

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R035

School Name:

P.S. 35 THE CLOVE VALLEY SCHOOL

Principal:

MELISSA GAROFALO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 35 School Number (DBN): 31R035
Grades Served: Kindergarten –Grade 5
School Address: 60 Foote Avenue, Staten Island, NY 10301
Phone Number: 718-442-3037 Fax: 718-815-4855
School Contact Person: Melissa Garofalo Email Address: Mcassan2@schools.nyc.gov
Principal: Melissa Garofalo
UFT Chapter Leader: Francesca Harris
Parents' Association President: Sabrina Tarbell & Michelle Harrell
SLT Chairperson: Jillian Rezza
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not applicable
Student Representative(s): Not applicable

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace
Director's Email Address: Kmoran2@schools.nyc.gov
Phone Number: 212-374-4254 Fax: 718-556-8375

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)
Melissa Garofalo	*Principal or Designee	
Francesca Harris	*UFT Chapter Leader or Designee	
Sabrina Tarbell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Jillian Rezza	Member/ Teacher	
Laura Morton	Member/Teacher	
Marianne Falcone	Member/paraprofessional	
Lisa DiMicelli	Member/ Parent	
Elizabeth Villamagna	Member/ Parent	
Tara Maretti	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erin O'Hanlon	Member/ Parent	
	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.

The PS 35 community is dedicated to life- long learning and deepening our understanding of research based strategies. Through collaboration, teachers and administration share best practices and support each other. Having in-house professional development sessions to meet and reflect on teaching approaches and looking at students' work supports the teachers in differentiating instruction to meet all the individual students' needs and in creating a healthy and positive school environment.

At P.S. 35 our mission is to insure that all of P.S. 35's students receive a high quality well-rounded education that serves as a solid foundation for future success. To quote Johanne Wolfgang Von Goeth, "Knowing is not enough; we must apply, willing is not enough; we must do". Our teachers have in depth knowledge of the Common Core Standards and will provide our students with the strategies to become independent thinkers who strive to meet and exceed the standards by applying themselves. We pledge to support our students meet their fullest potential by supporting, encouraging celebrating their individual differences and working together to make their elementary school years the most memorable of their lives. We strive to keep everyone "Happy in the Hive" at P.S. 35.

The alignment of curriculum with the Common Core Learning Standards is a process that began a little over 4 years ago at our school. We identified the need to create a rigorous curriculum that held students and teachers accountable to very high academic expectations. For the past two years our entire curriculum has been CCLS aligned. This work has had a tremendous impact on our pedagogy. Teachers are being asked to prepare students to handle much more rigorous materials including, but not limited to, the following: higher level texts, more complex thinking problems, more complex questioning, an extensive use of text evidence in responding to questions and the incorporation of more non-fiction in both reading and writing. This was accomplished through Inquiry Teams across grade levels, common planning periods with the principal and professional development from educational consultants.

The incorporation of these rigorous standards has also led us to re-evaluate both the way we question students and the types of questions we ask. It has been a school-wide focus to look at our questioning and ensure that our questions encourage our students to think at a high level. In Mathematics the use and refinement of the Exemplars program, including our alignment of Exemplars to Envision Math program, has greatly increased the academic rigor in our curriculum.

The incorporation of CCLS into our curriculum has forced us to really study the concepts of Universal Design for Learning. Our school, like many others, has barriers which impact student learning. 19% of our population is students with disabilities. Teams of teachers, along with the principal, frequently meet to refine the curricula and academic tasks using student work and data. K-5 teachers work in teams using common assessments to create a clear picture of student progress toward meeting individual goals. Teachers make strategic decisions based on the student work for next steps such as, but not limited to: whole group instruction (planning questions for all the learners within the class) , small group instruction(scaffolding the learning activity) and/or one-to-one instruction.

The Danielson framework for teaching has allowed us to better analyze the strengths and weaknesses of our teachers. It has served as a very useful tool in providing feedback and next steps for professional goals and professional development for teachers. Our school-wide goals of looking at our questioning techniques and monitoring student data to drive instruction are pulled directly from our 2014-15 Danielson data as 3B & 3D were the lowest scoring component school-wide for teachers.

