



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ST. ALBANS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q036

PRINCIPAL: LYNN M. STATON **EMAIL:** LSTATON@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lynn M. Staton	*Principal or Designee	
Donna Giugliano	*UFT Chapter Leader or Designee	
Adrienne Bond	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Williard Price	Member/parent	
Shameka Pugh	Member/parent	
Yvette Richards	Member/parent	
Kerry Kay Campbell	Member/parent	
Beverly Dhana	Member/staff	
Brian Sultzer	Member/staff	
Sharon D. Thompson	Member/staff	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase Mathematics and ELA performance in grades 3-5 and build capacity in grades K-2. By June 2012, P.S. 36 will increase the level 4 students by 2% and decrease the Level 2 students by 5% through use of more direct instruction.

Comprehensive needs assessment

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

Analyzing the most recent NY State Assessments for grades 3- 5 and the in-house assessments in grades K-2 we recognize the need to reduce the number of level 1 students in Mathematics and ELA and increase performance in all grades. We also see from the data that we need to ensure a greater number of students progressing into level 3 and 4 as we strengthen basic skills in grades K-2.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

As we are analyzing student work and improving ELA and Mathematics the inquiry teacher teams will focus on analyzing specific skills that students have mastered and those that students need improvement in. They will collaboratively develop challenging projects and tasks to help engage students and support learning. They will monitor student assessments, differentiate and teach to the weak skills while enhancing and enriching the strong skills. K-2 will strengthen basic Mathematics and ELA skills through the use of hands on manipulatives, rigorous writing tasks, technology and family projects. Overall the school will expand journaling in both Mathematics and ELA to include a problem of the day and CCLS tasks. Teachers will expose students to more literature genres on a daily basis and have more directed discussions using the DOK model. Assessments and evaluations are ongoing and rubrics will be used to give students a framework to achieve. Teachers will implement the ELA and Mathematics CCLS based on the NYC Instructional Expectations for 2011-2012. And under the direction of the administrative staff all Instructional expectations will be implemented by June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are a vital component of P.S. 36 and we have an Open Door Policy that allows parents to come in and sit in classrooms and learn with their children. Parents will be engaged in our Parent College, ongoing workshops, informational literature, monthly newsletter, PTA meeting briefs and outside partnerships. We will increase parental involvement through the use of our many communication vessels: telephone messenger (weekly updates), school kiosk (monthly events), flyers (backpacked by students), Posters (at main entrances) and raffle incentives.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers are highly qualified and are retained through the support of the administrative staff and support services. All staff is engaged in ongoing professional development during the year through in-house workshops, grade conferences, faculty conferences, school-wide book study, Inquiry teacher team book study, monthly articles, network training, inter-visitation, internal classroom observations, low inference feedback from peers and administration, webinars, inquiry teacher team research, outside workshops and courses and meetings with the administrative staff. As vacancies occur a hiring committee is formed and the administrative staff will attend the hiring fairs to look for highly qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 36 works in collaboration with various outside agencies(ChaRosa Foundation, ZenMaster Inc., CEIPEA-Project Boost, Pencil Inc. , Dancing Ballrooms, Foodbank of NYC, NY Parks Department, NYU Dental Van, NYC Health Department, and Youth and Tennis Inc. to bring services to the school to assist students and parents. The various programs are coordinated by the Principal, Parent Coordinator, Guidance Counselor and Nurse to make an impact on student learning

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Budget allocations will be from Title 1, FSF and OTPS to support materials and resources, coverages-Substitutes and Per Session.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To address the academic and instructional needs of the Special Education population in ELA and Mathematics to increase performance on the State Assessments. By June 2012 5-10% of students with disabilities will make a one year progress in ELA and Mathematics.

