the text. Students in grades 2-5 are engaged in both oral and written response to the text dependent questions. Lead teachers will participate in a two seminar with Kylene Beers & Robert E. Probst authors of the text Notice and Note Strategies for Close Reading. Any additional thirty minute block three times a week was added to the daily schedule for complex reading time.
3. Activity #3: Full Implementation the PS 35 Common Core aligned ELA curriculum, which was created over the past two years during Inquiry Work.
4. Activity #4: All teachers have chosen competency 1d; Knowledge of resources as a professional goal. An end of the year artifact will include a grade specific binder of ELA resources and which CCS the resource is aligned to.
5. Activity # 5: Teachers will be formally assessing students in informational reading 4 times a year using Fountas and Pinnell Benchmark Assessment System in addition to TCWRP narrative reading assessment 4 times a year.

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

Activity #1. Principal, all classroom teachers, ESL Teacher and cluster teachers,  
Activity #2: Principal, all classroom teachers, ESL Teacher, cluster teachers, Literacy Support consultants  
Activity # 3: All classroom teachers  
Activity # 4: All classroom teachers, ESL Teacher and cluster teachers  
Activity # 5: Principal, all classroom teachers, and ELS teacher

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

Activity # 1: Weekly teacher team meetings, quarterly (October, January, April, and June) students' reading levels in both narrative and informational text, students results

on Performance tasks and Common Formative Assessments which are embedded within each of the six ELA units of study all teachers' six informal observations, Performance task folders and CFA folders are collecting six times a year depending on a specific grades' end of the unit date.  
 Activity # 2: six informal observations, students' in grades 2-5 written responses to text dependent questions, bi-monthly book club meetings  
 Activity # 3: Pacing calendar, Performance tasks and CFA assessment folders  
 Activity # 4: Teacher resource binders collected in February and June, excerpts used on CFA's.  
 Activity # 5: quarterly collection of (October, January, April, and June) students' reading levels in both narrative and informational text

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

Activity # 1: September 2013- June 2014  
 Activity # 2: September 2013-June 2014 and March 5<sup>th</sup>, & 6<sup>th</sup> 2014  
 Activity # 3: September 2013-June 2014  
 Activity # 4: September 2013- June 2014  
 Activity #5: October 2013, January 2014, April, 2014, and June 2014

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

Activity # 1: Adding an additional prep period to all teachers' schedules, changing the prep schedule to accommodate the flexible grouping of teachers to engage in Instructional Rounds. z  
 Activity # 2: Professional texts: Rigorous Reading & Notice and Note Strategies for Close Reading, readingworks.org, reading A-Z, Ready Gen reading passages, Children's' magazines such as Boy's Life, Cricket, Appleseed, Ask, Ladybug, and Click  
 Activity # 3: Grade specific Units of study binders  
 Activity # 4: readingworks.org, reading A-Z, Ready Gen reading passages, Children's' magazines such as Boy's Life, Cricket, Appleseed, Ask, Ladybug, and Click, Common core library  
 Activity #5: TCWRP running records and question and Fountas and Pinnell Informational running records and questions

**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).

In addition to the four Progress reports which are distributed in November, January, April, and June; all students have ELA student assessment folders which are backpacked home four times a year: October 15<sup>th</sup>, 2013, December 16, 2013, March 10, 2014 and May 19, 2014. The principal is proving six parent workshops focused on understanding the ELA CCS and how parents can support their children at home for each of the 11 anchor standards. ☐

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

**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.

By June 2014 the percentage of all tested students (excluding SWD's & ELL's) will demonstrate a 7-10% increase in meeting and/or exceeding grade level standards in Math as measured by the 2014 NYS Math assessment.

**Comprehensive Needs Assessment**

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

After careful analysis of our school's 2012-2013 New York City Progress Report, it was determined that the students' performance on the 2013 demonstrated a 29.9% drop on the 2013 NYS Math exam, which is a significant loss. In 2011-2012 PS 35 was in the 94th percentile citywide and in 2012-2013 there was a drastic drop placing our school in the 44th percentile citywide.

**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**

Activity # 1: Continuing Professional Development on Math exemplars and full implementation of assessing word problems using the Exemplar rubric.

Activity # 2: All teachers receive an additional 6th prep period. The principal and teachers focus on Math exemplar planning (12 periods) based on the data collected from the Inquiry work teachers do weekly Thursday mornings. Inquiry work twice a month is focused on looking at student work in Math exemplar from one of the following subgroups: students exceeding the standards, or bottom third of the class.

