

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K335

School Name:

P.S. 335 GRANVILLE T. WOODS

Principal:

KARENA THOMPSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Granville T. Woods Community Learning School 335 School Number (DBN): 16K335
Grades Served: Pre-K-5
School Address: 130 Rochester Avenue Brooklyn, New York 11213
Phone Number: 718-493-7736 Fax: 718-493-7736
School Contact Person: Karena Thompson Email Address: Kthomps2@schools.nyc.gov
Principal: Karena Thompson
UFT Chapter Leader: Lesia Davidson
Parents' Association President: Paulette Sampson
SLT Chairperson: Karena Thompson
Title I Parent Representative (or Parent Advisory Council Chairperson): Paulette Sampson
Student Representative(s): N/A

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Room 135 Brooklyn, NY 11221
Superintendent's Email Address: ESantiago@schools.nyc.gov
Phone Number: 718-574-2834 Fax: 718-453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, NY
Director's Email Address: BFitzgez@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karena Thompson	*Principal or Designee	
Lesia Davidson	*UFT Chapter Leader or Designee	
Paulette Sampson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Paulette Sampson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Theresa Dumas	Vice President	
Barbara Southerland	Recording Secretary	
Ronniqua Lawrence	Secretary	
Jenine Alston	Treasurer	
Z. Champion-Taylor	Member/ Teacher	
Eurika Oliver	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Citronella Scott	Member/ Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Granville T. Woods Community Learning School 335 is the dynamic community hub that provides innovative services to children parents, educators, and the Bedford Stuyvesant/Crown Heights Community at large. Our goal is to provide academic, social, emotional and mental health services to meet the holistic needs of students, staff, and families in order to strengthen the entire community. We want to remove all barriers to learning by providing a village of support to strengthen students' academic achievement and well-being .

At Granville T. Woods Community Learning School 335, we believe all students deserve a comprehensive education where their needs are met. Through the application of a common core aligned curriculum, students will develop critical thinking skills that deepen their knowledge and prepare them for the workplace of the 21 st Century.

We have realized that there is strength when there is a partnership of individuals and groups who have a common vision, a shared set of values, and a uniting force. It has become abundantly clear to our organization that we need

the community stakeholders to see how we can work together to bring the support structures so urgently needed

by our students and families. The obstacles our students face are numerous both in and out of the classroom –

on their path to achieving academic success. In addition to the need for targeted supports aimed to reduce chronic absenteeism and improve educational outcomes, many students have unmet needs in critical service areas including

health care and mental health. Understanding that students learn best when their physical, mental, emotional and other needs are met, Granville T. Woods is deeply committed to the community school strategy as our model for increasing school connectedness , improving student attendance, and reducing chronic absenteeism. Through partnerships that connect our school staff, our students, their parents and community organizations, we wanted to work together to create a supportive learning environment for the whole school providing academic programs with a full range of child and family services, all offered within the school building . We need to make sure that our students and families have the access to the resources to keep them healthy, socially and emotionally sound, united, and most importantly, well -educated and prosperous.

In 2013, Granville T. Woods Public School 335 became Granville T. Woods Community Learning School 335. In addition, we received the Attendance Improvement and Dropout Prevention grant from the New York City Department of Education, the largest education grant for four years to help implement programs for targeted students, to support the reduction of chronic absenteeism.

Our goal as a school community has been to promote, enact and support a school model based on the premise that school is central to the lives of the community members. We see school as place where students and families can have access to resources for the support and development of student success. These resources are made available within the school or outside the school and include services that address physical, social, emotional, recreational and academic needs. We see families as partners in their child's education. We also see it as our responsibility to provide the tools by identify services, trainings and workshops that would best support families in their role as

caregiver. We have allocated an extensive amount of time and resources around this concept and we have seen

dramatic improvements in many areas in our school. These include improved academic indicators, a reduction in incidents and suspensions and a reduction in the level of students who are chronically absent.

The focus we place on chronically absent students with Counseling in Schools features a supervising two social workers, using art therapy as a focus. This program offers targeted students individual and group counseling sessions as well as academic support. Outreach via phone calls, letters is also provided to the families of targeted students. A Community Summit was held to introduce the many programs and successes to the families of our community and hear their voices and concerns to make our school community better.

Recognizing that “one size does not fit all,” our philosophy and culture support a standards-based education that is challenging and based on the individual learner. As each student has his or her unique strengths and challenges, our teachers strive to teach in a variety of ways to tap into those strengths and address those challenges. We aim to provide each child with the opportunity to participate in a balanced literacy approach to reading and writing (in collaboration with Columbia University's Teachers College Reading and Writing Project), and an inquiry-based approach to science and math. We strongly believe in instruction that is assessment-driven and requires children to be actively engaged in their own education.