CCLS has created urgency with teachers to incorporate multiple entry points and student choice within tasks and assessments in order to ensure student participation and success at reaching these increased expectations. As we implemented CCLS we could see students breaking down and we needed to build in the supports to create an environment where they could find success without sacrificing the high standards set by Common Core. The past 3 years have really been spent refining our practice to meet every student's individual needs around CCLS. This year, our learning activities have multiple entry points to allow all students the opportunity to be successful in completing the task. Some of the modifications included are: math manipulatives available for all students during problem solving activities; student choice regarding different types of writing paper in writer's workshop; students responding to higher order thinking questions in various ways (using a graphic organizer, talking to a partner, writing a response in their reading notebook). During reading workshop some students are listening to complex text using MyOn, an online reading resource, which gives students the opportunity to demonstrate high order thinking skills and discussions with their teachers and peers.

This year, after analyzing Reading Common Formative Assessment data, we will be revising our CFA's to include multiple entry points for our SWDs.

Our assessments drive the instruction and curriculum. Our school has mapped our curriculum in all subject areas across all grades in the school. The on-going daily assessments, both formal and informal, are fully aligned to the curriculum. The teachers use the data to drive the small group, whole group and individual instruction of students. There is flexible student grouping using on-going data collection and evaluation. Data is reviewed and analyzed by all stake- holders on a regular basis. Some of the assessments and data used are: formal and informal reading assessments (F & P Running Records, daily reading conferences, guided reading notes, assessment criteria checklists), formal and informal writing assessments (pre and post-on-demand writing pieces, end of unit published pieces with checklists and teacher feedback, small group writing notes and individual conference notes), formal and informal math assessments(Envision Math Unit pre and post assessments, exemplar student work aligned to the Envision unit(exemplars and exemplar rubric), math conference notebooks).

Teachers meet during common preparation periods to plan and refine curriculum (minimum of 2 a week). The principal is available to support and refine curriculum weekly during one of the common preparation periods. Each grade meets once a week during an administrative period to analyze data and discuss trends across the grade and within individual classrooms to refine and adjust lessons and or curriculum maps to meet the needs of current students. Student work samples are shared across the grade to bring a more holistic picture of how students are moving across the grade. Best practices and techniques are shared at these meetings. All data referenced above is analyzed and discussed at the aforementioned meetings, so that curriculum and instruction can be adjusted to meet the needs of current students on every grade. Data is used to target at-risk students and high performing students and to adjust whole class instruction around the general needs of students.

The school uses the data from formal and informal assessments daily to adjust curriculum and inform instructional entry points for students in all subject areas. Data is looked at throughout the year and student progress is monitored for every child. Data collection in all classrooms is a constant practice. Instruction is directly driven by the data. The culture of the school is such that teachers and students assess progress in all areas throughout the day. These assessments allow teachers and students to set goals and develop action plans to meet those goals. Teachers insure that goals and expectations are clear and visible to their children. Each child knows what he or she needs to be working on. In all interactions (conferring, small group and whole group) teachers provide a next step in the child's learning. Children wherever possible are given the opportunity to contribute to these actionable next steps. Student checklists turn and talk and peer assessments afford every student the opportunity to be an active participate in their self- assessment. During the 2014-2015 school year, teachers revised rubrics and worked with their colleagues across the grades to create learning progressions in ELA for each off the CCLS and three writing types.

Establishing partnerships with families is a top priority for all members of the PS 35 community. We have an open door policy which encourages parents to visit their child's classroom anytime to observe instruction. We open up every school year by continuing the tradition of inviting our students' families into the classrooms to discuss curriculum and

expectations. Last school year, the principal conducted a series of eight workshops on what the common core standards look like across the grades. To support an understanding of the on-going units being implemented in the classrooms, teacher teams develop monthly newsletters to inform parents of the expectations of the units and how they can support their child at home. These newsletters inform parents of dates they can join us to celebrate or work with their child during events such as writing celebrations and Parents-as-Reading and Math partners. Students Assessment Folders with reading, writing, math and content area goals are sent home four times a year. This practice has served as another way to inform families about the individual goals their child is working on and a specific action plan as to how they can help support their child's progress. Our vision to meet students' needs in a point-of-service manner provides on-going feedback to students that will insure academic success and high expectations as they move forward in their schooling. All of the aforementioned activities place our children on a trajectory for a college education.