Comprehensive needs assessment

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

Analyzing the State Assessment data as well as informal and formal assessments, we find that the Special Education population is not making as much growth in ELA and Mathematics. Reviewing the instruction goals, student reading logs, homework and classwork we found that some students are not in proper settings and we monitor them, re-evaluate and provide for additional support or the correct setting where they can maximize their potential. There is a need for more structure, more reading opportunities and direct instruction strategies to address the many modalities in the classes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Students in Special Education classes grades 3-5 will be immersed in ELA and Mathematics resources to help improve instruction through the use of more technology and direct instruction. Building capacity in grades K-2 to support ongoing learning with the use of more manipulatives and hands-on activities to strengthen basic skills in ELA and Mathematics. Setting benchmarks and using benchmark assessments to identify specific weaknesses in skills, provide direct instruction for those skills and track progress in those skills. Utilize the Speech Teacher, AIS, IEP, Literacy Coach and paraprofessionals to provide direct push-in/pull-out services to small groups and one on one. Continue to expand the Wilson Foundations daily practices. Paraprofessionals will work with small groups daily with guided reading practices and basic skills in mathematics. Simulate standardized assessments in grades 3-5, analyze result and design an action plan to work on weak areas. Use data from Predictive Assessment to track student performance. Infuse more read alouds, guided reading, silent reading time and journal opportunities for students. Mainstreaming students to provide extra assistance on grade level as well as to meet them where they excel. Infuse more hands on activities and incorporate various learning modalities to support students learning styles.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 36 will continue to invite parents to participate in all school-wide activities and events. We will continue to offer challenges, raffles and incentives to entice parents and we will expand our communication vessels to help parents be more informed.

Parents will be engaged in our Parent College, ongoing workshops, literature, monthly newsletter, PTA meeting briefs and outside partnerships. We will increase parental involvement through the use of our many communication vessels: telephone messenger (weekly updates), school kiosk (monthly events), flyers (backpacked by students), Posters (at main entrances) and raffle incentives. Parents are always welcome at P.S. 36 and we provide them with opportunities to come into the classroom and observe their child as well as strategies the teachers use to instruct.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers are highly qualified and are retained through the support of the administrative staff and support services. All staff is engaged in ongoing professional development during the year through in-house workshops, grade conferences, faculty conferences, school-wide book study, Inquiry teacher team book study, monthly articles, network training, inter-visitation, internal classroom observations, low inference feedback from peers and administration, webinars, inquiry teacher team research, outside workshops and courses and meetings with the administrative staff. As vacancies occur a hiring committee is formed and the administrative staff will attend the hiring fairs to look for highly qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 36 works in collaboration with various outside agencies(ChaRosa Foundation, ZenMasters Inc., CEIPEA-Project Boost, Pencil Inc. , Dancing Ballrooms, Foodbank of NYC, NY Parks Department, NYU Dental Van, NYC Health Department, and Youth and Tennis Inc. to bring services to the school to assist students and parents. The various programs are coordinated by the Principal, Parent Coordinator, Guidance and Nurse to help support student learning.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Budget allocations will be from Title 1, FSF and OTPS to support materials and resources, coverages-Substitutes and Per Session.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To promote a professional learning community among the staff in the Common Core Learning Standard and the NYC Instructional Expectations to improve teacher effectiveness through the implementation of a comprehensive observation and short frequent cycle of observations. By June 2012 100% of the teaching staff will be exposed and immersed in developing rigorous differentiated tasks in correlation to the Common Core Learning Standards in Mathematics and ELA and each teacher will have 1 formal observation and 6 short observations using a researched based protocol that will provide timely feedback

