Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**GRANVILLE T. WOODS COMMUNITY LEARNING SCHOOL 335**
DBN (*i.e. 01M001*):	**16K335**
Principal:	**KARENA THOMPSON**
Principal Email:	**KTHOMPS2@SCHOOLS.NYC.GOV**
Superintendent:	**EVELYN SANTIAGO**
Network Leader:	**LINDSAY SHENEAN**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Karena Thompson	*Principal or Designee	
Lesia Davidson	*UFT Chapter Leader or Designee	
Najmah Logan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Valerie Lionel	Member/ PA- Vice President	
Theresa Dumas	Member/ PA-Second Vice President	
Paulette Simmons	Member/ PA-Treasurer	
Gwendolyn Cole	Member/ PA-Recording Secretary	
Eurika Oliver	Member/ Teacher	
Citronella Scott Zsabatta Champion-Taylor	Member/ Teacher Member/Teacher	

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

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Our goal is to refine assessment data analysis to monitor student progress toward goals and adjust instructional decisions to maximize learning for all students and show academic improvement.

- By June 2015, 75% of students will make progress in Student Achievement component of the School Quality Guide evidenced by an increase of 3 points, from 45.5 to 48.3 (3 points) indicated in the English Language Arts or Mathematics as measured by one of the following: New York State ELA/Math Common Core State Exam/TCRWP Performance Assessments/Common Core Assessments
- By June 2015, 100% of teachers will include subgroup data in their monitoring systems to inform curricular and instructional practices which will be evidenced by 75% or more students improving academically as measured by one of the following: New York State ELA/Math Common Core State Exams/TCRWP Performance Assessments/Common Core Periodic Assessments

Comprehensive Needs Assessment

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

In June 2014, 11% of students performed at a Level 3 or above on the NYS ELA exam

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

- Teachers College Reading and Writing Project will serve as a resource to support the development of tasks that are aligned with the Common Core State Standards
- Teacher Teams will meet weekly to reflect, further plan and create lessons to improve students' performance
- Professional development will be scheduled during grade conferences and monthly school-wide conferences
- Collegial walkthroughs will be facilitated to provide teachers with additional professional development
- Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students

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

- Teachers College Staff Developers/Teacher Center Specialist/Administration/Network
- Teachers College Staff Developers/Teacher Center Specialist/Teacher Team Leaders/Administration
- Teachers College Staff Developers/Teacher Center Specialist/Administration/Network 401
- Teacher Center Specialist/Administration/Teacher Team Leaders
- Teacher Center Specialist/Administration/Teacher Team Leaders

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

- After the implementation of each unit of study, teachers and instructional team will use protocols to evaluate the progress of student work/Running Record data in Assessment Pro
- Teacher Teams will use monthly meeting cycle to evaluate student work and revise curriculum
- Monthly Learning Walks and informal observations will show teacher professional growth
- Teachers will participate in 3 or more Learning Walks for the school year
- Monthly RTI meetings and Teacher Team meetings will monitor the growth of targeted students

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

1. September 2014-June 2015

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

- TL NYSTL Textbook funding for purchase of Test Prep Materials
  iReady Online Reading and Math Program; Math in Focus Math Program; Brainpop & Brainpop Jr; Discovery Education

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).

Parent training workshops related to promotional criteria, literacy and math standards and the student code of behavior in order to support and promote high student achievement. Information disseminated through:

- PA Meetings
- Community Learning School Workshop/Activities
- Individualized student progress letters
- Common Core/Literacy workshops for parents
- School newsletters
- Parent teacher conferences
- School web page

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.											

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.

Our goal is to extend communication of high expectations to parents and community to increase learning of students thus ensuring success and higher achievement for all students across all content and grade levels.

