Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PUBLIC SCHOOL 36 THE JOHN C. DRUMGOOLE SCHOOL.

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R036

PRINCIPAL: BARBARA BELLAFATTO EMAIL: BBELLAFATTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Barbara Bellafatto	*Principal	
Rodney Schneider	*UFT Chapter Leader	
Jennifer Gravagna	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Julie Formoso	Parent	
Andrea Santiamo	Staff	
Janet Pacifico	Staff	
Regan Goldring	Staff	
Edward Bernstein	Parent	
Beth Bernstein	Parent	
Marie Stackhouse	Parent	
Ellen Ebrahim	Parent	

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.
- ***By June 2012, there will be a 3% increase in the number of teachers who "agree" or "strongly agree" with indicator "school leaders give me regular and helpful feedback about my teaching" (6.9) on the 2012 Learning Environment Survey.***

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.

  A careful analysis of the 2010 and 2011 Learning Environment Survey and latest Quality Review indicated that teacher's answers showed a need to have a shared understanding and vision of instruction.

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,
Not relevant to students—goal is a teacher goal.

b) staff and other resources used to implement these strategies/activities,
Two administrators and two teachers attended a CFN network 2-day workshop in August 2011 to learn about the Danielson Framework for Teaching.
Professional Development offered at Faculty Conference to familiarize staff on Danielson Framework.
Profession Development on Election Day offered a morning session on the Danielson Framework targeting Instruction Domain 3c
Teachers were presented with the framework guidelines in order to better understand student engagement as outlined by Domain 3c.
Conversations with administration offer staff an opportunity to discuss Danielson as a supportive teaching tool.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers are encouraged to share in reflective conversations with administrators to support and strengthen professional practice.
Teachers were given a collaborative professional log which is adapted from Framework for Teaching Proficiency Test Instrument.

d) timeline for implementation.

- ***School year 2011-2012 goal is to implement a better understanding of the practices needed to excel in Domain 3***
- ***The administration will use the Danielson Framework as a tool while doing walk throughs. This tool will be used to help teachers reflect on their practices.***

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.
  PS 36 is not a Title I school and does not have a Parent Involvement Policy (PIP).

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 becomes highly qualified, in order to achieve this goal.

- ***Collaborating with our network, to identify candidates of high quality to interview for positions.***
- ***New Hires are given mentors who offer instructional support.***

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 go

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.
- **Human resources: teachers, administrators and CFN instructional staff**
- **TL FSF and CFN funding**

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.
  By June 2012, there will be an increase of 3% of students who score a 3 or 4 as measured by the New York State Math Exam

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  After careful analysis of performance indicators in New York State Math test, we noticed a large % of our students did not do well on indicators that involved problem solving and extended response questions.

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,
Small group instruction developed to better serve individuals with similar weaknesses or strengths.

b) Staff and other resources used to implement these strategies/activities,
Professional Development on the Chancellor's Professional Development Day in September 2011 offered teachers a workshop session to explore exemplars and mathematicians notebooks.
Professional Development on Election Day 2011 offered teachers a workshop to examine and improve strategies on strengthening open responses in math.
Inquiry and Collaborative meeting times concentrate on student work and examining next steps for moving individual students.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will develop units of study in mathematics aligned to the common core standards.
Teachers will incorporate instruction in problem solving into all units of study
Teachers will utilize "The mathematician's notebook" for all students to support development of mathematical representation and explanation of mathematical thinking.
Teachers will utilize open-ended problems exemplars to improve student performance.
Teachers will instruct students in self-assessment of problem solving and mathematical modeling through the comparison of student work samples at all levels.
Teachers will develop pre-test and post test
Teachers will utilize inquiry time to analyze student work and determine next steps for each student.

d) timeline for implementation.
School year 2011-2012 will be used to explore strategies and work on strengthening student's abilities to answer word problems and

respond strategically to open responses.