Comprehensive needs assessment

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

Analyzing the NY State Assessments in Mathematics, ELA and Science as well as the ECLAS-2 there is a need for teacher improvement through professional development to improve student performance and drive instruction. Looking at the strands where children are not progressing teachers designed a benchmark assessment to evaluate student progress. Having success with doing more small group direct instruction has helped pockets of students and we will expand that practice to make an impact on all students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Developing a calendar for informals, formals and short observations to analyze instructional practices and to provide timely feedback for improvement. Establish a protocol to be used by all administration to capture evidence on best practices. Focus on specific topics and debrief with administrative staff to develop an action plan for teachers. Teachers will regularly use data from ARIS, Acuity, Informal and Formal Assessments to establish small groups and assist students with weak areas. Data will be analyzed and inquiry teacher teams will come up with innovative and creative differentiated lessons and tasks to support student achievement and teacher's professional growth. Teachers will continue to plan as a grade with a literacy and mathematics focus through the CCLS. Professional development will support differentiated instruction, CCLS, student work analysis and data analysis. Teachers will use the Commoncore.org and Engageny.org website to peruse, use and help plan rigorous lessons. Common preps, inquiry teacher team time and additional time to plan rigorous common core lessons will be scheduled. All teaching staff will read one school-wide professional book and 1 additional book to support their teacher team topics. All support staff such as enrichment teacher, paraprofessionals, school based support staff will support ongoing instruction by engaging in activities in the classroom around improving student performance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be engaged in our Parent College, ongoing workshops, literature, monthly newsletter, PTA meeting briefs and outside partnerships. We will

increase parental involvement through the use of our many communication vessels: telephone messenger (weekly updates), school kiosk (monthly events), flyers (backpacked by students), Posters (at main entrances) and raffle incentives.

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 36 works in collaboration with various outside agencies(ChaRosa Foundation, ZenMasters Inc., CEIPEA-Project Boost, Pencil Inc. , Dancing Ballrooms, Foodbank of NYC, NY Parks Department, NYU Dental Van, NYC Health Department, and Youth and Tennis Inc. to bring services to the school to assist students and parents. The various programs are coordinated by the Principal, Parent Coordinator, Guidance Counselor and Nurse to support student learning.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Budget allocations will be from Title 1, FSF and OTPS to support materials and resources, coverages-Substitutes and Per Session.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	2	0	0	0
1	56	56	N/A	N/A	3	0	0	0
2	29	29	N/A	N/A	2	0	0	0
3	37	37	N/A	N/A	3	0	0	0
4	42	42	10	10	6	0	3	0
5	40	40	10	10	10	0	2	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson Foundations and Voyager Passport program with small group, whole class and one to one during the school day, extended day 50 minutes and push-in/pull-out.
Mathematics	Whole class, small group and one to one instruction daily with differentiated tasks during the school day, extended day 50 minutes and push-in/pull-out. We use a lot of technology, smartboard and hands-on activities to support the curriculum.
Science	Whole class, small group and one to one instruction daily with differentiated tasks during the school day, extended day 50 minutes and push-in/pull-out. We use hands-on science methodology experiments.
Social Studies	Whole class, small group and one to one instruction daily with differentiated tasks during the school day, extended day 50 minutes and push-in/pull-out. We use a lot of technology, smartboard and hands-on activities to support the curriculum.
At-risk Services provided by the Guidance Counselor	Small group, whole class and one on one conferences periodically, mandated schedules of students
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small group and one on one conferences periodically
At-risk Health-related Services	Small group and one on one conferences periodically

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; trips and outings that promote cultural awareness;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; organizational skills, time management; homework/study skills; financial management and health and wellness;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents; participate in Dad's Take Your Child to School Initiative;
- 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 and strategies to work on at home;
- developing and distributing a school newsletter and creating a blog page designed to keep parents informed about school activities, student progress and assignments;
- display pertinent information on the outdoor kiosk for parents to read when dropping and picking up their children;
- 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;
- implement Parent College which are workshops for parents/guardians to support them with instructional activities/strategies and to support personal growth;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Dr. Joanne Joyner-Wells	District 29	Borough Queens	School Number 036
School Name The St. Albans School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lynn M. Staton	Assistant Principal Sharon D. Thompson
Coach Tamra Haigler	Coach
ESL Teacher Marlene Kohavy	Guidance Counselor Siah Andrews
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Carol Rajaram
Related Service Provider Sharon Ring	Other
Network Leader Dr. Joanne Joyner-Wells	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	448	Total Number of ELLs	13	ELLs as share of total student population (%)	2.90%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