As an arts-infused school, we currently work in collaboration with many NYC cultural organizations including, Disney in Schools, CUNY Creative Arts and Ballet Tech. In addition, our social studies, math and science curriculum are enhanced through collaborations with Chess In Schools and Food Bank for New York City. In addition to these collaborations we currently have full time, certified teachers of art, dance, theater, and computer science.

16K335 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	332	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.6%	% Attendance Rate	89.7%
% Free Lunch		90.9%	% Reduced Lunch	2.9%
% Limited English Proficient		4.3%	% Students with Disabilities	25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	80.5%
% Hispanic or Latino		15.7%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		2.9%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.05	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		2.9%	% Teaching Out of Certification (2013-14)	8.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)	5.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.6%	Mathematics Performance at levels 3 & 4	14.1%
Science Performance at levels 3 & 4 (4th Grade)		58.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school has implemented several shifts in structure and pedagogy over the last few years that have changed the way we teach and students learn. This begins with ensuring administrators prioritize their role as instructional leaders and provide the necessary professional learning opportunities to ensure all teachers are supported and use data for instructional planning. We have embarked upon a continuous journey of improvement centered on increasing college and career opportunities for our students and creating a culture of achievement.

Our fundamental belief is that student engagement is the key to student success. The administrators and teachers have focused on increasing student engagement in every classroom by implementing engaging strategies on a daily basis. Engagement and assessment in daily lessons through questioning and discussion is present. Common Core Learning Standards and the Instructional shifts are being integrated into units and lessons, raising the level of rigor in every content area.

In a world of shrinking resources, our school is determined to provide programs above and beyond the traditional requirements. Our students all have access to Disney Kids, iReady, Front Row, Discovery Education, and Brain Pop. As a Community Learning Schools, we were fortunate to receive a Young Scholars After School Program. This remains true even as some of our funding sources have changed or have been diminished. We believe it is important to do more for students with what resources we have. At Granville T. Woods Community Learning School 335, we fully implement the Danielson Framework for Teaching (DFT) in accordance with the NYC Department of Education (NYCDOE) guidelines.

In addition, we meet with every teacher for post observation conferences regardless of the length or type of observation. It is our belief that feedback through personal interaction and rich educational conversation in the post observation conferences are instrumental for teacher engagement and improvement. Written feedback is always provided, as well. We utilize the online tools to track teacher progress towards highly effective practices and provide targeted supports where needed. Administrators conduct an initial conference, observes the teacher in the manner the teacher has selected (informal, formal).

The Danielson model has afforded us the means to deliver frequent targeted feedback and effect positive change in instructional practice. Lessons have incorporated the Common Core shifts, and Learning Standards, and multiple entry points in class discussions, questions and answers. Instruction is more engaging with the use of class activities and opportunities for application of skill/knowledge. The school has successfully implemented the Danielson Framework for Teaching to improve teacher practices through frequent observations, post observation conferences and feedback.

Needs of our school have been identified as follows :

Students with special needs are receiving varied services depending upon need and academic strengths; however, we still need to improve in their academic performance in ELA and Mathematics. Our teachers are engaging in continuous formative classroom assessment but it continues to be an area of development with our special needs and ELL’s

population. Observations show administrators that teachers are continually improving in these areas and are building capacity for more targeted differentiation.

Teachers, Teachers' College Staff Developers, and UFT Teacher Specialists have aligned lessons and units to the common core and NYS standards. In addition, teachers constantly review their lessons to address data driven best practices and ensure they are present during instruction. Questioning and discussion has been revised and improved to include evidence based prompts, scaffolding and multiple entry points, higher order thinking questions and whole class responses to check for understanding. The assessments and objectives are aligned to the common core and NYS content standards.

Teachers encourage student to student interaction, goal setting and reflection in order to track progress toward objectives and standards in their classes. Teacher teams review progress and challenges with the implementation of their units and lessons on a regular basis. Assessments are directly aligned to the curriculum and the standards so that students are aware of what is expected of them in every content area. Pre, post and summative assessments are used across all grades and subject areas so that there is consistency and standards based instruction and alignment. In addition, teachers work with students to develop personal student goals and plan next steps for success. Some teachers utilize a portfolio method of student work and assessments so that students can review, add and revise their work, and track their progress.

Teachers incorporate student goals to engage students in their own learning. In addition, teachers will have students revise and correct their own work, or have student pairs review each other's work so that reflection becomes part of the class routine. Teachers have pre and post assessments and utilize these assessments to inform their instruction. Teachers then utilize the data from assessments to plan and differentiate instruction. Teachers review student work and performance on assessments offering ongoing feedback for improvement and next steps.