Twice a week a thirty minute block is implemented for students to engage in Math exemplars/problem solving.

Activity # 3: Full implementation of the Common Core aligned Envision Math program.

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

Activity # 1: Principal and all classroom teachers

Activity # 2: All classroom teachers and ESL teacher

Activity # 3: All classroom teachers

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

Activity # 1: Teacher team minutes, math performance task grades collected three times a year. Strategy group conference notes collected bi-monthly

Activity # 2: Teacher team minutes, math performance task grades collected three times a year. Strategy group conference notes collected bi-monthly

Activity # 3: End of unit test grades which are submitted to the principal according to the pacing calendar that teachers created the first week of school

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

Activity # 1: September 2013 and conclude in June 2014

Activity # 2: September 2013 and conclude in June 2014

Activity # 3: September 2013 and conclude in June 2014

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

Activity # 1: Everyday math exemplars, Envision word problems, Math exemplar rubric

Activity # 2: Adding an additional 6th prep to all teachers' schedules, Everyday math exemplars, Envision word problems, Math exemplar rubric exemplar rubric

Activity # 3: Envision Math Program Smart boards and Promethean Boards to teach minilessons as Envision Math places all interactive lessons via technology,

**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).

In addition to the four Progress reports which are distributed in November, January, April, and June; all students have ELA student assessment folders which are backpacked home four times a year: October 15th, 2013, December 16, 2013, March 10, 2014 and May 19, 2014 □ Monthly Parent Newsletters detail the Mathematics unit of study which are aligned with 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	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

By June 2014, the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 10% increase in proficiency in ELA as measured by the 2014 NYS ELA assessment

### **Comprehensive Needs Assessment**

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

After careful analysis of our school's 2012-2013 New York City Progress Report, it was determined that there were no students' within the bottom third of our school who met proficiency on the 2013 NYS ELA exam. The scores ranged from 1.6 -2.67. In 2011-2012 PS 35 was in the 94th percentile citywide and in 2012-2013 there was a drastic drop placing our school in the 44th percentile citywide.

### **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**

All of the activities included in Goal #1 are included in goal # 3 with the addition of the following activities.

Activity # 1: All of the students included in the bottom third are attending extended day three times a week.

Activity # 2: Teacher and Principal item analysis of the bottom third's NYS ELA exam.

Activity # 3: The ESL teacher implementing ELA small group instruction two times a week in a pull out structure.

Activity # 4: Parent meeting and backpacking home item analysis and strategies aligned to each of 11 CCS to support the child at home.

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

Activity #1: Principal, grade 4 & 5 teachers, and ESL teacher

Activity #2: Principal, grade 4 & 5 teachers

Activity # 3: Principal, ESL teacher, NYS 2013 ELA exam results and 2013 reading levels data

Activity # 4: Principal, grade 4 & 5 teachers/ teacher created ELA resource aligning support to each of the 11 CCS, individual student item analysis

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

Activity #1: quarterly (October, January, April, and June) students' reading levels in both Narrative and Informational texts , students results on Performance tasks and Common Formative Assessments which are embedded within each of the six ELA units of study

Activity # 2: Weekly teacher team minutes, all teachers' six informal observations, Performance task folders and CFA folders are collecting six times a year depending on a specific grades' end of the unit date.

Activity # 3: Weekly teacher team minutes, all teachers' six informal observations, Performance task folders and CFA folders are collecting six times a year depending on a specific grades' end of the unit date.

Activity # 4: Weekly teacher team minutes, all teachers' six informal observations, Performance task folders and CFA folders are collecting six times a year depending on a specific grades' end of the unit date.

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

Activity #1: September 2013- June 2014

Activity # 2: October 2013

Activity #3: September 2103-June 2014

Activity #4: October 2013 & January 2014-May 2014

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

Activity # 1: SBO, Guided reading texts, passages from: readingworks.org ,reading A-Z, Ready Gen reading passages, Children's' magazines such as Boy's Life, Cricket, Appleseed, Ask, Ladybug, and Click

Activity # 2: ELA item analysis

Activity # 3: Redesigning the ESL teachers' schedule

Activity # 4:., Test Sophistication program

### **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).

A parent meeting was held on November 17th for all level 1 & 2 parents. Parents were given their child's item analysis from the 2012-2013 NYS Math exam, a copy of the grade specific CCS, and possible ways to support their child at home with each of the standards. In addition to the four Progress reports which are distributed in November, January, April, and June; all students have ELA student assessment folders which are backpacked home four times a year: October 15th, 2013, December 16, 2013, March 10, 2014 and May 19, 2014. Monthly Parent Newsletters detail the Mathematics unit of study which are aligned with 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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Network funding