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.
  PS 36 is not a Title I school and does not have a Parent Involvement Policy (PIP).
  Parents are offered afternoon and evening workshops to assist in the understanding of Everyday Math and the Math Common Core Standards.
  Parent Coordinator's newsletter contains math strategies to assist with homework and preparing families for New York State Exam
  Parents are invited to support instruction within the classroom. (e.i. Math games)

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.
- ***Collaborating with our network, to identify candidates of high quality to interview for positions.***
- ***New Hires are given mentors who offer instructional support.***

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.
- **Human resources: teachers and administrators**
- **TL FSF**

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.
  By June 2012, 3% of students in grades 3-5 will show an increase in their writing analysis of informational texts as measured by the Non-Fiction Teacher's College Writing Continuum.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  After careful analysis of student performance in grades 3-5 on written analysis of informational texts as measured by Teacher's College Writing Continuum shows a 3% of students needed to improve and strengthen their skills in this area.

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,
Small group instruction developed to better serve individuals with similar weaknesses or strengths.

b) staff and other resources used to implement these strategies/activities,
Teacher's College Staff developer works with teachers to strengthen their professional practice.
Teacher's College Staff developer offers resources and strategies to teachers.
Teachers have developed units of study aligned with the common core standards.
Inquiry and Collaborative time is used to examine student work and identify areas for improvement.
Inquiry and Collaborative time offers teachers an opportunity to share instructional strategies with their grade counterparts.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Inquiry and Collaborative time
Teacher's College Staff Developer meets and shares instructional strategies.

d) timeline for implementation.
School year 2011-2012 will target this goal for improvement

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.
  PS 36 is not a Title I school and does not have a Parent Involvement Policy (PIP).
  Parent workshops are offered to support parental understanding of the Common Core.
  Parent Coordinator's newsletter contains strategies to assist parents and share expectations.
  Parents are invited to share in writing celebrations within the classroom.

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.
- ***Collaborating with our network, to identify candidates of high quality to interview for positions.***
- ***New Hires are given mentors who offer instructional support.***

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.
- **Human resources: teachers, administrators, Teacher's College Staff developer's**
- **TL FSF; Contracts For Excellence; Staten Island Foundation Grant**

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.
- ***By June 2012, students in grades K-2 will show an increase in their ability to show analysis of information in writing by 3% as measured by the Non-Fiction Teacher's College Writing Continuum.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  After careful analysis of student performance in grades K-2 on written analysis of informational texts as measured by Teacher's College Writing Continuum shows that 3% of students need to improve and strengthen their skills in this area.

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,
Small group instruction to better serve individuals with similar weaknesses.

b) staff and other resources used to implement these strategies/activities,
Teacher's College Staff developer works with teachers to strengthen their professional practice.
Teacher's College Staff developer offers resources and strategies to teachers.
Teachers have developed units of study aligned to the common core standards.
Inquiry and Collaborative time is used to examine student work and identify areas for improvement.
Inquiry and Collaborative time offers teachers an opportunity to share instructional strategies with their grade counterparts.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Inquiry and Collaborative time
Teacher's College Staff Developer meets and shares instructional strategies.

d) timeline for implementation.
School year 2011-2012 will target this goal for improvement

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.
  PS 36 is not a Title I school and does not have a Parent Involvement Policy (PIP).
  Parent workshop to understand expectations based on the core curriculum standards.
  Parent Coordinator's newsletter contains strategies to assist parents and share expectations.
  Parents are invited to share in writing celebrations within the classroom.

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. • ***Collaborating with our network, to identify candidates of high quality to interview for positions.*** • ***New Hires are given mentors who offer instructional support.***
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. • **Human resources: teachers, administrators, Teacher's College Staff developer's** • **TL FSF; Contracts For Excellence; Staten Island Foundation Grant**