Teachers then adapt and/or modify lesson plans to address student needs and strengths. With a focus on student engagement, various activities are planned, purposeful grouping is implemented and student choice is enacted. Areas of focus for this school year: Teachers utilizing instructional practices and strategies that are organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Teachers providing coherent, appropriately aligned Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

School Challenges :

Teachers have integrated instructional strategies into their daily lessons to increase student engagement. Questioning and discussion is a focus of improvement. Teachers have participated in professional development sessions on utilizing CCLS, to increase rigor for all students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

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 2016, 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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p> <p>Teacher Teams will meet weekly to reflect, further plan and create lessons to improve students’ performance</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Teachers College Staff Developers/Teacher Center Specialist Administration</p>
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Staff Developers/Teacher Center Specialist Administration</p>
<p>Professional development will be scheduled during grade conferences and monthly school-wide conferences</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Staff Developers/Teacher Center Specialist</p>

			Administration
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	Staff	September 2015-June 2016	Staff Developers/Teacher Center Specialist Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
TL NYSTL Textbook funding for purchase of Test Prep Mate; iReady Online Reading and Math Program; Math in Focus Math Program; Brain pop & Brain pop Jr; Discovery Education											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • 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 <p>Monthly Response to Intervention (RTI) meetings and Teacher Team meetings will monitor the growth of targeted students</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school community provides an environment that offers all stakeholders the experiences that are conducive for students’ social and emotional developmental health. Our students are nurtured and supported in a safe and healthy learning environment. There is the expectation that the barriers to student success are addressed in order to give students the tools necessary to be more academically successful while developing greater social and emotional health.

Our relationship with UFT Learning Community School as partners will help address the social -emotional, academic, physical and family components that impede student success. The following were the school community strengths:

Counseling in Schools

CUNY Arts

GED

Adult Computer Class

Vision Screening

Dental Screening

Power Play

Cook Shop and Cook Shop for Families

Financial Literacy

Attendance Celebrations

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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 2016, 100% of parents will use mechanisms established by school and teachers to communicate with administrators and teachers as needed (e.g., weekly hours for families to call or meet/class-school website)

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through our community school partnership with UFT Community Learning School students who need additional support will receive it through service providers that are affiliated with our community</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Staff</p>
<p>The school community will model the expectations we have for students such as teamwork, effort, and responsibility and these expectations are rewarded. The entire school community stresses the importance of being in school and models this behavior by having good attendance as well.</p>	<p>School Community</p>	<p>September 2015-June 2016</p>	<p>The entire school community</p>
<p>Monthly newsletters will be sent home to inform parents of curriculum and activities taking place in school.</p>	<p>Students/Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers/Administrator</p>
<p>Attendance team will conduct inquiry based meetings and use research based strategies to improve attendance</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Attendance team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants from Counseling in Schools; Disney in Schools Partnership, and Staff based Guidance Counselors and Teachers will support us in meeting this goal.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 30, 2016, 20% of students will be screened through the use of various assessment tools that measures strengths and challenges in four areas: academic; social-emotional; physical; and family well-being. Students who are identified as needing additional support will begin to receive support services.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In our school, teachers have been promoting and supporting a greater level of collaboration and collegiality thereby creating more consistency and continuity of instructional practices between classes and grades. Instructional practices that are being aligned to CCLS.

Students’ academic needs should be addressed as measured by formative and summative data in each lesson.

Lesson plans need to be aligned to student data. Throughout our school, improve the level of questioning during instruction.

Co-teaching on the ICT classes needs to improve and demonstrate more purposeful planning. Students need to be more actively engaged in discussions during instructional time. Students need more opportunities to share their perspectives. Using more critical thinking activities during classroom instruction. The learning environment needs to continually reflect the needs of the diverse learners.

Data needs to be used as a tool to provide students with access to learning that meets the learner where they are. Assessment tools such as item analysis, benchmark tests, running records, pre and post On Demand writing samples can be used to support daily lessons as evidenced by planning that supports diversity of learner, increase in academic rigor in questioning and ongoing monitoring of student work needs to be consistent.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to refine our professional development plan to support our teachers’ professional growth.

By June 2016, 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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher programs will include common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of RTI or enrichment activities.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principal, teachers, and consultants</p>
<p>Professional development supporting implementation of rigorous, CCLS aligned units of study, Engage NY, Math in Focus units.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principal, teachers, and consultants</p>
<p>Coach will work directly with grade and teacher teams to ensure that assessments are being utilized to support progress monitoring</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principal, teachers, and consultants</p>
<p>Parent involvement programs will include workshops to help parents understand the purpose and impact of a data –driven classroom.</p>	<p>All teachers</p>	<p>Monthly</p>	<p>Principal, assistant principal, teachers, and consultants</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultant work with Teachers College Reading and Writing Project (20 days On-site plus additional workshops off campus); Teacher Center Specialists; Common planning time for collaborative Teacher Team Meetings

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Programming to allow for common planning time for all teachers
- Network staff to provide professional development
- Funding for vendors and training
- Funding for partner to provide parent outreach programming

By February 2016 90% or more teachers will be effective in Questioning and Discussion Techniques based on ADVANCE data.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school leadership needs to ensure that the mission statement and academic goals for the school are understood and clearly articulated by all stakeholders. Instructional practices need to be more consistently monitored, as evidenced by more students being challenged or given more opportunities to develop the necessary skills to become college and career ready.