The 2014-2015 school year, we developed a relationship with Cora Collaborative Learning. With the founder Paul Bloomberg providing the staff with professional development on the 8 Mathematical practices and the principal performing all observations in Mathematics, the teachers have developed their pedagogy. Common Core Mathematics is not about rote learning but rather the process of why we perform the four operations. Teachers created Math progressions focused on the critical areas of mathematics which highlight the, "I can statements" for each area in each of the grades Kindergarten through grade 5. For the 2015-2016, the teachers in grades K-3 will implement Engage NY whose modules align directly to the critical areas in mathematics. Teachers in grades 4 & 5, will be implementing various resources from Envision, Exemplar, or Engage NY to teach the standards included in the progression document.

Paul's work also provided us with a clear understanding how to develop assessment capable learners. For the 2015-2016 school year, the teachers will work on developing success criteria for all lessons in ELA and Mathematics. With the progressions and success criteria, our students will be empowered to analyze their work independently and with peers.

31R035 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	378	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.6%	% Attendance Rate		93.4%
% Free Lunch	32.5%	% Reduced Lunch		5.7%
% Limited English Proficient	3.3%	% Students with Disabilities		19.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		8.1%
% Hispanic or Latino	23.6%	% Asian or Native Hawaiian/Pacific Islander		5.4%
% White	61.0%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	55.5%	Mathematics Performance at levels 3 & 4		59.3%
Science Performance at levels 3 & 4 (4th Grade)	98.3%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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		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			
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.

*** This data is not current once the 2014-2015 NYS state Math scores are released data will analyzed.

After careful analysis of our school’s 2013-2014 school Quality Guide, it was determined that the students’ performance on the 2014 demonstrated a 2.7% decrease on the 2014 NYS Math exam and the median adjusted growth percentile decreased from 62.0 in 2013 to 56.0 in 2014 and the median adjusted growth percentile for the school’s lowest third decreased from 72.5 in 2013 to 53.0 in 2014. On the School Quality Snapshot , our student progress on the State Math test was rated Fair for all students and Poor for the lowest performing students

On our 2014-2015 Quality Review we received an overall rating of Well Developed however we received feedback to continue to develop our math curriculum we were in the process of revising our current math curriculum. Therefore, we are continuing to focus on Math for the 2015-2016 school year. The formative Math data (post-assessments and Exemplars) includes the following percentage of students meeting or exceeding Common Core grade level standards: 94% Kindergarten students, 91% of first graders, 87% second graders, 84% percent third graders, 80 percent fourth graders, and 83 % of fifth graders.

Rigorous Instruction is an area of strength as evidenced by the Framework for Great Schools Report. In the three areas rated we received 100 on Shifts in Literacy and Math and a 97 on Quality of Student Discussion.

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, Measurable, Achievable, Relevant, and Time-bound.

To increase achievement in mathematics for all students in the general education population in grades K-5 through Common Core aligned curriculum and instruction. By June 2016, the percentage of all tested students will demonstrate a 7-10% increase in meeting or exceeding grade level standards in Math as measured by the 2016 NYS Math assessment.

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>Training on the 8 Common Core Mathematical Practices. Curriculum adaptation planning of Engage NY in grades Kindergarten –Grade 3 and Engage NY and Envision Math in grades 4 & 5.</p>	<p>Classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Math teacher team leaders</p>
<p>Implementing pre-assessments to gather data and create student groups to address the needs of all sub-groups within the class.</p> <p>Teacher teams looking for trends within classes and across grades on Math formative and summative assessments, including Exemplars.</p>	<p>Classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Math teacher team leaders</p>
<p>Common Core aligned Math progressions will be sent home for the CCS covered in a particular module or unit in Unit of Study Folders.</p> <p>Student Assessment Folders will be sent home quarterly in October, December, March and May in addition to quarterly Progress Reports in November, January, April, and June .</p> <p>Parent workshops on: Supporting your child with Common Core Mathematics, and Common Core Math what it looks like in Kindergarten through Grade 5.</p>	<p>Classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal ,Math teacher team leaders, and parent coordinator</p>
<p>The parent workshops enable the parents to engage in conversations on how to support the academic growth of their children. Parents invited to visit the classroom to observe Common Core math lessons.</p>	<p>Parents, and classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal ,Math teacher team leaders, and parent coordinator</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.

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

<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>In February 2016, data from Math pre- and post –assessments for students in grades K-5 will show 95% of the class demonstrating growth from pre to post-assessment. On post assessments, 85% of the students will be meeting grade level expectations.</p> <p>Teachers will submit pre and post-assessments grades to the principal one week after the module or unit is completed. Specific submission dates are included on Math pacing calendar for each grad</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

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.