**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**

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
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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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated reading for Close reading, Foundations and Wilson	Whole group, small group, one-to-one	Before school during extended day, during classroom instruction, and after school test sophistication program
<b>Mathematics</b>	Multiple entry points for Math exemplars	Small group, one-to-one	Before school during extended day, during classroom instruction, and after school test sophistication program
<b>Science</b>	Multiple entry points	Small group, one-to-one	Before school during extended day, during classroom instruction
<b>Social Studies</b>	Multiple entry points	Small group, one-to-one	Before school during extended day, during classroom instruction
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Play therapy, peer mediation	Small group	During the school day

**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 *TA 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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**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.

**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).

**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.).

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

The Clove Valley School

P.S. 35

60 Foote Avenue

Staten Island, NY 10301

Melissa Garofalo

Telephone (718) 442-3037

Principal

Fax (718) 815-4855

## SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2012-2013.

## PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

### School Responsibilities

P.S. 35 will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, “How well the teachers are learning determines how well the students are learning.” Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While

working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.

- Teachers on each grade will follow a curriculum map which was developed by classroom teachers. The teachers relied heavily on the State Standards as a guide.

- Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.

- The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors, and other topics relevant to that particular grade level. All students have individual lap-tops within the classroom.

- hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- On November 14, 2013 and March 11, 2014

- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Official Progress reports will be distributed in November, January, April and June.

- Student Assessment Folders will be distributed in October, December, March and May .

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.

- The Principal has an open door policy

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents can request in writing their interest to volunteer in the classroom. The teacher will notify the parent what time to come and assist. The parent's name will be placed on a list at the front desk with the security guard.

- After each unit of study in Writing, the parents will be invited to a celebration in the classroom.

- If a student is under going an educational evaluation, the parent will be asked to observe the child in his/her classroom environment.

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- ensure your children have the necessary school supplies to engage in learning
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
  - . express high expectations and offer praise and encouragement or achievement;
  - 
  - 
  - PART II OPTIONAL ADDITIONAL PROVISIONS
  - 
  - STUDENT RESPONSIBILITIES
  - 
  - We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
    - 
    - come to school ready to do our best and be the best;



**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>035</b>
School Name <b>The Clove Valley School</b>		

### 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 <b>Melissa Garofalo</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lisa Aristide</b>	Guidance Counselor <b>Lauren Rodriguez</b>
Teacher/Subject Area <b>Kristen Reilly / Grade 3</b>	Parent <b>Jessica Cardozo</b>
Teacher/Subject Area <b>Lisa Barrevecchio / Grade 2</b>	Parent Coordinator <b>Margaret Feminella</b>
Related Service Provider <b>Anastasia Von Fricke</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>360</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>3.33%</b>
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## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	0	0	1	1		0								2
Pull-out	5	3				3								11
<b>Total</b>	5	3	1	1	0	3	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	11			2						13
Total	11	0	0	2	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional: 0

**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
Albanian														0
Spanish														0
Russian														0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	1			1								7
Chinese														0
Russian	1	1												2
Bengali														0
Urdu			1											1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1			1										2
Other		1				2								3
<b>TOTAL</b>	5	4	2	1	0	3	0	0	0	0	0	0	0	15

## 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)	2													2

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)	1													1
Advanced (A)	1													1
Total	4	0	0	0	0	0	0	0	0	0	0	0	0	4

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5					0
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	1		1						2
5									0
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									0
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.

Our school uses Teacher's College Running Records, Letter and Sound Recognition Running Records, Concepts of Print Running Records and Fountas and Pinnell to assess the early literacy skills of all our students. The ELL students are given the above mentioned assessments as well as the results of the Lab R exam. The results of this data helps the classroom and ESL teacher to collaborate and guide instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In our school, the majority of ELL students enter in Kindergarten on either a beginning, intermediate or advanced level. Most of the ELL's pass the NYSESLAT withing the first two years of services. The majority score higher on the Listening and Speaking sections than they do on the Reading and Writing components. The few children who remain ELL students have been diagnosed with additional learning disabilities. However, the ELL teacher continues to focus on the necessary components of the NYSESLAT that they struggle with.
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 [AMAQ tool](#))

Instruction is differentiated for students depending on their needs based on the NYSESLAT results. Students who need additional help with listening and speaking will make use of listening centers, speaking activities as well as computer programs. Students who need additional help with reading and writing will be assessed using the Teacher's College Running records and then placed in a guided reading group according to their needs. Our writing curriculum has been developed by the principal and teachers. It focuses on units of study based on the Common Core Standards. In addition, the ELL teacher provides support with content vocabulary, grammar usage and editing writing pieces. Statistics show that the majority of our ELL students progress from Beginner or Intermediate level to Proficient within two years.