Our school leadership needs to continue to support and ensure that the school community shares the SMART goals/mission, and long term vision and priorities established in the CEP. The mission and goals of the school need to be prominently visible throughout the school and clearly articulated by all stakeholders.

- The classrooms need to reflect a data driven approach to teaching and learning.
- The school’s SMART CEP goals need to be understood by all stakeholders.
- Our use of the observation tools needs to be more consistent. Every staff member needs to be held accountable for continuous school improvement.
- Professional Development strategies identified to improve student learning need to be implemented and monitored more consistently.
- Monitoring of teachers’ practices needs to be consistent in order to hold all staff accountable continuous school improvement

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 90% or more staff members will be involved in collaborative Teacher Team Inquiry Cycle in order to facilitate the CEP goals and school vision of supporting the social, academic, health and mental health needs of all students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher programs will include common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of RTI or enrichment activities.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principal, coaches, teachers</p>
<p>Literacy coach will work directly with grades and Teacher Center Specialists to ensure the classroom activities and tasks are goal oriented, and in alignment with CCLS and informed by data</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals, coaches, teachers</p>
<p>Parent involvement programs will include workshops in learning to promote literacy development and awareness of school’s mission/goals, ensuring that teachers and parents think of each other as partners in educating children</p>	<p>Administration Parent Coordinator</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals, coaches, teachers</p>
<p>Vertical content specific discussions among teachers, administration, and coach. Individual teacher and administrators discussions surrounding unit plans and instructional strategies.</p>	<p>Administrator/Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teacher Center Specialist, Teacher Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Programming to allow for common planning time for all teachers • Teachers’ College and Math in Focus staff development to provide professional development 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 30, 2016 school leadership must ensure that CEP goals and school mission will be understood, clearly articulated and implemented by 95% of all classroom teachers as evidenced by data driven classroom environments that are goal oriented. Observation data and assessment results will be consistently monitored to measure progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school engages in regular communication with students and families that encourages and promotes high expectations for academic growth. Our relationships with community partners, particularly our new Community School designation with UFT Community Learning School, will continue to foster our strengthening relationship with the community’s stakeholders.

The more informed parents are, the more encouraged they are to become active members in support of the school’s goals and mission. Reciprocal communication has helped the school community to foster a strong relationship with parents.

It is evident that the open and mutually respectful partnership between home and school enables families to support their child’s development. There are partnerships between the school and community agencies promoting social and emotional developmental health to support student success.

Our community partnerships are strengthening a relationship where students are nurtured, respected, recognized for their talents and supported as they address weaknesses.

Professional development helps staff to establish and sustain productive relationships and partnerships with parents, who help our staff, acquire a more comprehensive understanding of each child.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, our partnership with UFT Community Learning School will provide more than 90% of our families with one or more targeted resources to help address students and or families specific needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Increase school sponsored activities and events that celebrate student achievement awards ceremonies, performances, parent meetings</p>	<p>All teachers and staff</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals, coaches, teachers</p>
<p>Parent involvement programs will include events and workshops to support greater understanding of the types of support being offered through the Community School relationships</p>	<p>All teachers and staff</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals, coaches, teachers</p>
<p>Monthly newsletters to families-Grade Newsletter and School Newsletter/Student Progress Monitoring Letter to Parents</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Provide a directory of community resources and activities for parents that link to student learning skills and talents</p> <p>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</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Community Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent workshops</p> <p>On-site Vision Screening</p> <p>On-site Dental Screening</p>

GED Program											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 30 2016, we will provide professional development about our UFT Community Learning School relationship with community organizations with 60% of all stakeholders whereby families, the school community members, and school staff are aware of the ways in which we will be able to support the needs of our students and their families.</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Teachers/Staff Members provide services to targeted classes and students through push-in/pull-out group sessions, TCRWP. Words Their Way and Foundation/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: ready and Imagine Learning	Young Scholars After School Program Saturday Academy	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	Young Scholars After School Program Saturday Academy	One-to-one Small groups Tutoring	Extended Day Tutor Hub-Every Thursday to targeted students Young Scholars After School Program Saturday Academy

	<p>student population. The math instructional coach develops the professional development plan for all teachers, ongoing staff development support, and all day planning.</p> <p>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.</p>			
<p>Science</p>	<p>The literacy coaches and Technology specialist will assist teachers in integrating methods of teaching science throughout the curriculum using hands-on experiences. Teachers will facilitate experimenting and discovering the elements in science, using strong math content. The goal of the instructional program is to build the students’</p>	<p>Young Scholars After School Program</p> <p>Saturday Academy</p>	<p>One-to-one</p> <p>Small groups</p> <p>Tutoring</p>	<p>Extended Day</p> <p>Tutor Hub-Every Thursday to targeted students</p> <p>Young Scholars After School Program</p> <p>Saturday Academy</p>