P.S. 36 has a total of 448 students with 13 of them being ELL students who speak one of two languages Spanish or Haitian Creole. When students register, parents are presented with a home language identification survey. The HLIS is administered to parents at the time of registration to identify the home language of the child. The information in the HILS establishes eligibility for the English Language Assessment Battery revised LAB-R test to be administered by the ESL teacher by specifying the language spoken at home. For non English speaking parents, the HLIS is provided in several foreign languages depending on the country of origin of the student. If a parent is having difficulty registering, we enlist our staff to assist with translation. If 2 or more questions in Part I and Part II are checked off with the languages other than English, the student is administered the LAB-R test within the first 10 days of the student's admission to the school. The Test is hand scored by the ESL teacher to determine eligibility of the child for entitlement in the ESL program at the school. If all questions pertaining to "what language does the child understand, speak, read or write is answered in English, then the child is not entitled for ESL LAB-R testing. Students are also identified through oral interviewing. Spanish speaking students are given the Spanish Lab test if needed. Students are identified via HLIS and oral interviewing. The ESL teacher Marlene Kohavy, School Pupil Accounting Secretary Rachele Bearak, SETTS Teacher Sharon Ring, Social Worker(Spanish) Sol Reyes Pelosi, Paraprofessional (Spanish) Jamelyn Medina and Occupational Therapist (Haitian Creole) Suzie Dorsanvil all provide assistance when a parent is registering and needs translation services. The LAB-R is administered by the ESL teacher and the ESL teacher evaluates the students periodically to determine progress and how to drive instruction to better support the student.

Using the NYSESLAT the student is evaluated based on scores he or she received in the Listening/Speaking and Reading/Writing and they are categorized in B-Beginner, A-Advanced or P-Proficient. To exit the ESL program a student must achieve a P in all 4 modalities. At the time of the child's registration at P.S. 36, parents are informed of the 3 program choices, (TBE, DL and Freestanding ESL)

Parents are invited to a meeting where the ESL video is shown and the teacher discusses the various programs and helps the parents make a choice as to what will be best for their child. The teacher gives an overview of the program that we have at P.S. 36 and all of the components of that program. We set up a meeting within the first month of school and again we meet with parents in November at open School day and night. Parents are issued an entitlement letter and they are contacted by telephone and mail to do parent surveys and program selection. Parents are consulted about placing identified students in Bilingual, Dual Language or ESL instructional program once its determined that the student is an identified ELL student. The ESL teacher does outreach within the first 10 days of registration. The pupil accounting secretary ensures all paperwork, letters and surveys are distributed and returned to the ESL teacher for review. Many parents request the exisitng program at P.S. 36Q. Because our population is very low and our children are across many grades we do not offer transitional bilingual or the dual language program.

Part III: ELL Demographics

A. ELL Programs

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

Page 21

K 1 2 3 4 5

6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1			1	1								5
Push-In	1	3	1	3										8
Total	3	4	1	3	1	1	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	6	Special Education	5
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	3	2	0	2	0	0	0	8
Total	6	0	3	2	0	2	0	0	0	8