By June 2015, establish formal mechanisms for families to communicate with administrators and teachers as needed (e.g., weekly hours for families to call or meet)

- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community
- Connect students and families to community resources that strengthen and support students' learning and well-being

Comprehensive Needs Assessment

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

In June 2014, 9.9% of students performed at a Level 3 or above on the NYS Mathematics exam

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

- Use of Tuesday sessions for Parent Workshops to carry out activities that support our goals
- Provide a directory of community resources and activities for parents that link to student learning skills and talents
- Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level, to provide ways for families to support the expectations and learning at home
- Community Coordinator will establish partnerships with the community and create a hub of resources to assist families
- Monthly newsletters to families-Grade Newsletter and School Newsletter/Student Progress Monitoring Letter to Parents

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

- Administrators/Teacher Center Specialist/Teachers/Parent Coordinator/Resource Coordinator/Data Specialist-Derrick Cerisier, Nexed Enterprises LLC
- Administrators/Resource Coordinator/Parent Coordinator/Teachers/Computer Technologist/Guidance Counselors
- Administrators/Resource Coordinator/Parent Coordinator/Teachers/Computer Technologist/Guidance Counselors
- Community School Resource Coordinator/CBO's/Parent Coordinator/Administrators
- Administrators/Community School Resource Coordinator/Parent Coordinator/Teachers

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

- Increased number of Parent Workshops and Parents Participating in Tuesday Workshops
- Resource Guide/Directory of Community Resources will be created, distributed to parents and updated bi-monthly
- Bi-monthly school wide workshops for parents on various topics…academic as well as social
- We will increase partnership with Community Based Organizations based on the needs of our students and families
- Monthly grade newsletters/Quarterly School Newsletters/Eight Week Progress Monitoring Letters/ will be distributed to parents

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

1. September 2014-June 2015

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

- TL NYSTL Textbook funding for purchase of Test Prep Materials
- iReady Online Reading and Math Program, Brainpop & Brainpop Jr.; Discovery Learning; Imagine Learning

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).

Parent training workshops related to promotional criteria, literacy and math standards and the student code of behavior in order to support high student achievement. Information disseminated through:

- PA Meetings

- Individualized student progress letters
- Common Core/Math workshops for parents
- Community Partnerships Night

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.											

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.
Our goal is to increase student attendance. We will accomplish this by motivating/encouraging students to attend school every day and to encourage a parental partnership. By June 2015, student attendance will improve to 93%, as measured by ATS-RSAL reports

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In June 2014, 89.3 % yearly attendance reports demonstrated that student attendance was below 90%

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.

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

- Monthly Awards/Certificates/Rewards for attendance/Attendance Award Assemblies
- Student Success Committee Team to assign mentors to students that are chronically absent and students that are at risk
- Student Success Committee to monitor student attendance and plan for intervention/support if needed
- Monthly Class 100% attendance recognition
- Classroom teachers promote incentives for daily attendance
- Display dedicated to students with good attendance which includes students' pictures, students' names and students' class

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

- Student Success Committee/Administration
- Student Success Committee Team Members/Staff Members
- Student Success Committee Team Members/Administration
- Classroom Teachers/Guidance Counselors/Administration
- Student Success Team/Administration/ Student Success Team Members
- Administration/School Aide/Art Teacher

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

- Monthly increase in students who achieve 100% attendance
- Each chronically absent student will have a mentor that interacts with him/her consistently
- Analysis of data during weekly Student Success Summit Meetings will show a decrease in the number of students that are chronically absent
- Classes with 100% attendance will increase in number
- 80% or more classrooms will have an ongoing attendance incentive program
- Attendance bulletin board will be updated monthly to reflect students with 100% monthly attendance

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

1. September 2014-June 2015

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

- Awards, trophies, prizes etc. will be used to encourage students to come to school daily
- 407's Report to investigate students with 3 or more absences, to improve attendance and provide outreach to families
- Parents Attendance Incentives
- Family Worker Home Visits

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).

- Parent workshops related to attendance criteria

- Attendance bulletin board to communicate school attendance progress and student rewards
- Parent Coordinator Workshops
- Guidance Counselor Services

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.											

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.
Our goal is to refine our professional development plan to support our teachers' professional growth. By June 2015, 90% of teachers will improve in their questioning and discussion strategies to promote student understanding as evidenced by their lesson plans, observations, and ADVANCE observation reports

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.
As a professional learning community, we have identified teacher professional development as an integral component to improve instruction. Embedding high quality and on-going professional development for teachers around cognitive engagement will enable our students to meet the New York State's academic standards and the CCLS.

