



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

P.S. 36

SCHOOL NAME : _____

08X036

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

ELVIRA MARESCA

EMARESCA@SCHOOLS.NYC.GOV

PRINCIPAL: _____

EMAIL: _____

TIMOTHY BEHR

SUPERINTENDENT: _____

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
Elvira Maresca	*Principal or Designee	
Michael Castrignano	*UFT Chapter Leader or Designee	
Raquel Smith Co-President	*PA/PTA President or Designated Co-President	
Diana Jimenez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Quyen Quach	Member/ UFT	
Lee Siegfried	Member/ UFT	
Michelle Sawicki	Member/ UFT	
Aida Cruz	Member/	
Luz Velazquez Co-President	Member/	
Yorelyn Pena	Member/	
Lourdes Jibodh	Member/	
Nazneen Chowdhury		

*Core Mandatory SLT Members

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

We will improve the reading levels of our students. By increasing our students' reading levels it is expected that by June 2012, there will be a 5% increase in the number of students performing on or above grade level (levels 3 and 4) on the NY State ELA Test.

Comprehensive needs assessment

- A trend analysis of student performance data on state assessments demonstrated a downward trend in Grades 3-5 between 2008-2009 and 2009-2010. Furthermore, these grades exhibited an identical percentage of students on grade level between 2009-2010 and 2010-2011. As a result, we have made this group our priority in 2011-2012.

Instructional strategies/activities

Instructional Strategy #1

- Professional Development : Professional Development will be provided to teachers during Teacher Team meetings, Professional development half days and monthly faculty conferences as they continue their work on aligning ELA curriculum with the CCLS to enhance student performance in ELA.
- Professional Development will be provided in the following areas:
 - Depth of Knowledge
 - ELA Shifts (CCLS)
 - Curriculum mapping
 - CCLS
- Targeted Population: All Teachers
- Responsible Staff Members: Administrators, Professional Development Team, Literacy/Math Coaches, CCLS Team members, Teacher led workshops, CFN 607 support staff, SLT Members, AUSSIE consultant, UFTTC Professional development opportunities, TCICP Workshops
- Timeline for Implementation: September 2011 – May 2012

Instructional Strategy #2

- Analyzing Student Work/Assessments: Data (student work/assessments) will be analyzed on a weekly basis in order to determine the effectiveness of instruction, interventions and materials used. Discussions/Surfacing the Gap protocols will be used to determine patterns and trends in data. Instructional changes will be implemented based on findings as well as best practices shared.
- The following Assessments/Progress Monitoring benchmarks will be used to drive instruction in order to increase students' reading

levels:

- Data from ELA simulations, Performance Tasks, Guided Reading/Teacher Observations, DRA2, ECLAS-2 and TC Assessments will be used to group students to accommodate differentiated instruction.
- A Reading Benchmark Tracking System, which monitors school wide reading level progress based on DRA2 and TC, is collected and analyzed three times a year. Instructional changes are made based on findings.
- Articulation periods are provided for AIS providers and classroom teachers to review student progress and align instruction to students' needs.
- Targeted Population: Teacher Teams, Professional Development Team (PDT), Academic Intervention Team, and Inquiry Teams
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, Literacy/Math Coaches, Core Inquiry Team Members, AIS Team, Grade Leaders, Teachers
- Timeline for Implementation: August 2011 – June 2012

Instructional Strategy #3

- Reading and Responding to Informational Text: A school focus on reading and responding to informational text was determined based on our ELA summative data as well as baseline assessments. This focus will be addressed in inquiry teams, lesson plans, updated curriculum maps and Units of Study as well as through the implementation of rigorous performance tasks. Professional development on the CCLS and an increase in informational reading materials will be provided to support teachers.
- Targeted Population: All teachers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, Literacy/Math Coaches, Core Inquiry Team Members, CCLS Team, AUSSIE consultant and select classroom teachers
- Timeline for Implementation: September 2011 – June 2012

Instructional Strategy #4

- Star Reader Challenge– Independent Reading: This school wide initiative was put in place to improve students' reading levels, build stamina and fluency while reading independently. Targeted benchmarks of time spent on independent reading in school as well as at home are monitored and celebrated throughout the year.
- Targeted Population: All classroom teachers and students
- Responsible Staff Members: Administrators, Library Media Specialist, Teachers, Literacy/Math Coaches
- Timeline for Implementation: September 2011 – June 2012

Strategies to increase parental involvement

- ELA workshops on Literacy, Star Reader Challenge, CCLS and Testing information sessions will be provided for parents.
- The school will host Family Literacy Workshops and Parent Teas (Meet the Teacher Night) evenings throughout the year.

- Parents will be trained on how to use the ARIS Parent Link.
- Parent Coordinator will host workshops and serve as a liaison between parents and school.
- A Parent Involvement Committee meets regularly.
- Parent Handbooks are provided as a resource.
- Parents are informed of students' reading level progress and are provided with grade level reading expectations through progress reports and reading goals.
- Open access to the Library/Media center.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- School personnel work closely with the network HR team to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

Service and program coordination

We have implemented the Positive Behavior Interventions and Supports (PBIS) program in order for our students to achieve success in all areas of their development. Students are provided with clear behavioral expectations and are active participants in their learning.