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	**N/A**	**N/A**	3		2	
1	29	21	**N/A**	**N/A**	4		2	
2	16	16	**N/A**	**N/A**	4		3	
3	30	18	**N/A**	**N/A**	3	1	2	
4	42	24			2	1	1	
5	23	12			4		3	
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	**Students not meeting the ELA standards as determined by State Assessments, ECLAs, and informal assessments receive the following:** **K-2:** • **Fundations—double dose during the extended day.** • **Small group classroom instruction provided by the teacher** • **Learning Leaders and Staten Island Mental Health volunteers assigned to first grade.** • **Push-In support from out of classroom personnel for twenty minutes daily.** • **Extended day extra support through guided reading.** **3-5:** • **Wilson—in self-contained, ICT, and for at-rick small groups** • **Great Leaps—individually for ten minutes. Service provided by paraprofessionals.** • **Extended Day extra support through guided reading or the use of S.T.A.R.S., Soar to Success, Connections for Comprehension, Daily Oral Language.** **Students are tracked in 6 Week cycles**
Mathematics	• **Daily Math, Exploring Math, Math Exemplars, and Great Leaps (Math)during the extended day.** • **Small group guided mathematics provided by the classroom teacher** **Students are tracked in 6 week cycles.**

Science	• **Students not meeting the Science standards are determined by the State** • **Based upon formal assessments and informal assessments, students receive AIS support through literature based science activities during small group work and during the extended day.** • **The following materials are used as resources:** **Time for Kids Magazine, Non Fiction and Realistic Fiction trade books.** **New York City Dept. of Education Trade Book Trade Set.**
Social Studies	• **Students not meeting the Social Studies Standards as determined by informal assessments receive AIS support through literature based Social Studies activities during small group work and during the Extended Day program.** • **The following materials are used as resources:** **Time for Kids Magazine, Non Fiction and Realistic Fiction trade books,** **New York City Dept. of Education Trade Book Text set.**
At-risk Services provided by the Guidance Counselor	• **At Risk Counseling is provided in 30 minutes group settings, and /or individual pull-out sessions. Sessions address the following areas of concern: development of Social Skills, Peer Mediation, Conflict Resolution, Grief Counseling and Academics. Assemblies on various topics such as Bullying, Peer Pressure, attendance and The DOE Discipline Code are conducted. AIS support is also provided in the form of participation in IEP Conferences, AIS and PPT meetings. Parental Meetings and workshops, which are held on a regular basis, address parent concerns.**
At-risk Services provided by the School Psychologist	• **At Risk Counseling is provided in 30 minutes group settings, and /or individual pull-out sessions. Sessions address the following areas of concern: development of Social Skills, Peer Mediation, Conflict Resolution, Grief Counseling and Academics. Assemblies on various topics such as Bullying, Peer Pressure, attendance and The DOE Discipline Code are conducted. AIS support is also provided in the form of participation in IEP Conferences, AIS and PPT meetings. Parental Meetings and workshops, which are held on a regular basis, address parent concerns.**

At-risk Services provided by the Social Worker	• **At risk counseling services are provided typically one time per week or as needed. Sessions may consist of group or individual counseling sessions with a student or students who exhibit behavior that could potentially affect his/her academic performance. Topics/issues covered are a follows: Peer/Conflict Resolution, Bullying, aggression/violence, low frustration tolerance, impulsiveness, defiance/oppositional behavior and grief counseling.**
At-risk Health-related Services	• **At Risk health services are provided by the nurse in a group or individual session. The focus of services is to move children toward independence of meeting their own health needs.**

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;

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

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

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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 Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 036
School Name John C. Drumgoole			

B. Language Allocation Policy Team Composition ⓘ

Principal Barbara Bellafatto	Assistant Principal R. Fontano/P. Lombardo
Coach N/A	Coach N/A
ESL Teacher Linda Winthrop	Guidance Counselor J. Pagliaro
Teacher/Subject Area L. Barbarino/5th grade	Parent Kristina Bagdasarov
Teacher/Subject Area B. Mc Dermott/4th grade	Parent Coordinator L. De Luca
Related Service Provider L. Karas/S. D' Alessandro	Other Donna Faiella Sp Ed 4th grade
Network Leader	Other D. Bentley/3rd grade

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	938	Total Number of ELLs	20	ELLs as share of total student population (%)	2.13%

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.