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.
• **Strategies/activities that encompass the needs of identified subgroups**
1. Professional development on "Questioning and Discussion techniques" will be embedded in our professional learning cycle. 2. Formal and Informal observation reports will include feedback around "Questioning and Discussion" techniques. 3. Instructional rounds will focus on questioning and discussion techniques and activities
• **Key personnel and other resources used to implement each strategy/activity**
• Coaches, Administration, TC Staff Developers, Network, UFT Specialist Laurie Kingsberry • Coaches, Administration, Network 401, Teacher Team Leaders • Math In Focus Consultants/Coaches/Administration/Teacher Center Staff
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Each monthly professional learning cycle will support some aspect of professional development on Questioning and Discussion 2. Administration will provide written and oral feedback to teachers on formal and informal observation reports. 3. Instructional rounds, formal and informal observations will show improvement in teacher discussion and questioning technique
• **Timeline for implementation and completion including start and end dates**
1. September 2014-June 2015
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common preps will be scheduled to facilitate team meetings/Monday Professional Learning Sessions will focus on Questioning and Discussion Techniques 2.Administration will schedule time for timely debriefing with staff members 3. Scheduling will support teacher participation in instructional activities

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).
• Parent Coordinator Workshops • Granville T. Woods Public School 335 proudly won the UFT grant to become Community Learning School. It will become a hub that will connect the community by providing necessary services, i.e., Extended Day Services, dental and financial services

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.

Title I, and TL funds contribute to professional development

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.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
6.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Teachers/Staff Members provide services to targeted classes and students through push-in/pull-out group sessions, TCRWP. Words Their Way and Fundation/Wilson programs provide activities and opportunities for students to work independently in learning centers and in small groups, reinforcing reading and writing skills. Students receive additional AIS services via our community after school programs (The PS 335 Young Scholars After-School Program), and Tutor Hub. Web-delivered instruction: iReady and Imagine Learning	One-to-one Small groups Tutoring	Extended Day Tutor Hub-Every Thursday to targeted students Young Scholars After School Program Saturday Academy
Mathematics	Students will be provided with small group instruction, resource room services, Mathematics Workshop, Math in Focus and ICT classroom assignments for the special education student population. The math instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning. The school will continue to commit itself to strong professional development and use ongoing professional assessment to drive instructional decisions in the classroom. All staff members will participate in staff development training sessions to gain insight on how to meet the needs of the entire student population, and complement the curriculum with online topic-related activities.	One-to-one Small groups Tutoring	Extended Day Young Scholars After School Program Saturday Academy
Science	The literacy coaches and Technology specialist will assist teachers in integrating methods of teaching science throughout the curriculum using hands-	One-to-one Small groups Tutoring	Extended Day Young Scholars After School Program Saturday Academy

	on experiences. Teachers will facilitate experimenting and discovering the elements in science, using strong math content. The goal of the instructional program is to build the students' knowledge of scientific concepts and information. Therefore, the students will be provided opportunities to participate in the following activities: educational field trips, science enrichment program provided by the Technology specialist and exposure to scientific information across the curriculum during math, computer, and literacy instruction, as well as complement the curriculum with online topic-related activities.		
Social Studies	The literacy coaches will assist teachers in integrating methods of teaching social studies throughout the curriculum using the workshop model. The goal of the instructional program is to build the students' knowledge of social studies concepts and information. Students will be provided opportunities to participate in the following activities: educational field trips and social studies projects, as well as complement the curriculum with online topic-related activities.	One-to-one Small groups Tutoring	Extended Day Young Scholars After School Program Saturday Academy
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	***Guidance Counselors***: The goal of the guidance counselors is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be another form of support. Guidance counselors will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Strategies used: character education, play therapy, art therapy ***Social Worker***: The goal of the social worker is to help at risk students through individualized counseling, group counseling and family sessions in	One-to-one Small groups Lunch Clinics	Extended Day Young Scholars After School Program Saturday Academy