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) <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>

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.

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

	Tax Levy		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.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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

	Tax Levy		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.

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.

After careful analysis of the MOTP report on the Advance website, it was determined that: 6% of teachers ‘overall rating on 3b were Highly Effective, 79% of teachers overall rating was Effective, and 15 % of teachers overall rating was Developing. After careful analysis of the Framework for Great Schools Report 2015, it was determined that teacher influence, which we scored 68, in comparison to the other scores, we received in all the capacities was significantly lower. And program coherence, which we scored 86 was only 1 point greater than the citywide average. On 2014-2015 School Quality Review we received a Proficient in area 1.2, developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all the learners so that all students produce meaningful work products.

Action plan:

- Instructional Rounds
- Teacher Team curriculum planning
- Videotaping of teachers rated Highly Effective in component 3B.
- Informal teacher observations
- Analysis of trends from MOTP
- Professional development on creating success criteria for all CCS anchor standards.

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.

To increase teacher effectiveness, by June 2016, 100% of teachers will be observed and there will be a 5% increase in both Highly Effective and Effective overall teacher ratings on component 3b, Using Questioning and Discussion Techniques on Danielson’s Framework for Teaching.

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>Professional book study of the texts, Effective Questioning Strategies, Thinking Through Quality Questioning.</p> <p>Action Research on identifying problems with asking low level questions in both ELA and Math, collect and analyze data.</p> <p>Professional Development from Core Collaborative on Impact Teams.</p>	All teachers	September 2015-June 2016	The principal and team leaders K-5
Scaffolding questions to address the needs of SWD and ELL's.	All teachers	September 2015-June 2016	The principal and team leaders K-5
Teachers will create a list high level questions for parents to support their children at home in ELA and Math.	All teachers	September 2015-June 2016	The principal and team leaders K-5
By engaging conversations occurring within book study groups and action research teams with colleagues and administration, teachers will be growing and developing professionally.	All teachers	September 2015-June 2016	The principal and team leaders K-5

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>Professional texts, Monday and Tuesday morning professional development time, Webb's Depth of Knowledge, Administrative Periods.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		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.

In January 2016, the MOTP report will be analyzed after each teacher has been observed at least 2 times. 8% of teachers should a Highly Effective rating and 82% should have an Effective rating.

Mid-point progress monitoring activities will include:

One-to-one feedback sessions between teachers and administration after observations, teacher teams debrief sessions in October 2015, November, and December regarding Instructional Rounds.

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.

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, Measurable, Achievable, Relevant, and Time-bound.

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>

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.

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

	Tax Levy		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.

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

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)	Reading below grade level standards as evidenced by Fountas and Pinnell reading assessments, students scoring level 1 or 2 on Common Formative Assessments.	Repeated reading for Close reading, Foundations and Wilson	Whole group, small group, one-to-one	During classroom instruction, and after school program
Mathematics	Students not meeting grade level standards as evidenced by 2015 NYS Math exam in grades 3-5 and in grades K-2 students performing level 1 or 2 work as evidenced by formative assessments.	Multiple entry points for Math exemplars	Small group, one-to-one	During classroom instruction, and after school program
Science	Students performing a level 2 or below the 2015 grade 4 Science exam. And students in grades K-3 & 5 who are performing level 1 or 2 work as evidenced by formative and summative assessments.	Multiple entry points	Small group, one-to-one	During classroom instruction
Social Studies	Students who are performing level 1 or 2 work as evidenced by formative and summative assessments.	Multiple entry points	Small group, one-to-one	During classroom instruction
At-risk services (e.g. provided by the Guidance Counselor,	Students involved in bullying incidents. Students having behavioral issues that		Small group, one-to-one	During classroom instruction

<i>School Psychologist, Social Worker, etc.)</i>	are disruptive to the educational process.			
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template

[School name] , 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 31	Borough Staten Island	School Number 035
School Name Clove Valley School		