1.
This year we will carefully screen our newly enrolled students. When administering the Home Language Identification Survey a pedagogue (Linda Winthrop our ESL teacher) will conduct an informal oral interview with the parent and student in English. An informal oral interview will be conducted by one of our bilingual teachers for those parents and students that do not speak English. We will use the services of the following teachers when administering the Home Language Identification Survey: Mrs. De Guzman, our Kindergarten teacher, is proficient in Spanish, Mrs. Riggio, our first grade teacher, is proficient in Italian and Mrs. Jelicks, another first grade teacher, is proficient in Polish. We will use our translators and make use of the translation unit to communicate with these parents. A careful review of Home Language Identification Survey Forms for incoming kindergarten students, and students new to the NYC school system will be done by our certified ESL teacher (Ms. Winthrop) to screen for students who must be assessed with the LAB-R. This year, the LAB-R administration was completed within the first few days of school (6th - 8th day) by Linda Winthrop, our certified ESL teacher. For those students that needed to have the Spanish LAB administered, we used the services of Mrs. De Guzman. Mrs. De Guzman is one of our Kindergarten teachers at P. S. 36 who is proficient in Spanish. An annual assessment will be done when the New York State English as a Second Language Achievement Test (NYSESLAT) is administered. All current ELLs, including X-coded, are administered the NYSESLAT. Ms. Winthrop runs an RLER report on ATS to ensure that all ELLs are tested. Those students scoring at the Beginner, Intermediate or Advanced level will continue to receive ESL services. Those students that scored at the Proficiency level will no longer be entitled to ESL services. However, the ESL teacher will continue to offer support to these students when she pushes into their classroom to work with her current ESL students. All parents of entitled and non-entitled ESL students will be informed of their child's progress on the NYSESLAT. A letter will be sent home in English and their native language, as well as a description of the NYSESLAT scale scores and proficiency levels.

2.
Ms. Winthrop, our ESL teacher, completes the LAB-R testing within the first few days of school. Then, she contacts the parents by phone to ask them when they are available to come to our school for our Parent Orientation. She explains that their child will be coming home with a letter (in both languages) inviting them to our ELL Parent Orientation. She meets with the parents of our incoming English Language Learners at our ELL Parent Orientation to ensure that the parents understand all three program choices. The parents will view a DVD in English, and their native language, which will explain the three program choices to them. For those parents that could not attend, a make up Parent Orientation is given. Parents are given the Parent Survey and Program Selection Forms in English and their native language to fill out. Ms. Winthrop reaches out to these parents by going over each question on the form to ensure that they understand all three programs. The translation unit is used for oral interpretation, as well as staff members, for parents who need translators. Copies of these forms are kept in our ESL binder along with copies of our Home Language Identification Surveys, Entitlement Letters, Non-Entitlement Letters, Placement Letters and all other important documents. All of these original forms are attached together and the classroom teacher receives these forms from our ESL teacher and is instructed to put them into their students'

cumulative folder.

3.
All parents of incoming ELLs will receive an Entitlement Letter in English and their native language, inviting them to our ELL Parent Orientation. At our Parent Orientation, Ms. Winthrop, (ESL teacher) gives each parent a Parent Survey and Program Selection in English and their native language, as well. She explains each question on the Parent Survey and Program Selection to our parents and addresses any concerns they have. Afterwards, all forms are collected and copies are made for our ESL binder and the originals are given to the classroom teacher.

4.
After parents have selected a program, the ESL teacher will consult with parents informing them of our ESL Program (if that is their first choice) or our ESL team, Parent Coordinator, Mrs. De Luca, ESL teacher, Ms. Winthrop, Assistant Principal Mrs. Fontano, and Pupil Accounting Secretary, Mrs. Genereux will inform them of their options. Translators or the translation unit is used if necessary.

5.
A review of the Parent Survey and Program Selection Forms for the past few years indicates that all of our parents have requested to have their children participate in our English as a Second Language (ESL) Program and remain at P. S. 36. For the year 2011, all of the parents of our new incoming ELLs (5) selected ESL as their first choice.