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2												5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		2	1	3	1	1								8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	4	1	3	1	1	0	13						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 36 provides the free-standing English as a second language program to 13 ELL students across grades K-5. The children are grouped in English proficiency levels and they receive the allocated instructional minutes required. The ESL teacher groups the ELL students based on their level in English: Beginner, Intermediate, Advanced or Proficient. Beginner and intermediate students are groups together meeting three times a day through pull out/push in services. Both groups are given 360 minutes a week of ESL instruction. Currently, we do not have any ESL students on the Advanced level. The content areas are delivered in each program model to encourage students to develop cognition and complex language. The scaffolding strategies are implemented to organize instruction that introduces vocabulary and concepts which are necessary to simplify the language for understanding. Strategies such as speaking slowing, using picture cards, word associations, facial expressions, hand gestures and body language provide children with steps to understand. Through these strategies students are helped to process and achieve their instructional goals. We do pull out and push in and all instruction takes place in English as designed by New York State English as a Second Language Learning Standards, which promotes the use of English for information and understanding in order for students to communicate effectively in social and academic settings. The ESL teacher provides comprehensive literacy instruction utilizing the Balance Literacy Approach with read alouds, shared and independent reading and writing. Core subjects are also covered in mathematics, social studies and science. Test preparation, word-picture association, vocabulary building and comprehension are taught within the subject areas. Acknowledgements of the students cultural and geographic roots promotes self-awareness and broadens the child's knowledge base. with the help of bilingual dictionaries and bilingual glossaries, students are able to have additional comprehension input in their subjects. students are paired with other ESL students of the same native language to help them partner off of each other. Academic Intervention Services include Wilson in grades K-2 and special education classes K-3. Grades 4 and 5 students are immersed in computer activities to help them with comprehension. The use of intervention strategies begins by identifying where students are having difficulty and then finding ways to help them overcome problems. Some techniques are used in order to engage ESL students in productive activities to achieve literacy. We introduce the students to new language slowly and in context. students may respond in non verbal ways to show comprehension of the instructional material. Phonics instruction is ongoing along with pictures, gestures and repetition. The ESL models ELL students are in the 50 minute program and are in After-School and Saturday Academies for extra support. Currently, we have no students in SIFE students currently in our program, however when we did they received additional instructional support when available. The students who are receiving service 4-6 years have made some progress and do some additional periods in the computer lab under the instruction of the computer teacher. At this level most ELL students can work independently in English with little assistance. Usually the intermediate student is fluent in listening and speaking skills, and improvement is needed in the reading and writing skills. Working on such skills as sequencing, compare and contrast, cause and effect and vocabulary development is what children need more help in to master the reading and writing component. Providing more writing opportunities to compose letters, invitations, cards, paragraphs, daily notes help to develop these skills. To help ELLS construct meaning the teacher encourages students to draw upon their personal knowledge and experiences in their native language and utilizing role play, pictures, objects, big books and story images the child is guided to share experiences and give explicit details in simplified english.

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

ELL students are provided with push in and pull out services, AIS services and After-School services in ELA and Mathematics. The students participate in the 50 minute program on Mondays and Tuesdays and the services are delivered by the Classroom teacher, ESL teacher, Paraprofessional, Literacy-Data Coach, Class volunteers and SETTS teacher. Support is provided to the ELL students for as long as they need it to enable them to reach proficiency on the NYSESLAT. We are using many computer programs with the students to help monitor individual progress. The ELL students are included in all aspects of the school. A variety of classroom materials are used such as K-1 Everyday Mathematics and in grades 2-5-Progress in Mathematics. Both programs use a lot of hands-on activities and the smartboard is widely used to enhance the program. The ESL teacher offers direct instruction and skills based on selected materials and resources such as: Experiences in English, Reading and Language, Language Basics with magnetic letters, Alphabet-Picture-Word Language Development, Best Practices in Reading, Passageways Series, Language Board Games and Activities in Art. Services are delivered in small groups, push in-pull out, one on one Good Habits, Great Readers program is utilized in grades K-5 in the school and in the ESL program. Articulating with classroom teachers ensure that the students are remaining on grade level in all subject areas and through ESL support the goal is to meet proficiency on the NYSESLAT. It has been seen that most ELL students adapt very successfully to their instructional goals for that grade but they struggle with the assessments. All ELLs are afforded equal access to all school programs such as after-school, class assembly programs, sports activities, award programs and talent showcases. They are fully integrated in classrooms and the school population and programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

School personnel who work with the ELLs are encouraged to exhibit patience and understanding of ELL's challenges and every effort is made to provide additional support to families in need. Explaining and demonstrating the school's rules and regulation is ongoing at all times in order to fully integrate these students into the school culture. At P.S.36 we have 1 ESL teacher who serves F-status. She receives