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 Melissa Garofalo	Assistant Principal n/a
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Lisa Aristide	School Counselor Lauren Rodriguez
Teacher/Subject Area Lisa Baravecchio/2nd grade	Parent Jessica Cardoza
Teacher/Subject Area Michelle Scollan/ Kindergarten	Parent Coordinator Margaret Feminella
Related-Service Provider Amelia Rella	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language arts 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)	370	Total number of ELLs	9	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"/> 12 <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	11	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	0
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	9	0	0	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	3	1	1			1								0
Chinese														0
Russian	1													0
Bengali														0
Urdu														0
Arabic		1												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1					1								0
Other Segalese		1	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)														0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)	3	3	1											0
Expanding (Advanced)	1					2								0
Commanding (Proficient)														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				0	0	0								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	0	0	0	0	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	2				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									0
4									0
5	2								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	0								0
8	0								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)								
Chinese Reading Test								

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.
Our school uses Teacher's College Running Records, Letter and Sound Recognition Running Records, concepts of Print Running Records and Fountas and Pinnell to assess the early literacy skills of all our students. The ENL students are given the above mentioned assessments as well as the results of the NYSITEL exam. The results of this data helps the classroom and ENL teacher to collaborate and guide instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In our school, the majority of ENL students enter in Kindergarten on either an emerging, transitioning, or expanding level. Most of the ENL's pass the NYSESLAT within the first two years of services. The majority score higher on the Listening and Speaking sections than they do on the Reading and Writing components. The few children who remain ENL students have been diagnosed with additional learning disabilities. However, the ENL teacher continues to focus on the necessary components of the NYSESLAT that they struggle with.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The ENL teacher uses the AMAO Estimator Tool to analyze the status of students and analyzing their benchmarks and store them electronically.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We have a push in and pull out ENL program. Our ENL students perform on the proficient level for listening and speaking before achieving an overall proficient score (which includes reading and writing). We currently have two students who are in testing grades- both of them take their tests in English. Neither of them reads in their native language. Our school does not use the ELL Periodic Assessments. Both the classroom teachers, service providers and ELL teacher work collaboratively to monitor the strengths and needs of

each of our children using Reading and Writing Conference Notebooks. In addition, the ELL teacher keeps a running record of skills taught and assesses the English Language Learners after each stand alone and integrated session. The home language is used minimally with children who first enter our school. In the past 8 years that I have worked here, we have never had a child in a testing grade utilize a test in another language. The majority of our ENL students begin as kindergarteners and become proficient by third grade. However, if the situation presented itself, a test in a language other than English would be administered and I would analyze that data.

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](#).]

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

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

Newly admitted students receive a HLIS form to complete during registration, this form, as well as an oral interview is conducted by the ELL teacher to determine NYSITIL eligibility. In addition, the information provided is passed to the classroom teacher to help guide instructional decisions. The Response to Intervention model is used for prevention and early intervention through a tiered system of instructional support provided by the classroom and/or the ENL teacher. The curriculum is researched-based instruction that is aligned to the Common Core State Learning Standards, along with pedagogical support for the skills and strategies students require to successfully master the core curriculum (i.e : Foundations, Words Their Way) Students with a second language spoken at home are screened at least four times per year to identify those that may be a risk for below level outcomes in reading by using Running Records, Teachers college Assessments, and CFA's (Common Formative Assessments). In addition, an emphasis is put on understanding the child's linguistic strengths so the classroom and ELL teacher can guide the child to use cognates or familiar concepts in their home language. All content area teachers teach in a way that they are building the students English language skills using content vocabulary and building content area word walls with picture clues. We exam the child's educational history and background and keep this in mind during all educational decisions.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

We do not have a dual-language program at this time.

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

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

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.

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

paperwork. A parent orientation meeting is held within the first 10 days as well. The ENL teacher provides a sign in sheet, as well as an agenda, which is then kept on file. The ENL teacher places the HLIS back in the child's cumulative record upon completion.

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).

We do not have any SIFE students.

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).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities are not exempted from the NYSESLAT. ELL status is not the determinant factor for special education eligibility. Response to Intervention approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

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.

The ENL teacher distributes the entitlement and non-entitlement letters to the parents of students within 5 days. She hand delivers them to parents at dismissal. Since we are a small, neighborhood school, she also hand delivers them to students home.

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 school initiates a review of the ELL status upon receipt of a written request from the student's parent, teacher, or a student of 18 years or older. The re-identification process is completed within 10 school calendar days and completed within 20.

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.

The ENL teacher meets with the parents and shows them the new Parent video and answers any questions within the first ten days of school.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher meets with the parents during the first ten days of school. She primarily sees them at dismissal and invites them in, and will occasionally make a home visit.