	<p>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.</p>			
Social Studies	<p>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</p>	<p>Young Scholars After School Program Saturday Academy</p>	<p>One-to-one Small groups Tutoring</p>	<p>Extended Day- Tutor Hub-Every Thursday to targeted students- Young Scholars After School Program Saturday Academy</p>
At-risk services (e.g. provided by the Guidance Counselor,	Guidance Counselors : The goal of the guidance counselors is to help at risk	<p>Young Scholars After School Program Saturday Academy</p>	<p>One-to-one Small groups</p>	<p>Extended Day</p>

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>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.</p> <p>Strategies used: character education, play therapy, art therapy</p> <p>Social Worker : The goal of the social worker is to help at risk students through individualized counseling, group counseling and family sessions in counseling, and behavior management. Classroom observations and pull-out sessions as well as push-in sessions with at risk students will also be another form of support. The social worker will also work in the after school programs and Super Saturday programs to support at risk students' academic achievements.</p>		<p>Tutoring</p>	<p>Tutor Hub-Every Thursday to targeted students</p> <p>Young Scholars After School Program Saturday Academy</p>
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	<p>The Social worker will also support at risk students during morning arrivals, breakfast, lunch, and dismissals .</p> <p>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.</p> <p>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</p>			
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	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).			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and support the work of the Professional Development team in its selection and implementation of professional development that supports the goals of the school through the lens of the instructional focus. • Promote and facilitate CCLS aligned student work that reflects the implementation of current City-wide Instructional Expectations • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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N/A

Part 4: SWP Schools Only

4a. 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.).

Communication between preschool and elementary school program staff is important not only in developing a shared sense of ideas about the preparation of preschoolers for elementary school, but also in providing information for the receiving program teachers about the social/emotional development and learning styles of the children who will be entering their programs. The following are some communication strategies you might want to use:

- Participation in cross program visitation. Preschool teachers visit the elementary programs in the fall while the elementary school teachers may visit the preschool programs in the spring. This time can be used for observation and interaction with children, with additional time at the end of the day for teachers to exchange information.

4b. 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.

MOSL Team, Grade level teams, curriculum team, and professional development team use multiple sources to

demonstrate the ability to understand and analyze data to inform instructional practices. These groups use data to identify student learning trends, set goals, modify and monitor instruction, and increase student achievement.

Teacher teams use protocols to identify strengths and learning gaps. This process helps teachers to identify student learning gaps.

Professional development on using assessment tools, to create data driven classroom assessments that itemize and identify the learning targets.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	263,540.00	X	5A 5B 5E
Title II, Part A	Federal	117,893.00	X	5A 5B
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,681,153.00	X	5A 5D

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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 the school. **[Granville T. Wood Community Learning School 335]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a

parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **[Granville T. Woods Community Learning School 335]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

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

School-Parent Compact (SPC)

[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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	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 ENL teacher, and one parent.

Principal Karena Thompson	Assistant Principal Dedria Lacy
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Damali Weekes	School Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Yvette Holley
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Evelyn Santiago	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	306	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	12	0	1	1	0	1					0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	2	3	3	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1		1										0
Emerging (Low Intermediate)			1											0
Transitioning (High Intermediate)		1				1								0
Expanding (Advanced)	2	3	1		1									0
Commanding (Proficient)	1		1		1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	1	1										0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4			2						0
5	1								0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools that we use to assess early literacy skills in our ELLs are TCRWP and teacher created assessments. The results from these 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. This data will be used to inform planning, instruction and goals for each student.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 Entering and Emerging level are mostly new comers or students with disabilities.

 After reviewing the NYSESLAT data, the patterns revealed were:
 - Speaking is in line with general abilities for the majority of the Entering, Emerging, Transitioning and Expanding students. It is the Listening, Reading and Writing skills that are holding our students back from the Commanding level. This is the case especially in the Entering and Emerging level ELLs.
 - After looking at the NYSESLAT scores by modalities, it was prevalent that the Writing scores are causing the Expanding students 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.
 The NYSITELL data reveals the strengths and difficulties some students encounter in modalities such as Reading and Writing in their new language which hinder them from scoring Commanding on the entrance exam.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
We use information about AMAQ to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and interventions for those students.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