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?

We have a push in and pull out ELL program. Our ELL students perform on the proficient level for listening and speaking before achieving an overall proficient score (which includes reading and writing). We currently have two students who are in testing grades - both of them take their tests in English. Neither of them reads in their native language. Our school does not use the ELL Periodic Assessments. Both the classroom teachers, service providers and ELL teacher work collaboratively to monitor the strengths and needs of each of our children using Reading and Writing Conference Notebooks. In addition, the ELL teacher keeps a running record of skills taught and assess the English Language Learners after each push-in and pull out session.

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](#).)

The schools RTI team will review data in regards to requests for Tier 2 and 3 interventions (ARIS, Running Records, Progress Reports, Teachers College Assessment, Words Their Way Spelling Inventory, CFA's (Common Formative assessments), Running Records) Teachers will be properly trained to successfully implement the RTI model and will be given strategies to use within the classroom and ELL setting. Staff will analyze curriculum and interventions in place in order to successfully meet the needs of all students. ELL strategies will be used in the areas of phonics/word recognition, fluency and comprehension.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Newly admitted students receive a HLIS form to complete during registration, this form is evaluated by the ELL teacher to determine Lab eligibility. In addition, the information provided is passed to the classroom teacher to help guide instructional decisions. The Responses to Intervention model is used for prevention and early intervention through a tiered system of instructional support provided by the classroom and/or the ELL teacher. The curriculum is researched -based instruction that is aligned to the Common Core State Learning Standards, along with pedagogical support for the skills and strategies students require to successfully master the core curriculum. (i.e. Foundations, Words Their Way) Students with a second language spoken at home are screened at least four times per year to identify those that may be at risk for below level outcomes in reading by using Running Records, Teachers College

Assessments, and CFA's (Common Formative Assessments). In addition, an emphasis is put on understanding the child's linguistic strengths so the classroom and ELL teacher can guide the child to use cognates or familiar concepts in their home language. All content area teachers teach in a way that they are building the students English language skills using content vocabulary and building content area word walls with picture clues.

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 at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P.S. 35 utilizes a push in and pull out model for ELL instruction. We evaluate the success of the program by using the Response to Intervention Action Plan. All ELL students are screened at least four times per year to identify which students are at risk for below level outcomes in reading. We use Running Records, Teachers College Assessments, Fountas and Pinnell Non Fiction Assessments, and CFA's ( Common Formative Assessments). Tier two progress monitoring is done monthly to determine student progress and to identify whether modifications or reductions to the Tier 2 intervention are required. The student's conference notebook is used to monitor their progress in reading and writing. Assessment folders and reading folders are submitted to the RTI team monthly, as well as sent home to the parents to create accountability between home and school. The same is true of student's receiving tier three interventions, however, the progress is monitored once every two weeks. Our ELL program has been successful because the majority of students test proficient on the NYSESLAT within one or two years.

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

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

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

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

enrollment.