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

The ENL teacher meets with the parents during the first ten days of school. She primarily sees them at dismissal and invites them in, and will occasionally make a home visit.

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

The ENL teacher meets with the parents during the first ten days of school. She primarily sees them at dismissal and invites them in, and will occasionally make a home visit.

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

These items are retained in a locked cabinet in the ENL teachers room.

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.

The ENL teacher is also the test coordinator and she schedules and notifies teachers and families of the students their schedule, she then administers the exam according to the directions.

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

The ENL teacher meets with the parents during the first ten days of school. She primarily sees them at dismissal and invites them in, and will occasionally make a home visit. Translators are used and so is the translation phone unit.

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).

Our parents have consistently chose Freestanding English as a Second Language.

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

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

All our instruction, for all content areas is provided in English. The ELL teacher differentiates instruction for the ELL students by building content vocabulary for their units of study in Social Studies, Science, and Math. We use multiple means of assessment for examining student gains and instructional improvements among all teachers. Regular quality review cycles, where data is gathered and analyzed to track the development of students and teachers over time, allow appropriate program refinement. These means of assessment include:

 - Teacher's college Assessments K-5
 - Running Records - Grades 1-5
 - Weekly Assessments Grades K-5
 - Words Their Way Spelling Inventory - Grades K-2
 - Common Formative Assessment - Grades K-5
 - Fountas and Pinnell NonFiction Running Records - Grades 1-5
 - LabR and NYSESLAT results
 - Periodic Exams
 - Reading and Writing Conferences documented in the student's Reading and Writing notebooks.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At this time, our school has a freestanding ESL program and evaluations are done in English. If in the future, we receive a child who needs to be evaluated in their native language, we will provide that service
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

7. 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.

The school initiates a review of the ELL status upon receipt of a written request from the students parent, teacher, or a student of 18 years or older. The re-identification process is completed within 10 school calendar days and completed within 20

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?

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

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?

Our school differentiates instruction for all students including ELL's and SWDs. As mentioned above, the use of technology is used to scaffold instruction and provide content vocabulary and prior knowledge. Our school uses the Envision Math program (an online program that provides graphics and explanations) to clarify math concepts for our ELL students. In addition, the program contains a component specifically targeted for ELL students. Since we utilize the Teacher's College Reading and Writing Project, our students (including ELLs) are all aware of their current independent level, participate in guided reading work (with the classroom, and/or ELL teacher) on one level higher text, and they are all aware of the level that they need to achieve in order to successfully complete the grade.