6.
Our program model, ESL, is aligned with parent requests. However, if a parent chooses to have their child placed in a Dual Language Education Program or Transitional Bilingual Education Program our Parent Coordinator, Assistant Principal, ESL teacher, and translators will offer assistance and discuss their options. If at any time in the future, our parents express a growng desire to put their child in a TBE Program, our LAP team will meet to discuss opening up a TBE Program. We will meet with the parents to discuss the programs' benefits and how it will be set up.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ❄ **1** ❄ **2** ❄ **3** ❄ **4** ❄ **5** ❄ **6** ⊙ **7** ⊙ **8** ⊙ **9** ⊙ **10** ⊙ **11** ⊙ **12** ⊙

This school offers (check all that apply):

Transitional bilingual education program	Yes ⊙	No ❄	If yes, indicate language(s):
Dual language program	Yes ⊙	No ❄	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total #**
Transitional Bilingual Education (60%:40% → 50%:50% →														**0**

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	**Newcomers (ELLs receiving service 0-3 years)**	14	**Special Education**	4
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	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	Total
TBE										0
Dual Language										0
ESL	14	0	2	6	0	2	0	0	0	20
Total	14	0	2	6	0	2	0	0	0	20
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

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**
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	2	0	0	0	1	0								3
Chinese	0	1	0	0	1	0								2

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
Russian	0	1	1	0	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	1	0	0								1
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	1	0	0	0	0	1								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	1	0	0								1
Albanian	1	1	0	0	0	0								2
Other	1	2	2	0	1	0								6
TOTAL	**5**	**5**	**4**	**2**	**3**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**20**

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 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?

1.
Freestanding ESL Program

a./b.
Our Current English as a Second Language (ESL) Program provides instruction in English and support to twenty students. Our ESL Program is mostly a push-in program, with our ELLs spending the majority of their day in their general/special education classrooms and the ESL teacher pushes into their classroom five days per week. Our ELL students remain in their classroom during their literacy block in

A. Programming and Scheduling Information

order to maximize English language acquisition. The ESL teacher works with her ELL students during content instruction in collaboration with the regular
classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. A small number of our students, (kindergarten and three Intermediate first graders) who spend the majority of their day in their classroom receiving English content instruction, are brought together from two classes for ESL instruction. Although, these students are from different classes, they are grouped together by grade and proficiency level allowing their ESL teacher to provide differentiated instruction that focuses on English acquisition. The ESL teacher works collaboratively with the classroom teacher to ensure curricular alignment. She shares ESL reading and writing strategies with these teachers so they can work together to help our ELLs acquire academic language and improve their reading and writing skills. Using a Balanced Literacy Approach, the ESL teacher provides standards-based instruction to our ELLs .

2.
Our school ensures that our ELL students are receiving the mandated amounts of ESL instruction: 360 minutes per week (two units) for Beginners (B) and Intermediate (I) level, and 180 minutes per week (one unit) for the Advanced (A) level, by placing our ELLs in each grade in the same classroom. This allows our ESL teacher to push-in the classroom leaving more time for ELA instruction. Our ESL teacher works with her Beginner (B) and Intermediate (I) level students for 90 minutes per day, four days a week=360 minutes per week. Students at the Advanced (A) level receive 45 minutes of ESL instruction per day, four days a week=180 minutes per week.

3.
Our ESL teacher pushes-in during the literacy block, these students listen, speak, read and write in English for various purposes. A variety of activities and ESL teaching methods are implemented in the ESL classroom, including read alouds, shared reading, guided reading, word work, TPR, Think-Pair-Share,Talk/Think-Aloud, Quick-Write, collaborative writing, independent writing, guided writing, role playing, visuals, authentic material, and using manipulatives to develop language. Students are encouraged to respond to literature, to express themselves verbally and in writing and to read and listen to stories for enjoyment. As they are learning, our ELLs are encouraged to interact socially with their teacher and classmates. Students are encouraged to use critical thinking skills during classroom discussions. Many of the stories that are shared in the ESL classroom reflect the cross-cultural nature of the world around us.

4.
Our ELLs are evaluated during their initial assessment (Spanish LAB) by Mrs. De Guzman, who is one of our Kindergarten teachers and is also proficient in Spanish. When students need further evaluation, a bilingual psychologist who is proficient in the student's native language
is used.