NA
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
If a student is in need of RTI, our school has created a team of teachers that collect data, student work, assessments and comes up with a collaborative plan with detailed steps and strategies for targeted areas that are monitored for student progress within a specific time period. English Language development is provided at Tier 1, 2 and 3. At Tier 1 we provide rigorous and evidence based instruction including language development. At Tier 2, extra attention, activities and experience targeted to specific students in addition to core instruction. Tier 3, we provide intensive and individualized instruction in a small group or one to one if needed.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers are provided with scholarly articles about ELL development which keeps them informed about how ELLs should be effectively instructed. In addition, teachers are provided with a list of resources and effective strategies that should be incorporated into their instruction. The school uses knowledge of the student's cultural background to incorporate such aspects when considering instructional decisions. Our school uses the Targets of Measurement to ensure planning instruction and formative assessment are aligned with these targets so that we are aware of what students can do at each grade level.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other 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).
The ESL teacher collects NYSESLAT 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL services, an informal interview is given to the candidate by a pedagogue and the NYSITELL is administered to the child within 10 days of entry to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a Parent Orientation video where program placement options are presented with clarity and objectivity. This Parent Orientation video is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. P.S.335 is proud to offer Freestanding ESL to conform to the parental choice selections.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Currently we have no SIFE students, but in the future we will use questionnaires and student work to identify and serve any incoming SIFE students . If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will administer the oral interview questionnaire or the Literacy Evaluation for Newcomer SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Our school will use the LPT which is made up of our principal, the ESL teacher, the student's parent ,the school psychologist and an interpreter if needed to review evidence of this student's English Language development. If the team see fit, it will recommend that the student take the NYSITELL. If the team does not find this student to have second language acquisition needs or that the student's disability is will impede proficiency in English, then the team will not recommend the student to take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school has these letters printed in the parents' preferred language, prepared in advance for the ESL provider to access them in a timely manner. 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 documents have been signed, the schools stores these documents in a secure ESL file drawer in the ESL department.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

The entitlement letter that parents receive in their Home Lnuage, informs them that they have the right to appeal ELL status within 45days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within ten days of ELL student identification, parents participate in an orientation that describes various programs for ELL and visit classrooms with the existing program. Parents also view a Parent Orientation video where program placement options are presented with clarity and objectivity in their home language. This Parent Orientation video is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. If a parent is interested in a program that is not offerd at our school, the parent coordinator and ESL teacher collaborate to reach out to the District office for the preferred choice and placement is sought.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the Parent orientation, the ESL teacher makes sure that parents are give and invited to complete the Parent Survey and Program Selection Form in their preferred language at that time or given the option to take them home and complet them. The ESL instructor does follow-up phone calls to ensure that the forms are returned within five school calendar days. Once they are returned, The ESL teacher reviews and monitors the selections and stores them in a folder in the department.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

At the Parent orientation, parents are invited to complete the Parent Survey and Program Selection Form in their preferred language at that time or given the option to take them home and complet them. The ESL instructor does follow-up phone calls to ensure that the forms are returned within five school calendar days.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the Parent Survey and Program Selection Forms have been returned, the ESL provider has placement letters in their preferred languge available to send home with the student, informing the parent that their child has been placed in the program fo the entire school year.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The original documents such as the HLIS, Parent Survey and Program Selection form are retained in the student's permanent record, and copies are kept in the ESL departmnet. The ESL teacher and administartors have access to them. The parents can request to have access as well to their child's record.

11. 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 first prints the ATS (RLAT) report which indicates students who are are eligible for NYSESLAT exam, then we send home information about the upcoming NYSESLAT exam that is provided by the State of New York in the home languages of the students. 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 the exam for that day. Since the exam is untimed, students are given as much time as needed to complete the exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL teacher sends continued entitlement letters home to parents at the beginning of the school year, no later than September 15 of the same school year. Letters are sent with the students in the parents' preferred language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms, for the past few years the trend in program choices that the majority of parents request is ENL. ENL is aligned with our parent requests. We will monitor the trends and use the information for future consideration and planning for a bi-lingual classroom or program, or a dual language program if requested.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Standalone ENL is implemented as per CR Part 154.2 in two different ways. Students are grouped heterogeneously or mixed proficiency level as well as grouped homogeneously or the same proficiency level in one class.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students will get 1-2 units of study per week of instructional time in ENL/ELA depending on their level according to Part 154-2. If they are Entering they will receive 2 units of study in ENL and one Integrated ENL. If they are Emerging, they will receive .5 unit of study in ENL, 1 unit in ENL/ELA and .5 unit in Content Area. If they are Transitioning, they will receive .5 unit in ENL/ELA and .5 unit in Content Area. If they are Expanding, they will receive 1 unit in ENL/ELA or Content Area. If they are Commanding, they will receive .5 unit in Integrated ENL in ELA. Entering students will receive 360 minutes, 180 minutes of standalone ENL and 180 minutes of integrated ENL. Emerging students will receive 360 minutes, 90 minutes of standalone ENL, 180 of integrated ENL and 90 of flexibility programming. Transitioning students will receive 90 minutes of integrated ENL and 90 minutes of flexibility programming. Expanding students will receive 180 minutes of integrated ENL. Commanding students will receive 90 minutes of integrated ENL.
3. Describe how core content is delivered in each program model. 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 is delivered through the use of scaffolding the content to make it comprehensible. Vocabulary is targeted through the introduction of pre fixes, suffixes, root words, multiple meanings, synonyms etc. Graphic organizers are used as visual scaffolds. Pictures, technology and audio devices are used as an entry point and as a scaffold as well. Specially Designed Academic Instruction for ELLs such as Metacognitive Development, Bridging, Schema-Building, Contextualization, Text-Representation and Modeling are some of the strategies used to instruct our ELLs. Bi-lingual dictionaries are available for those who are literate in their first language. Think alouds, think-pair-share, teacher demonstrations and student demonstrations are all used to make content comprehensible. Students are provided printed academic bi-lingual glossaries in the content areas (Math, Science, Social-Studies) and introduced to cognates in order to provide native language support in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are offered MOSLs and Baseline Assessments in their home language if they are available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are periodically assessed in all four modalities using teacher created materials in addition to the NYSESLAT. Informal assessments are used for each modality. Some assessments are done daily and others are done weekly. In the future we will look into Periodic ELL Assessments as a formal assessment in the fall and the early spring.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