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

2. 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.
  2. A parent orientation is held for the parents within the first ten days of school to explain the three program choices. Translators are provided for parents that need them. If the parent is unable to attend the parent orientation, then the ESL teacher makes a phone call to reschedule the meeting. The ESL teacher makes every effort to schedule the meeting on a day that the parent will be at school for another event. (i.e.: Kindergarten Parent Tea) The ESL teacher will also schedule the parent orientation in the evening on the day of the first P.T. A. meeting.
3. 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 [\[see tool kit\]](#).)
  3. Entitlement letters are sent home with the children in upper grades. The letters are handed to the parents of children in the lower grades at dismissal time. Parent Survey and Program Selection forms are completed and collected at the Parent Orientation. If the form is not returned, the default program for ELLs is Transitional Bilingual Education. If the parent does not attend, the ESL teacher keeps documentation that she sent a letter home, then calls and discusses appendix D over the phone. Numerous make up sessions are offered in order to obtain all Parent Surveys and Program Selection forms. The entitlement letters are stored in an ELL Compliance binder, that also contains a copy of the child's HLIS, Parent Survey, Continuation of Service Letter, and Lab-R and/or NYSESLAT results. Parental choice has been ESL but we keep documentation to analyze the trends, in the event that a bilingual program may be necessary. If, however, parents do not choose an ELL program, the default is bilingual education. Forms are secured and stored in a ESL Compliance binder that is locked in the principal's office.
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.
  4. The ESL teacher reviews the Program Selection forms, then stores them in a binder with the appendix D. A record of the program that the parents selected is stored in the ESL compliance binder. If there is 15 or more parents that choose a different program, one needs to be open. Since our school has a very small amount of ELL students, we have never received 15 surveys requesting bilingual or dual language programs. Placement and Entitlement letters are sent home in the child's backback. If there is no response, then a letter is mailed. The letters are distributed in the child's home language as well as English. A checklist is maintained to monitor the trends in parent choices in the event that a dual language, and /or bilingual program needs to be created. When parents attend a meeting to view the video and make their choices, there is a translator made available if they need it. We utilize school staff, parent and student volunteers to provide these translations.
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.

We have a team of teachers as well as the principal who administer and score the NYSESLAT exam. The ELL teacher does not administer or score the listening and speaking sections. She administers the reading and writing component, but the principal and another teacher do the final scoring. The ELL teacher retrieves the ATS reports to determine who is eligible for the NYSESLAT exam. The ELL teacher designs a schedule to guarantee that all components are administered and scored within the dates required in the testing memorandum.
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 reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that our parents have requested is Freestanding ESL.. One hundred percent of our parents chose ESL for the last three years. Our school is a very small neighborhood school, and our parents are actively involved. The program models offered at our school are aligned with parent request.

## 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 use a push- in (co-teaching) model as well as a pull- out model depending on the needs of the students and the results of the LabR and NYSESLAT exams.
    - b. Students who are "pulled out" for ELL services are grouped by either:
      - the results of the LAB R
      - the results of the NYSESLAT
      - home language
      - their RTI Action PlanStudents who are "pulled out" for ELL services are in a heterogeneous group with other students who are within one grade level as them. (Example - A Kindergarten and First grade grouping)
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)?

We have a total of thirteen ELL students in our school. The ELL teacher is able to provide the mandated 360 minutes for beginners/intermediate students, and 180 minutes for advanced ELLs. In addition, the ELL teacher provides continuation of services for children who passed the NYSELSAT and are transitioning into a general education class by pushing in to their classrooms to provide the necessary scaffolding.
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.

All our instruction, for all content areas is provided in English. The ELL teacher differentiates instruction for the ELL students

by building content vocabulary for their units of study in Social Studies, Science, and Math. We use multiple means of assessment for examining student gains and instructional improvements among all teachers. Regular quality review cycles, where data is gathered and analyzed to track the development of students and teachers over time, allow appropriate program refinement.

These means of assessment include:

Teacher's college Assessments K-5

Running Records - Grades 1-5

Weekly Assessments Grades K-5

Words Their Way Spelling Inventory - Grades K-2

Common Formative Assessment - Grades K-5

Fountas and Pinnell NonFiction Running Records - Grades 1-5

LabR and NYSESLAT results

Periodic Exams

Reading and Writing Conferences documented in the student's Reading and Writing notebooks.

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

At this time, our school has a freestanding ESL program and evaluations are done in English. If in the future, we receive a child who needs to be evaluated in their native language, we will provide that service.

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

The ELL teacher works with the students to choose a Reading, Writing, Speaking and Listening goal. The goals are pre-printed with a picture clue for kindergarten and 1<sup>st</sup> grade students. Student's keep these four goals in a flip book inside their ELL notebook. Each day they refer back to them and determine if they are still working on their goal or they are ready to choose a new one. This is how we insure that the ELL students are self-evaluating their work in all four modalities of English acquisition throughout the year. The ELL teacher guides the students in choosing their goals using the data from the LabR, NYSESLAT, and running record feedback. Classroom teachers utilize Teacher's College Assessments, Running Records, Weekly Assessments, Words Their Way Spelling Inventory, Common Formative Assessments, Fountas and Pinnell NonFiction Running Records and Reading and Writing Conference documentation to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition.

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).