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

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

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

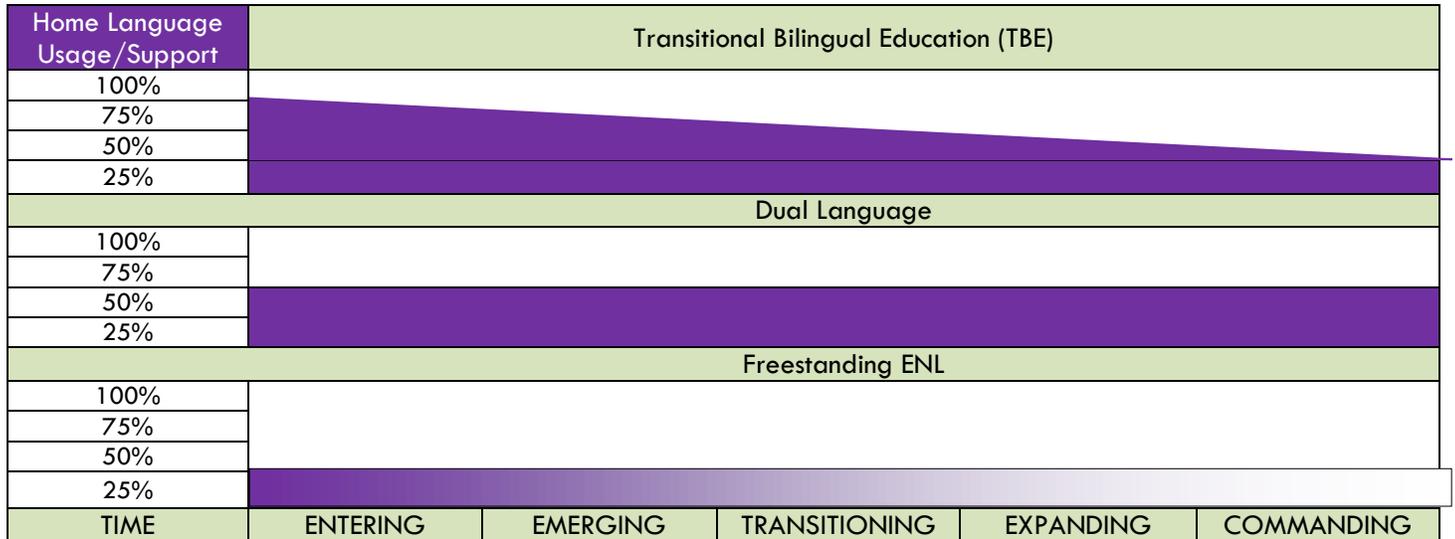


*Note “other approved services” does not apply to New York City at this time.

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. Our targeted intervention programs for ELLs in ELA, math, and other content areas include enrolling the students in the extended day program, as well as an after school tutoring program. These programs focus on language development and comprehension of ELA, Math, Social Studies and Science. English is the language used for these programs. Since there are only twelve ELL students, all of them are enrolled in our intervention programs.
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 ELL students who reach proficiency on the NYSESLAT are supported by the ESL teacher. She continues to service those students, and provides support to them and their teachers to help them transition. Former ELLs are also targeted for our intervention programs mentioned above. In addition, a spreadsheet is kept which documents the year that they passed the NYSESLAT, so that they can be given test modifications on the ELA and Math test. These modifications include time and a half, and a third reading of the listening passage. The majority of students in our school pass the NYSESLAT in one to two years, showing that their content and language development needs are being met sufficiently.
12. What new programs or improvements will be considered for the upcoming school year? We are currently training teachers to implement the Wilson Reading Intervention Program to use with ELLs and SWDs. In addition, we are using the Foundations program with Kindergarten and First Grade students at risk.
13. What programs/services for ELLs will be discontinued and why? There will not be any discontinued programs for ELLs.
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 afforded equal access to all school programs. They are invited to attend our schools extended day program, as well as a test sophistication program. ELLs are also invited to participate in our extra-curricular activities such as music, Family Game Night, Art Night and P.T.A. sponsored events. A translated notice is sent home with the child in their native language to inform families of these events. Paste response to question here
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. Instructional materials that are currently being used with our ELL students include :
- Wilson Reading Intervention Program
 - Foundations
 - Words their Way for English Language Learners
 - Fontas and Pinnell Non-Fiction Reading Kits
 - Envision Math
 - Houton Mifflin Social Studies and Science
 - Starfall.com, Brainpopjr.com, Tumblebooks.com, and Envision Math are used for the technology component.
- Since we only have 15 ELL students, they are divided into sub- groups by grade.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? We support the student's native language by providing correspondence to the parents in their home language, as well as provide translators for in school programs. (PTA meetings, IEP meetings, Parent Teacher Conferences) If necessary, the ELL teacher designs and implements lessons that focus on similar cognates in the the student's home language to help the student recognize the similar patterns in English. Turn -key training is provided for classroom and cluster teachers to help them incorporate native language support strategies
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Our ELL student's are grouped by grade as of now. However, if we were to receive a newly admitted ELL student, they could possibly be grouped with a grade one level above or below their current grade. Age appropriate services are delivered by the ELL teacher. Kindergarteners are encouraged to draw and label for writing activities, and to use a full sentence in listening and speaking activities. Children in 5th grade are encouraged to use more complex vocabulary in both writing, speaking and listening. Students in lower grades are utilizing lower level books. (Teachers College levels A-I) while students in upper grades are using books at a higher level. Resources, including internet access, website subscriptions, bilingual dictionaries, and math manipulatives are supplied to our ELL students.
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). We do not currently have a program that assists newly enrolled ELL students before the beginning of the school year. If an ELL student enrolls during the school year, the student will be placed in our extended day program, as well as an after school tutoring

program, if need be. The student would be given instruction in a small group environment with a teacher who scaffolds instruction to allow him/her to meet the standard

19. What language electives are offered to ELLs?

We do not offer language electives to ELLs.

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)?