5.
Our plan for Academic Language Development includes the following:

a.
A plan for SIFE has been developed at our school. Currently, at P.S. 36, we do not have any students who are SIFE. Since ELLs have diverse backgrounds, languages, and education profiles, it is important for us to have a plan for SIFE students that meet their needs. Our school PTA offers a newsletter that gives parents a forum to address any issues that they are concerned about. A Reading Volunteer Program, a monthly Parent Coordinator's Newsletter, and our Parent to Parent Meetings offer help to families of ELLs. We currently offer an after-school program, EXTRA, where students can receive assistance with homework, art, sports, and other extracurricular activities. A Resource Room for at risk students where they can receive (AIS) Academic Intervention Services also offers assistance. In addition, our ESL teacher
will work closely with the general/special education teachers using differentiated instruction, to fit the age and abilities of our students.

b.
Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. After an initial assessment is given to a newly enrolled ELL, the ESL teacher and Parent Coordinator reach out to these parents to offer help, which may include translators when needed. Our ESL teacher offers a variation of Native Language support to our ELLs. Bilingual books, bilingual dictionaries and glossaries are in the ESL classroom for students to use and read. When possible the ESL teacher buddies a newcomer with another ELL student that speaks

A. Programming and Scheduling Information

the same language. By doing this it makes the transition period for our new incoming ELLs easier. Our Parent Coordinator, Assistant Principal (ESL Coordinator), and ESL teacher have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through
our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Also, our instructional plan for our ELLs taking the ELA after one year, is to provide additional support in small group work in the classroom and in the Extended Day Program, differentiate instruction to meet the needs of our new incoming ELLs, and offer the appropriate level of challenge to our ELLs.

Our ESL teacher works with her ELL students in a small group pushing into the classroom during the literacy block for the mandated 180/360 minutes, when possible, to maximize English language acquisition and vocabulary support. If scheduling does not permit her to provide all 180/360 minutes pushing into the classroom, she will pull out her students after the literacy block, to work with her students in a small group.

c.
Our plan for ELLs receiving 4-6 years of ESL instruction:

Our ESL and classroom teacher will work with those ELLs that have been in the ESL Program for 4-6 years providing extra support in developing their reading and writing skills. Continual assessment will be done by the ESL teacher as well as assessments by the classroom teacher. Specific goals and objectives in the development of language will be implemented on an individual basis collaboratively between the ESL and classroom teachers.

d.
At the present time, we do not have any long term ELLs (6 + years) attending our school. In the past, our SETSS teacher has worked with some of our long term ELLs and our ELLs with special needs, doing a push-in during content instruction in collaboration with the classroom teacher. Support is provided to these students that addresses their needs and helps them to improve their academic performance. Our SETSS teacher is certified for Level One Wilson Reading System. She uses manipulatives and concrete material to support student learning needs.

6.
Our classroom teachers use graphic organizers for writing and manipulatives for math. They are placed in guided reading groups and instruction is differentiated to meet the needs of our ELLs. Our research based materials include Stars and Keys for reading and math. The approved instructional materials used are: for writing, Units of Study-Lucy Calkins (all grades), for word work, Fundations in grades K-2, Words Their Way for grades 3-5, and Everyday Math is used in all grades.

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%	Whenever possible, our ESL teacher pushes into the classroom during the literacy block to allow students the opportunity to remain in their classroom during content instruction. She works with these students in their classroom in a small group or individually using ESL strategies. Our ESL teacher works in collaboration with the classroom teacher to ensure curricular alignment.
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

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?

8.
At P.S. 36 we provide A.I.S. services in several ways.

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

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)?

N/A

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

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.

1.
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3.
Last year, our ESL teacher and our classroom teachers of ELLs attended a series of ESL workshops on Academic Literacy for ELLs Aligned to the Common Core State Standards. These workshops were scheduled for October 29, 2010, December 7, 2010, January 25, 2011, March 22, 2011, and June 7, 2011. Our Assistant Principal keeps a careful record of any general education teachers that have completed their 7.5 hours of ELL training and Special Education teachers that have completed their 10 hours of ELL training, and those that are in the process of completing their training. Our professional development plan at P. S. 36, for all ELL personnel and classroom teachers is on going.