D. Professional Development and Support for School Staff

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

School personnel who work with the ELLs are encouraged to exhibit patience and understanding of ELL's challenges and every effort is made to provide additional support to families in need. Explaining and demonstrating the school's rules and regulation is ongoing at all times in order to fully integrate these students into the school culture. At P.S.36 we have 1 ESL teacher who serves F-status. She receives ongoing literature, attends staff professional development, is supported by the Network and takes webinars to keep abreast of all of the new trends in ELL. The ESL teacher works with the Guidance Counselor as students are transitioning to Middle School and they try to find the best placement for each child based on their needs. ELL's are given any support they need as they transition from one school level to another. Parents are encouraged to meet with school personnel to deal with any problems that may arise.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S. 36 Parent Involvement is the job of all parents. Parents are invited and included in all school functions such as PTA meetings, parents teacher conferences, assembly programs, school social and instructional workshops. The Resource Room teacher, ESL teacher, Data Specialist, Literacy Coach and administration engage parents in all activities and provide translation services. We send information via telephones, back pack by students and mailings. Posters are on all main entrance ways alerting parents to the ongoing activities, workshops and meetings in the school, in the district and throughout the city. We partner with several agencies that provide workshops and support services to all of our parents. They have translation services to assist our ELL parents. All of our parent involvement activities are centered around instructional activities to better support the child's instructional journey. P.S. 36 partners with a variety of outside agencies such as the ChaRosa Foundation, Zen Masters, Inc. Department of Parks- Swim to Learn Program and Tennis program to name a few. We also provide mental health services with outside agencies. Children are provided dental and vision care services.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3			2										5
Intermediate(I)														0
Advanced (A)														0
Total	3	0	0	2	0	0	0	0	0	0	0	0	0	5

NYSESLAT Modality Analysis

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5			1						1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In grades K-3 we use the ECLAS-2 to assess literacy skills and we are undertaking the ECAM pilot for the Spring for those grades. In grades 3-5 we use the Predicative Assessments in both Math and ELA. All grades do running records 3-4 times a year to help us monitor student progress. ELL students are fairing well in mathematics however little progress is made in ELA. Our ESL students in grades 4 and 5 are special needs students who have additional learning issues. These students in testing grades in Special Education have modifications to

Additional Information

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

Graphic organizers are used with students to further enhance their instructional goals. Role play is used to help students improvise situations. Free-write and free-draw is used to help students with reading, speaking, listening and writing skills. Story elements, venn diagrams, skills such as predicting, cause and effect, sequencing, main idea, drawing conclusions and inferencing are used to help students sort out information.

Part VI: LAP Assurances

School Name: <u>The St. Albans School</u>		School DBN: <u>29Q036</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynn M. Staton	Principal		12/1/11
Sharon D. Thompson	Assistant Principal		12/1/11
Carol Rajaram	Parent Coordinator		12/1/11
Marlene Kohavy	ESL Teacher		12/1/11
	Parent		12/1/11
	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
Tamra Haigler	Coach		12/1/11
	Coach		1/1/01
Siah Andrews	Guidance Counselor		12/1/11
Dr. Joanne Joyner-Wells	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q036** School Name: **The St. Albans School**

Cluster: **2** Network: **205**

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

Part A: Needs Assessment Findings

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

We used the home language survey to determine the language population of our school. The ESL teacher contacts the parents and invites them in to view the video and we have translation services available at that time. The school sends an initial letter to ESL-ELL parents in English and their native language introducing the program. We have on-site translation services and our monthly calendar/newsletter is sent to parents in English and their native language.

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

Information is submitted in a timely fashion and we have posters in major entrance ways in dominant native languages in our building.

Part B: Strategies and Activities

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

Translation services for parents are provided in-house by school staff. We utilize the computer translation services to translate any letters, flyers or written information for our parents. Most items are issued to the parent at the same time of the English information.

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

The oral interpretation services are provided by school personnel. When the parent is in need we enlist school personnel to do translation whether it is via telephone or in person.

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

The school provides written and oral translation services for the parents via telephone calls, monthly newsletters, flyers, posters in the school and friendly outreach from school personnel.