We do not have any SIFE students. Our population of ELLs who have been in the school for less than three year refers to children in Kindergarten, first or second grade. Please see question #3 for an explanation of instruction. We do not have any ELL students who have been receiving service for 4-6 years or long-term ELLs. Since our numbers are so low, former ELLs are included in the freestanding ELL program for one year, then they are evaluated to determine if they still would benefit from ELL services. If the child is functioning in the classroom, on or above grade level, then they will no longer receive ELL services.

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?

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

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?

Our school differentiates instruction for all students including ELL's and SWDs. As mentioned above, the use of technology is used to scaffold instruction and provide content vocabulary and prior knowledge. Our school uses the Envision Math program (an online program that provides graphics and explanations) to clarify math concepts for our ELL students. In addition, the program contains a component specifically targeted for ELL students. Since we utilize the Teacher's College Reading and

Writing Project, our students (including ELLs) are all aware of their current independent level, participate in guided reading work (with the classroom, and/or ELL teacher) on one level higher text, and they are all aware of the level that they need to achieve in order to successfully complete the grade.

The service providers (speech, occupational therapy, ELL, and guidance) work together before the start of the school year to coordinate their schedules to accommodate the students I.E.P. mandates and mandated ELL minutes. All services are implemented in the least restrictive environment in either a push in or pull-out model. We currently have two C.T.T. classes that service children in the least restrictive environment.

Our Response to Intervention Team determines the needs of students with disabilities. Tier I situations receive intervention services in their classrooms. We offer a small group extended day program that they would be required to attend. Tier II situations would receive academic interventions out of the classroom, and a service provider service them in a small group, different location. Tier III students would be evaluated and a determination would be made by the RTI team to decide if they should be placed in an ITC class.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

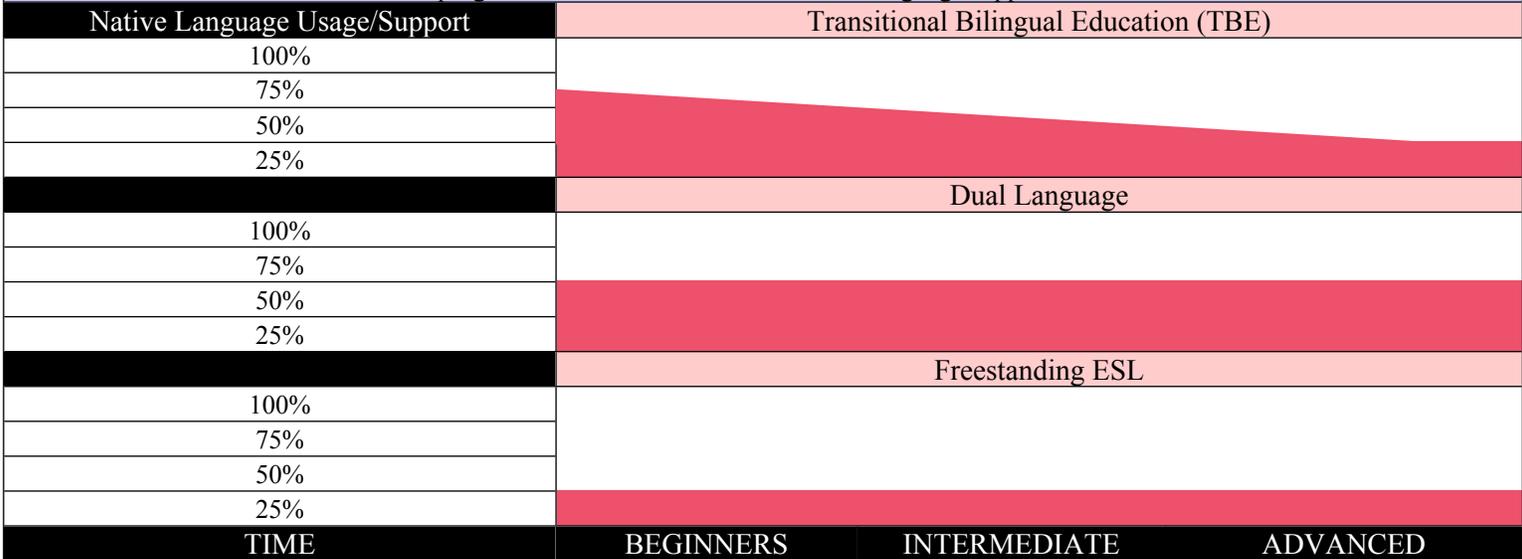
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.