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%	

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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?

1.
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2.
Our ESL teacher has also participated in an English Language Learners' Educational Forum at Tour College, and invited parents of ELLs to attend. She has also sent home letters to the parents of ELLs in their native language, offering free adult education classes to all parents who wish to learn or improve their English skills. These classes are held within the community, and make it convenient for parents with children to attend. She will continue to reach out to these parents throughout the school year with phone calls, letters, Parent Teacher Conferences and individual conferences.

3.
We evaluate the needs of our parents by looking at the feedback we get from their responses on the parent surveys. Many of our parents have requested special workshops, whenever possible we try to accommodate these parents. We also hold PTA meetings and our Parent Coordinator is always available to our parents.

4.
Some of the workshops our parents requested are: Parental Skills, Testing Workshop, Curriculum Workshop, and Author's Celebration. We have offered these workshops whenever possible, and we invite all parents to attend projects at our school. We will continue to address the needs of the parents of our ELLs in the future as well.

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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.

Student Schedule 2011-2012 ESL
Free-Standing ESL Push-in/Pull-out
Proficiency Level- Advanced
Grade Five
District 31- P. S. 36

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30-9:45	Literacy Block	Literacy Block ESL push-in 8:30-9:15	Word Work 8:30-9:00 ESL pull-out 8:40-9:25	Literacy Block	Literacy Block ESL push-in 8:30-9:15
2	9:45-10:45	Math	Math	Enrichment (Prep) 9:00-9:45	Math	Math
3	10:45-11:30	Writing	Writing	Literacy 9:45-11:00	Writing	Writing
4	11:30-11:50	Science	Science	Math 11:00-11:45	Science	Science
5	11:55-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:50-1:15	Science	Science	Writing 12:50-1:35	Science	Science
7	1:15-2:00	Social Studies	Social Studies	Science 1:35-2:10	Social Studies	Social Studies
8	2:05-2:50	Gym (Prep)	Art (Prep)	Social Studies 2:10-2:50	Gym (Prep) ESL pull-out 2:05-2:50	Art (Prep)

Extended Day Program : 2:50-3:40

* Note: The front page has N/A printed in coach's box and the signature page has no coach signature due to the fact that our school does not currently have a coach. Our Assistant Principal Rosemarie Fontano is also our ESL Coordinator (I was unable to print her name in the box).

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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2.
Our ESL teacher has also participated in an English Language Learners' Educational Forum at Tour College, and invited parents of ELLs to attend. She has also sent home letters to the parents of ELLs in their native language, offering free adult education classes to all parents who wish to learn or improve their English skills. These classes are held within the community, and make it convenient for parents with children to attend. She will continue to reach out to these parents throughout the school year with phone calls, letters, Parent Teacher Conferences and individual conferences.

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?

1.
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3.
We evaluate the needs of our parents by looking at the feedback we get from their responses on the parent surveys. Many of our parents have requested special workshops, whenever possible we try to accommodate these parents. We also hold PTA meetings and our Parent Coordinator is always available to our parents.

4.
Some of the workshops our parents requested are: Parental Skills, Testing Workshop, Curriculum Workshop, and Author's Celebration. We have offered these workshops whenever possible, and we invite all parents to attend projects at our school. We will continue to address the needs of the parents of our ELLs in the future as well.

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)	1	0	0	0	0	0								1
Intermediate(I)	2	0	0	0	0	2								4
Advanced (A)	2	3	3	2	1	0								11

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	3	3	2	1	2	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B	0	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	2	1	0	0	1	2							
	P	3	3	3	3	0	2							
Reading/ Writing	B	1	0	0	0	0	0							
	I	2	0	0	0	0	2							
	A	2	2	3	2	0	0							
	P	0	2	0	1	1	2							

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	3	0	0	0	3
4	0	0	0	0	1	0	0	0	1
5	0	0	2	0	2	0	0	0	4
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	0	0	0	0	1	0	0	0	1

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?