	counseling, and behavior management. Classroom observations and pull-out sessions as well as push-in sessions with at risk students will also be another form of support. The social worker will also work in the after school programs and Super Saturday programs to support at risk students' academic achievements. The Social worker will also support at risk students during morning arrivals, breakfast, lunch, and dismissals**.** Counseling for students who does not have an IEP but is at risk of a special education referral. Consultation with families referred to community agency. ***Schools Psychologist***: The goal of the school psychologist is to help at risk students through individualized counseling, group counseling, family sessions in counseling and behavior management. Classroom observations and pull-out sessions as well as push in sessions with at risk students will also be another form of support. School psychologist will also support at risk students during morning arrivals, breakfast, lunch, and dismissals. Also, referral of cases to be discussed @ PPC meetings for pre-referral intervention services and possibly CSE referral for evaluation and consultation with parents (e.g. referrals to outside agencies for counseling services, tutoring, medical evaluations , hearing/vision are some of the programs and strategies that will be utilized to assist students to perform on or above grade level).		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Leadership Opportunities

- Leader of teacher teams
- TCRWP Teacher Specialist
- Grade leader opportunities
- School Leadership Team
- Student Success Summit

Recruitment Plan

- Forming partnerships with local colleges and universities
- Encourage paraprofessionals who are already in the classrooms to become fully licensed teachers
- Mentor program for new teachers

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).

Ongoing Professional Development

- All activities are referenced to student learning;
- Schools use data to make decisions about the content and type of activities that constitute professional development;
- Professional development activities are based on research-validated practices;
- Subject matter mastery for all teachers is a top priority;
- There is a long-term plan that provides focused and ongoing professional development with time well allocated;
- Professional development activities match the content that is being instructed;
- All professional development activities are fully evaluated;
- Professional development is aligned with state standards, assessment, and the local school curriculum

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.).

Parent coordinator workshops will be funded by Title I funding
Guidance Counselor Services will be funded by Title I funding

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.).

- Contact with preschool families via telephone or face-to-face to begin sharing information about the child prior to the start of school
- Contact with preschool children at various day care centers to begin to develop a relationship prior to school entry and convene open houses between child development and kindergarten teachers
- Home learning activities including summer booklists and activities prior to school entry
- Parent workshops to disseminate information on the transition to kindergarten, registration guidelines, information on kindergarten curriculum, health, and nutrition
- Parent meetings prior to the onset of kindergarten to discuss school and teacher expectations
- Coordinate the transfer of records between child development and kindergarten staff

Conduct join in-service workshops focusing on curriculum, assessment, articulation and transitions between child development and kindergarten

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school's teacher teams will serve an integral role regarding assessments used, and the analysis of data, and the instructional implications of the data analyzed. During weekly team teacher meetings, teachers will bring student work, Independent Reading Level data, school-wide test data, and other relevant information to analyze. Strategies to improve student achievement and our overall instructional program will be generated from these collaborative sessions. Ongoing staff development for teachers to provide them with strategies and activities that will make academic and social transition easier for preschool children

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP) Template

Granville T. Woods Community Learning School 335

Title I Parent Involvement Policy and Parent-School Compact

Parent Involvement Policy (PIP)

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Granville T. Woods Community Learning School 335

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Granville T. Woods Community Learning School 335, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 16K335

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source**	**Funding Amount:**	Place an (X) in Column A below to verify that

	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$319,675.95	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$117,005.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,699,017.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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 16	Borough Brooklyn	School Number 335
School Name Granville T.Woods		

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 Laverne Nimmons	Assistant Principal Karena Thompson
Coach type here	Coach type here
ESL Teacher Ms. Weekes	Guidance Counselor Ms.Menard
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms.Holley
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	18	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	18	ELLs as share of total student population (%)	3.84%

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	5	3	3	2	2	3								18
SELECT ONE														0
Total	5	3	3	2	2	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	**Newcomers (ELLs receiving service 0-3 years)**	15	**ELL Students with Disabilities**	
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	16	0		2			0			18

	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
Total	16	0	0	2	0	0	0	0	0	18
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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	2	1	1	2								13
Chinese			1			1								2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				2									3
TOTAL	5	3	3	1	3	3	0	0	0	0	0	0	0	18

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

   The assessment tools that we use to assess early literacy skills is the Teacher College Assessment and Running Records. The results from theses are very important to us because they provide insight for each student. It provides knowledge about the students' acquisition of English in various categories and their strengths and challenges. This data is useful for the ESL provider to keep informed by these

periodic assessments which are broken down and easy to inform lesson plans.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2011-12, our kindergarten population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Since Reading and Writing are the greatest challenge for the ELLs, instruction will be centered around therse modalities in all subjects. The ESL provider willl create effective lessons that target these challenging areas. Reading and Writing are taught as specific curricular and integreated into the content area.