VI. 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.

VII. Plan for SIFE

In this school we have no SIFE student. In the future, if we do we will provide the following resources to facilitate the student.

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

VIII. Plan for Long Term ELLs

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

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

IX. Plan for Special Needs Students

We have 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 carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used.

X. We have four Former ELLs. For Former ELLs, we plan to:

continue providing academic support and be monitored on a weekly basis. Students will still be provided with the mandated testing accommodations like the other ELLs. Also students will receive their mandated minutes to support their academic success.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- First the schools must initiate a review of the ELL status determination upon receipt of a written request from: A student's parent, or student's teacher if it includes written consent from parent, or a student 18 years of age or older. The Re-Identification process must be completed within 10 school calendar days; however if the CSE must be consulted, the process must be completed within 20 school calendar days. After the Re-Identification steps, the principal will consult with a qualified staff member in the school, the parent/guardian and the student. Between 6-12 months, the principal will review the Re-identification Process decision to ensure that the students' academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent and the student. If the principal, based on the recommendation of a qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within the same 6-12 months.
8. 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 emphasize 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. Instruction is differentiated and scaffolded with various supports (visual, tactile, audio) to provide ELL-SWD the same access to a rigorous curriculum.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teachers 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

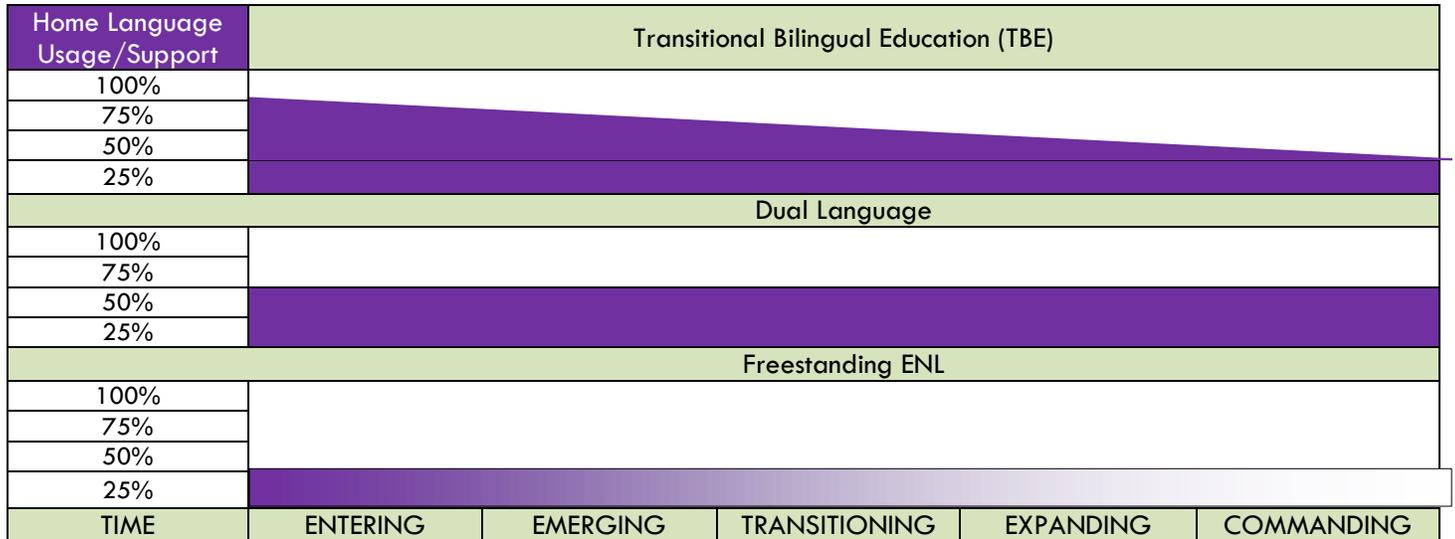


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Here at P.S. 335, we offer Saturday school, small group differentiated instruction, Foundations, and I-Ready.
11. 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. The ENL program is able support the academic demands and linguistic demands that the students are learning in ELA, Math, Social Studies and Science. Students are linguistically prepared to negotiated ideas, participate and contribute to discussion, sharing ideas, completing written and reading assignments etc. All teachers are made aware that they are teachers of ELLs and are given the most recent NYSESLAT results/levels of their ELLs students and are given specific ELL strategies to incorporate into their lessons so that ELLs are ensured access to the curriculum.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year we would like to consider purchasing the Rosetta Stone program for our newcomer ELLs. This language acquisition program is a good program for students to practice everyday English conversations. It strengthens their language proficiency and literacy skills.
13. What programs/services for ELLs will be discontinued and why?
No programs or services will be discontinued.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have access to the activites we provided are all requested in the school community and therefore the parents are involved. 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. Bi-lingual glossries, dictionaries and books are all available in the students native language for support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our school will begin an orientation before the beginning of the school year for newly enrolled ELLs and their families. We will host a brunch or lunch event to welcome them. There they will be orientated with our school rule, expectations etc. They will also get a tour of the school building and lastly we will have a Q& A session. This will include the ESL instructor, and either the parent coordinator or the counselor. Once the school year begins, we will do another event like this for ELLs enrolled during the school year.
19. What language electives are offered to ELLs?
NA