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.

Student Schedule 2011-2012 ESL
Free-Standing ESL Push-in/Pull-out
Proficiency Level- Advanced
Grade Five
District 31- P. S. 36

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30-9:45	Literacy Block	Literacy Block ESL push-in 8:30-9:15	Word Work 8:30-9:00 ESL pull-out 8:40-9:25	Literacy Block	Literacy Block ESL push-in 8:30-9:15
2	9:45-10:45	Math	Math	Enrichment (Prep) 9:00-9:45	Math	Math
3	10:45-11:30	Writing	Writing	Literacy 9:45-11:00	Writing	Writing
4	11:30-11:50	Science	Science	Math 11:00-11:45	Science	Science
5	11:55-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:50-1:15	Science	Science	Writing 12:50-1:35	Science	Science
7	1:15-2:00	Social Studies	Social Studies	Science 1:35-2:10	Social Studies	Social Studies
8	2:05-2:50	Gym (Prep)	Art (Prep)	Social Studies 2:10-2:50	Gym (Prep) ESL pull-out 2:05-2:50	Art (Prep)

Extended Day Program : 2:50-3:40

* Note: The front page has N/A printed in coach's box and the signature page has no coach signature due to the fact that our school does not currently have a coach. Our Assistant Principal Rosemarie Fontano is also our ESL Coordinator (I was unable to print her name in the box).

Part VI: LAP Assurances

School Name: John C. Drumgoole		School DBN: 31R036	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Bellafatto	Principal		10/28/11
R. Fontano/P. Lombardo	Assistant Principal		10/28/11
Lilliann De Luca	Parent Coordinator		10/28/11
Linda Winthrop	ESL Teacher		10/28/11
Kristina Bagdasarov	Parent		10/28/11
Laura Barbarino	Teacher/Subject Area		10/28/11
Bernadette Mc Dermott	Teacher/Subject Area		10/28/11
N/A	Coach		
N/A	Coach		
Joseph Pagliaro	Guidance Counselor		10/28/11
	Network Leader		
Linda Karas	Other Speech		10/28/11
Salvatore D' Alessandro	Other Speech		10/28/11
Donna Faiella	Other 4th grade Special Ed		10/28/11
Dina Bentley	Other 3rd grade		10/28/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 31R036 **School Name:** John C. Drumgoole

Cluster: 6 **Network:** 604

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.

Parents are asked to fill out a form indicating their language of preference for oral and written translation. When a parent indicates that they prefer communication in their native language, we make ever effort to accommodate them by using the Interpretation and Translation Unit for oral and written translation. We also have several teachers and paras that are bilingual in our school that are available to translate as well.

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.

A large majority of our parents prefer to communicate with our administrators in English. Of our new incoming ELLs, only one parent filled out the Language Preference Form indicating they preferred communication in their native language. For those parents that prefer to communicate in their native language, we can use the translation unit or a staff member. If we are using a staff member we usually make arrangements in advance to have a translator available. In the past our ESL teacher has used teachers, as well as paras for both oral and written communication.

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.

In the past, our school has used both an outside vendor and in-house translator. We have some teachers and paras that are available to translate. Whenever possible, we will make provisions to translate documents and letters in the preferred language. Our ESL teacher has used the Interpretation and Translation Unit in the past to send home letters to her student's parents. Report cards, emergency cards, NYSESLAT brochure and score description, all Entitlement and Non-Entitlement Letters, all Program Selection and Parent Surveys are sent home in the parents' native language when available.

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.

Our school has several teachers and paras that are available for oral translation. Our ESL teacher has contacted the Interpretation and Translation Unit to make arrangements to use their services when she has an appointment with a parent that needs translation. We also have parents that have volunteered to translate when possible.

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.

At P.S. 36 our ESL teacher has a Parent Orientation for incoming parents of ELLs to notify them of our Translation and Interpretation Services that are available for both oral and written communication. Our ESL teacher has the parents of her new incoming ELLs fill out a Language Preference Form, to indicate their preference of communication. If translation is available in their native language, they will receive information in both English and their native language.