We do not have a dual language program

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.)
 1. The ELL teacher attends workshops within the Instructional Leads 409 network, reads professional articles and books, and attends webinars as professional development. In school, our teachers meet with the principal for a 45 minute professional development series. The topics are as follows:
 - September 12 : Creating text dependent questions
 - September 19: Instructional Shifts
 - September 26: Teacher Teams and Leadership Development
 - October 3 : Math Exemplars in Problem Solving
 - October 10 : Teacher Team Math Exemplars in Problem Solving
 - October 17 : Creating text dependent questions for Close Reading Excerpts
 - October 24 : Assessing students writing on text dependent questions
 - November 1 : ELA Performance Tasks : Upper Grades
 - November 7 : ELA Performance Tasks : Lower Grades
 - November 14 : Scaffolding for ELLs and Students with Special Needs
 - November 28 : Creating Text dependent questions for Close Reading Excerpts
 - December 5 : Assessing students' writing on text dependent questions
 - December 12 : Teacher Teams/ Math exemplar problem solving
 - December 19 : Teacher Team / Math Exemplar Problem Solvin
 - January 2 : Teacher Team ELA Performance Tasks (Upper Grades)
 - January 9 : Teacher Team ELA Performance Tasks (Lower Grades)
 - January 16 : Creating text dependent questions
 - January 23: Assessing students' writing on text dependent questions
 - January 30: Teacher Team/ Math Exemplar Problem Solving
 - February 6 : Teacher Team / E.L.A.
 - February 13: Creating text dependent questions (Instructional Shifts)
 - February 27: Assessing students' writing on text dependent questions
 - March 6 : Teacher Team ELA Performance Task (upper grades)
 - March 13 : Teacher Team ELA Performance Task (lower grades)
 - March 20 : Teacher Team - Math Exemplar Problem Solving
 - March 27 : Testing Meeting
 - April 10 : Creating text dependent questions for Close Reading
 - April 24 : Assessing students' writing on text dependent questions
 - May 8 : Teacher Team : Math Exemplar Problem Solving
 - May 15 : Teacher Team/ Math Exemplar Problem Solving
 - May 22 : Teacher Team / ELA - Upper Grades
 - May 29 : Teacher Team/ ELA - Lower Grades
 - June 5 : Teacher Team ELA Performance Tasks
 - June 12 : Reflecting on Curriculum Unit of Study
 - June 19: Reflecting on Curriculum Unit of Study

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

2. The ELL teacher attends workshops within the 409 network, reads professional articles and books, and attends webinars as professional development. In addition, she attended seminars this summer about engaging ELLs with the Common Core Learning Standards. A book group led by the principal based on the book, "Rigorous Reading" is held one time a week, and the ELL teacher, as well as classroom teachers are participating..
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?
 1. The ELL teacher attends workshops within the Instructional Leads 409 network, reads professional articles and books, and attends webinars as professional development. In school, our teachers meet with the principal for a 45 minute professional development series. The topics are as follows:
 - September 12 : Creating text dependent questions
 - September 19: Instructional Shifts
 - September 26: Teacher Teams and Leadership Development
 - October 3 : Math Exemplars in Problem Solving
 - October 10 : Teacher Team Math Exemplars in Problem Solving

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

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

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

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

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

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

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?
 1. The parents of student's at P.S. 35 are very involved. Some of the events that the parent's are invited to are: Art night, game night, writing celebrations, trips, choral calvalcade, concerts, heritage celebrations, ethnic food festivals and trips.
 2. The ESL teacher provides workshops to the ELL parents, and recommends community agencies to the parents.
 3. We evaluate the needs of the parents through the parent survey, and through our Parent Teacher Association.
 4. Our parental involvement activities give our parents a chance to be actively involved with their children's education and affords them the opportunity to celebrate their successes
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
We use the parent survey, and an active PTA.
6. How do your parental involvement activities address the needs of the parents?
We meet parental requests.

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.

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

Part VI: LAP Assurances

School Name: _		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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **35R035** School Name: **PS 35**
Superintendent: **Anthony Lodico**

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.

Home Language survey at time of enrollment,

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 and Spanish

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.)

Lunch forms, DOE generated notices, school based generated notifications are furnished upon request.

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.

Fall/Spring Parent Teacher conferences, Fall Curriculum nights, spring next grade orientation, parent workshops throughout the year, student showcases schoolwide and classroom based that parents are invited.

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.

In house translation provided by ESL teacher and bi-lingual para as well as submitted to translation unit if needed.

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.

In house translation by 2 teachers on staff.

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.)

Language cards distributed and are on the counter of the main office.

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

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)

Parent yearly survey