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

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

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

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

We are currently training teachers to implement the Wilson Reading Intervention Program to use with ELLs and SWDs. In addition, we are using the Foundations program with Kindergarten and First Grade students at risk.

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

There will not be any discontinued programs for ELLs.

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

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

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 that are currently being used with our ELL students include :

-Wilson Reading Intervention Program

-Foundations

-Words their Way for English Language Learners

-Fontas and Pinnell Non-Fiction Reading Kits

-Envision Math

-Houton Mifflin Social Studies and Science

-Starfall.com, Brainpopjr.com, Tumblebooks.com, and Envision Math are used for the technology component.

Since we only have 15 ELL students, they are divided into sub- groups by grade.

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

We support the student's native language by providing correspondence to the parents in their home language, as well as provide translators for in school programs. (PTA meetings, IEP meetings, Parent Teacher Conferences) If necessary, the ELL teacher designs and implements lessons that focus on similar cognates in the the student's home language to help the student recognize the similar patterns in English. Turn -key training is provided for classroom and cluster teachers to help them incorporate native language support strategies.

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

Our ELL student's are grouped by grade as of now. However, if we were to receive a newly admitted ELL student, they could possibly be grouped with a grade one level above or below their current grade. Age appropriate services are delivered by the ELL teacher. Kindergarteners are encouraged to draw and label for writing activities, and to use a full sentence in listening and speaking activities. Children in 5<sup>th</sup> grade are encouraged to use more complex vocabulary in both writing, speaking and listening. Students in lower grades are utilizing lower level books. ( Teachers College levels A-I) while students in upper grades are using

books at a higher level. Resources, including internet access, website subscriptions, bilingual dictionaries, and math manipulatives are supplied to our 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.

We do not currently have a program that assists newly enrolled ELL students before the beginning of the school year. If an ELL student enrolls during the school year, the student will be placed in our extended day program, as well as an after school tutoring program, if need be. The student would be given instruction in a small group environment with a teacher who scaffolds instruction to allow him/her to meet the standards.

18. What language electives are offered to ELLs?

We do not offer language electives to ELLs.

19. For schools with dual language programs:

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

We do not have a dual language program.

## 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.

1. The ELL teacher attends workshops within the Instructional Leads 409 network, reads professional articles and books, and attends webinars as professional development. In school, our teachers meet with the principal for a 45 minute professional development series. The topics are as follows:

- September 12 : Creating text dependent questions
- September 19: Instructional Shifts
- September 26: Teacher Teams and Leadership Development
- October 3 : Math Exemplars in Problem Solving
- October 10 : Teacher Team Math Exemplars in Problem Solving
- October 17 : Creating text dependent questions for Close Reading Excerpts
- October 24 : Assessing students writing on text dependent questions
- November 1 : ELA Performance Tasks : Upper Grades
- November 7 : ELA Performance Tasks : Lower Grades
- November 14 : Scaffolding for ELLs and Students with Special Needs
- November 28 : Creating Text dependent questions for Close Reading Excerpts
- December 5 : Assessing students' writing on text dependent questions
- December 12 : Teacher Teams/ Math exemplar problem solving
- December 19 : Teacher Team / Math Exemplar Problem Solvin
- January 2 : Teacher Team ELA Performance Tasks ( Upper Grades)
- January 9 : Teacher Team ELA Performance Tasks ( Lower Grades)
- January 16 : Creating text dependent questions
- January 23: Assessing students' writing on text dependent questions
- January 30: Teacher Team/ Math Exemplar Problem Solving
- February 6 : Teacher Team / E.L.A.
- February 13: Creating text dependent questions ( Instructional Shifts)
- February 27: Assessing students' writing on text dependent questions
- March 6 : Teacher Team ELA Performance Task ( upper grades)
- March 13 : Teacher Team ELA Performance Task (lower grades)
- March 20 : Teacher Team - Math Exemplar Problem Solving
- March 27 : Testing Meeting
- April 10 : Creating text dependent questions for Close Reading
- April 24 : Assessing students' writing on text dependent questions
- May 8 : Teacher Team : Math Exemplar Problem Solving
- May 15 : Teacher Team/ Math Exemplar Problem Solving
- May 22 : Teacher Team / ELA - Upper Grades
- May 29 : Teacher Team/ ELA - Lower Grades
- June 5 : Teacher Team ELA Performance Tasks
- June 12 : Reflecting on Curriculum Unit of Study
- June 19: Reflecting on Curriculum Unit of Study

The ELL teacher works collaboratively with the Kindergarten teachers and the principal, one period every week, to analyze student work. They then modify their teaching techniques, and discuss ways to scaffold instruction for ELLs.