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?

Our school did not opt to use the Periodic Assesment in the last two years. We look forward to using the is assessment tool next year again to keep informed about the progress of our ELLs.

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*.)

Progress monitoring data is used to make educational decisions about changes in goals, instruction and/or services as well as whether to consider a referral for special education services. When progress is monitored the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELLs receive instructional interventions that utilize strategies that are research based. Teachers are provided with scholarly articles about ELL development wich keeps them informed about how ELLs should be effectively instructed. In addition, teachers are provided with strategies and a list of resources that are effective strategies which should be incorporated into their instruction. Instruction is differentiated.

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?

This does not apply to our school because we do not have a dual language program.

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

The ESL teacher collects all data on the ELLs, studies the data by analyzing the yearly progress of each student and determines which areas show growth and which areas stay stagnant. The growth is indicative of the success of our program.

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.)

   When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) in their home language and interviewed by the ESL teacher. Biingual staff support the translation service for parents and the ESL teacher when the parents are given the HLIS. If the child is identified as an eligible candidate for LAB-R testing, the students is tested. If the student's native language is Spanish, he/she is also tested using the Spanish LAB-R . If the student is eligible for the ESL services based on their score, the ESL teacher sends home an entitlement letter in their home language which is provided to parents to inform them about the child's identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child within ten days, parents participate in an orientation that describes various programs that NYC offers in order for their child to be timely placed. Parents also view a parent information DVD in their home language where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.

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.

   At the parent orientation, parents have the opportunity to view the in depth detailed DVD that describes the three program choices for ELLs. Program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages to ensure that parents understand all three program choices.

   Parent brochures are disseminated in their native language to enrich the understanding each available program.

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].)

   The ESL Instructor distributes the entitlement letters to the teachers for their students to take home to their parents. The letters are followed up with a phone call to ensure that it has been received and read by the parents and confirm the scheduled orientation. Once parent shave been oriented and the Parent Survey and Program Selection forms are returned the schools stores these documents in a secure ESL file drawer in the ESL department. ELLs that will be continuing to receive service for the school year are given Continued Entitlement letters in their home languages to take home to their parents. The ESL Intructor makes copies of these and also securely stores them in the department.

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.

   To place identified ELL students in ESL instrucion, after LAB-R testing takes place, an entitlement letter is provided to parents in their home language to inform them about the child's identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child parents participate in an orientation that describes three programs for ELLs. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity in their home language. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.

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.

   P.S.335 generates the (RLER report) NYSESLAT eligibility report to ensure the eligibility of all students that are eligible to take the NYSESLAT. Letters about the upcoming NYSESLAT exam that is provided by the State of New York are sent home in the home languages of the students for their parents to be informed. The testing dates are carefully planned out and followed according to the state calendar. The students are scheduled according to the grade/ grade band of the NYSESLAT. The groups are picked up on consecutive days and administered each component of the exam for that day. Since the Exam is untimed, students are given as much time as needed to complete the exams.

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 seven years the trend in program choices that parents request is Freestanding ESL. ESL is aligned with our parent requests. In the future, if the trend changes and the population incrases, we will build alignment between parent choice and program offerings by offering a Transitional Biligual Education program.

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])?

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

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

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)?
    b. Explicit ESL is delivered in the pull-out model through ELA instruction. The ESL instructor works closely with the ELA teachers

to ensure that she is supporting the instruction that is going on in that class. Instruction is aligned with the CCSS and the content. The ESL Instructor frequently articulates with the ELA teacher to kee informed about instruction. The ESL instructor is also provided with the ELA curriculum map.

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.

   Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

   Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension Teachers emphaasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary.Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.