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our school intends to consult the calendar of PD dates for the current year and send our ESL teacher as well as ELL personnel to all PD and workshops given by the Department of ELLs as well as by the state. This will include the assistant principal, the common branch teachers, the paraprofessionals. We will also look into in-house PD if possible.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ELL Teacher is quite proactive and regularly attends any PDs given by the Office of ELLs during the school year. The PDs will support teachers of ELLs because they will have knowledge about research based strategies, activities, that support the Common Core and are aligned with instruction for ELL academic success.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school will consult the calendar of PD for the guidance counselor to attend, to support the best practices while working with ELL families in order to offer advice, guidance and resources in their Home Language when choosing middle schools that best suite their needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school will send teachers to workshops dedicated to language acquisition including the best practices for integrated language and content instruction for ELLs. Copies of agendas and attendance are kept and filed/stored. The originals are kept by the principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school will set individual meetings with each ELL parent during the mandated minutes on Tuesdays that we have dedicated to parent outreach and meetings. The ELL teacher will use the Translation Unit if necessary for interpretation services. She will discuss goals for the program, language proficiency assessment results and language development needs in all content areas.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

We will retain our records for the annual individual meetings with ELL parents in the ENL department. Such documents will include letters, follow up phone calls made and in person meetings. If possible, we will use in house staff to interpret and translate as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 workshop 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with NY City Community Learning Schools, Counseling in Schools program, Rising Star Academy and Food Bank-Cookshop for Families.

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated by their spoken and written requests as well as surveys. Since our school is a CLS, the needs are expressed at school as well as in the community. The Parent coordinator is responsible for outreach and parent involvement. The coordinator actively seeks inquiries and feedback about new ideas parents contribute to the school.

6. How do your parental involvement activities address the needs of the parents?

The activities we provided are all requested in the school community and therefore the parents are involved because they actively have expressed an interest in these programs that meet their needs. The parent coordinator works closely with the parents to complete forms and surveys of new ideas or programs that have been requested or of interests. The activities we provided are all requested in the school community and therefore the parents are involved. A great number of our parents don't have access to higher education, so the GED and Adult Computer Classes address their need for literacy skills.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **335**

School DBN:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karena Thompson	Principal		9/28/15
Dedria Lacy	Assistant Principal		9/28/15
Yvette Holley	Parent Coordinator		9/28/15
Damali Weekes	ENL/Bilingual Teacher		9/28/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Evelyn Santiago	Superintendent		9/28/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **335** School Name: **Granville T.Woods**
Superintendent: **Santiago**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Here at P.S.335, we give parents a Language Preference Sheet which asks them to state the language they want to receive written and oral communication in.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Chinese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that require translation are newsletters, calendars, after-school program information, New York State testing memos, Field trip memos, parent-teacher conference letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Typically this school has Parent-Teacher conferences, monthly PTA meetings, Nutrition Workshops, Stress Management Workshops, Parent Volunteer Day.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will meet the identified written translation needs by contacting the Translation & Interpretation Unit

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the identified interpretation needs by over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will conduct a mandatory training/PD for all staff on steps and instruction of how to use translation services and the over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will post the Welcome Poster at the entrance of the school building for parents to visibly and read. We will Give each family a Parent's Bill of Rights during the first Parent Teacher Conference of the year in September as well as the Parents' Guide to Language Access. We have a plan to Have the Language ID Guide readily available and kept at the security desk and main office for all visiting parents and families.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will give parent surveys, questionnaires, secret suggestion boxes, competitions for ideas that are selected and implemented, brainstorming breakfasts for ideas and suggestions on how to improve available services, feedback Fridays for parents to come in and give feedback about what services are beneficial and which are not.