2. The ELL teacher attends workshops within the 409 network, reads professional articles and books, and attends webinars as professional development. In addition, she attended seminars this summer about engaging ELLs with the Common Core Learning Standards. A book group led by the principal based on the book, "Rigorous Reading" is held one time a week, and the ELL teacher, as well as classroom teachers are participating.

3. The ELL teacher, parent coordinator, guidance counselor and principal remain in contact with the ELL students when they transition to middle school.

4. The ELL teacher attends workshops within the 409 network, reads professional development articles, and attends webinars. She then provides at least 7.5 hours of ELL training for all the staff of the school after school or on non-attendance days. Workshop topics are focused on helping our ELL population reach the new Common Core Standards. The focus has been close reading and developing text dependent questions. We are also focusing on developing vocabulary for our ELL students, and scaffolding math lessons to help our ELLs to succeed.

#### **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. The parents of student's at P.S. 35 are very involved. Some of the events that the parent's are invited to are: Art night, game night, writing celebrations, trips, choral calvalcade, concerts, heritage celebrations, ethnic food festivals and trips.
  2. The ESL teacher provides workshops to the ELL parents, and recommends community agencies to the parents.
  3. We evaluate the needs of the parents through the parent survey, and through our Parent Teacher Association.
  4. Our parental involvement activities give our parents a chance to be actively involved with their children's education and affords them the opportunity to celebrate their successes.

#### **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.

P.S. 35 is a unique school because it has such a small population, in general, and even fewer ELL students. The majority of our children come in as Kindergarteners or First Graders- and the same is true of our ELL population. These same ELL students tend to become proficient according to the NYSESLAT within one to two years. Continuation of ELL services might be necessary in a few cases, but the majority of our ELL students quickly assimilate to regular classes.

## Part VI: LAP Assurances

**School Name: P.S.35****School DBN: R31035****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Garofalo	Principal		1/14/14
	Assistant Principal		1/1/01
Peggy Feminella	Parent Coordinator		1/14/14
Lisa Aristide	ESL Teacher		1/14/14
	Parent		1/1/01
Kristen Reilly / 3 <sup>rd</sup> grade	Teacher/Subject Area		1/14/14
Lisa Barravecchio/2 <sup>nd</sup> grade	Teacher/Subject Area		1/14/14
	Coach		1/1/01
	Coach		1/1/01
Lauren Rodriguez	Guidance Counselor		1/14/14
Neal Opromalla	Network Leader		1/14/14
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: R31035 School Name: P.S. 35

Cluster: IV Network: 409

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

### **Part A: Needs Assessment Findings**

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

In order to assess our school's written translation and oral interpretation needs, our school uses the following methodologies to collect the necessary data: School Report Card, Parent Coordinator's survey, attendance in the ESL adult classes, attendance from the new Common Core standards meetings, a verbal survey of the staff, data provided by the ESL teacher, and the beginning of the year school survey. All newly enrolled students are given a questionnaire that specifically asks what language the parent/guardian would like the school to use to communicate with them.

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

Our current ESL population consists of thirteen students. The native language breakdown of these students is as follows: 58% speak Spanish, 15% speak Albanian, 7% speak Urdu, and 15% speak Russian. The findings are reported to the school community through : School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator. From findings through the staff survey, it was determined that letters to the parents in their native language are necessary to involve the parents in their child's education. In addition, our staff must utilize the services of the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as, letters to the parents, trip slips, invitations to classroom activities, etc. We also have a team of parent volunteers who provide translation services to other parents in need.

## Part B: Strategies and Activities

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

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

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

Translation services would be provided between the teacher and the parent in the school by either: an employee of the Department of Education; a paraprofessional; a teacher currently working at PS35; or a teacher from another school, before or after school to discuss the educational concerns of the student and parent. These translation services will provide the parent with information about their child's academic performance and approaches to increasing achievement, especially during open school night. The translator can also provide information about supplemental services in the school.

Examples of oral interpretation service the school will provide are:

-Parent Volunteer to translate Spanish, Urdu, and Russian

-Paraprofessional to translate Albanian

-A number of bilingual staff members who can assist in the oral communication in several languages, such as, Spanish, Albanian, etc.

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

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

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