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

   If ELLs are eligible for LAB-R testing, when identified by their HLIS, if they are Spanish speakers, they are also administererd the Spanish LAB-R to determine their language proficiency.

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

   Students are assesed through summative assessments in all four modalities to ensure 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).

a. Plan for Newcomers

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

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

b. Plan for SIFE

In this school we have no SIFE students. The SIFE population is none this year but in the furture, if we do we will provide the following resources to facilitate the student.

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

c. Plan for Long Term ELLs

In our school we have three long term ELLs. Our action plan for the student/s involves:

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

d. Plan for Special Needs Students

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

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

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

e. For students who have tested proficient, in the future we plan to continue providng academic support and be monitiored on a weekly basis. Students will still be provided with the mandated testing accomadations like the othe ELLs.

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?
   Teachers emphaasize explicitly teaching firms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary.Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.
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?
   Each IEP is carfefully reviewed and analyzed for effictive planning. In addition, the ESL teacher speaks and collaborates with the classromm teacher to ensure that instructional strategies and grade-level materials are used.The ESL teacher meets with teachers to co-plan IEP goals of the students. Together the teachers use the curriculum, instructional strategies and schedule for each student in order for them to both support the ELLs to attain proficiency within the least restrictive environment.

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:				

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				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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.

   We ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. After school home work help program in English is offered as an intervention for ELLs to support their ELA and Math skill acquisition. ELLs arel included in standardizes assessments under optimal testing conditions. In State assessments ELLs are given the testing accommodations allowed by State regulations.

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

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 program here at P.S.335 is highly effective based on the progress, growth and language acquisition that the ELLs have achieved in both content and language.

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

    For the upcoming school year we would like to consider subscribing to TimeLife for Kids, National Geographics for Kids, Rick Ranger Magazine and Easy English newspaper. These non fiction materials are great exposure to real life issues and reports that students can read. Theses materials will strengthen their language proficiency and literacy skills. In addition, we are considering purchasing Language Power Building Kits for K-2. This program is aigned with the Common Core Standards and is excellent support for language acquisition.

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

    No programs or services will be discontinued.

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 informed and encouraged to be participate in our after school program. The program is designed to assist students with projects and home work help and academics.

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

    ELLs have access tp the most updated, modern computers in our school. All teachers are equipped with and constantly use smart boards for instruction to support ELLs and all students. The teachers all incoporate realia, picture cards and manipulatives in their lessons to supports ELLs.

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

    The primary language is limited but used strategically in instruction to ensure that students understand task directions, pay attention to cognates, and master language learning and metacognitive strategies.

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

    Here at P.S.335, we have a variety of books, literature and materials for all ages and grade levels.

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.

    For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. We, provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. We provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

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

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

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

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

- Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teacher.

Our ESL teacher provides each classroom teacher with research based articles about ELLs from AFT and NYSUT periodicals. She also uses Colorin Colorado as a monthly resource to provide reading and writing strategies and much more to the teacher for the ELLs.

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?

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

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

  Family Math Night is offered for parents to support their students academically.

  Penny Harvest is offered for parents to get involved in and contribute.

  Perfect Attendance Assemblies are offered for parents to share in the recognition of their children being merited for perfect attendance.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 335		**School DBN:** 401	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laverne Nimmons	Principal		10/22/13
Karena Thompson	Assistant Principal		10/22/13
Yvette Holley	Parent Coordinator		10/22/13
Damali Weekes	ESL Teacher		10/22/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms.Menard	Guidance Counselor		10/22/13

	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: P.S.33 **School Name:** Granville T.Woods

Cluster: _____ **Network:** 406

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

Part A: Needs Assessment Findings

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

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 95% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual administrator,and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner.

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

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

Part B: Strategies and Activities

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

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. P.S.335 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and French. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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.

2. All parent communication and information are translated and disseminated in English and Spanish and French through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.P.S.335 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish, Fulani and Chinese. We will inform parents of those service providers through letters and home phone calls.
We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population. For our Fulani and Chinese speaking parents we will call the Interpretation Unit of the DOE for such services.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent

forms and safety.
We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us.
In addition, we will be able to keep them informed about their child as well as our school events and activities.