Budget and resources alignment

- Fair Student Funding, Title 1 Funds, C4E Funds, SIG Funds will be utilized pending budget allocation.
- Title I and Fair Student funding will be used to fund classroom libraries (increasing informational texts), intervention materials, Supplemental ELA materials (Informational text), AIS providers, AIS after school programs, extended day curriculum planning time for teachers and professional development to support teachers pending budget allocations.

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

By June 2012, there will be a 5% increase in the number of students performing on or above grade level (levels 3 and 4) on the NY State Math Test.

Comprehensive needs assessment

- A trend analysis of student performance data on state assessments demonstrated a downward trend in Grades 3-5 between 2008-2009 and 2009-2010. Furthermore, these grades in total exhibited identical performance in terms of percentage of students on grade level between 2009-2010 and 2010-2011. As a result, we have made this overall group our priority in 2011-2012.

Instructional strategies/activities

Instructional Activity #1

Professional Development: Professional Development will be provided to teachers during Grade Conferences and Monthly Faculty Conferences supporting them as they align math curriculum with the CCLS to enhance student performance in Math.

- Continuing to develop the components of the enVision Math Program with a focus on differentiation
- Use of manipulatives and math games
- Technology in the math program
- Implementing the use of complex tasks

Target Population(s): Teachers in grades Pre-K through 5.

Responsible Staff Members: Administration, Mathematics Team, Professional Development Team, Math/Literacy Coaches, Academic Intervention Team, and Teachers

Implementation Timeline: September 2011 – June 2012

Instructional Activity #2

CCLS in Math - Practice and Implementation: Professional Development will be provided to develop an understanding of the CCLS in Math and the practices that are expected to be used; Creating and implementing assessments aligned to the standards and developing rigorous academic tasks.

Target Population(s): Teachers in grades Pre-K through 5.

Responsible Staff Members: Administration, Mathematics Team, Math/Literacy Coaches, Professional Development Team, Academic Intervention Team, Teachers

Implementation Timeline: September 2011 – June 2012

Instructional Activity #3

To observe, evaluate and analyze the mathematical reasoning and process of the students' written work: Ongoing Professional Development will be provided during Grade Conferences, Monthly Faculty Conferences, and New Teacher Network Meetings

To: Develop an understanding of utilizing math rubrics, indentifying exemplary work, analyzing work of students with mathematical challenges, and aligning curriculum to the CCLS. Discussion between responsible parties will take place regarding implications for instruction and the implementation of strategies. On a monthly basis, teachers will meet to discuss the noticings of data patterns and trends to determine the effectiveness of instruction, intervention and materials used. Changes will be made in collaboration with administration and the teams.

Target Population(s): Teachers in grades Pre-K through 5, Inquiry Team, Academic Intervention Team, Professional Development Team

Responsible Staff Members: Administration, Mathematics Team, Math/Literacy Coaches, Professional Development Team, Academic Intervention Team

Implementation Timeline: September 2011 – June 2012

Instructional Activity #4

Reading and writing in the math class: Teachers will receive ongoing Professional Development on the use of math literature to introduce basic concepts and develop writing in the content area.

Target Population(s): Teachers in grades Pre-K through 5, Academic Intervention Team, Professional Development Team

Responsible Staff Members: Administration, Mathematics Team, Professional Development Team, Academic Intervention Team

Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Information sessions on how to use ARIS Parent Link with hands on technology experience
- Parent Workshops on the enVision Math Program and CCLS will be held during the year.
- The Parent Coordinator and other staff (Math Coach) will attend particular parent meetings to share information and respond to parent questions and inquiries.
- Math Carnival held to engage the community in using math in everyday life.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.

- School personnel work closely with the network HR team to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.
- New Teacher Network to support Math instruction: Teachers will meet twice a month to discuss best practices and relevant math topics based on teachers' needs. New Teacher Network meetings are open to all staff.

Service and program coordination

We have implemented the Positive Behavior Interventions and Supports (PBIS) program in order for our students to achieve success in all areas of their development. Students are provided with clear behavioral expectations and are active participants in their learning.

Budget and resources alignment

- Fair Student Funding, Title 1 Funds, C4E Funds, SIG Funds will be utilized pending budget allocation.
- Title I and Fair Student funding will be used to fund intervention materials, Supplemental Math materials, AIS providers and AIS after school programs.

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

100% of our classroom teachers will administer ELA and Mathematics performance tasks which are strategically aligned to the 2011-2012 DOE selected Common Core Learning Standards as evidenced by completed ELA informational reading/writing units of study incorporated into the curriculum maps, ELA and Mathematics lesson plans and assessments.

Comprehensive needs assessment

- It was determined from the baseline fall ELA performance tasks that a majority of students (approximately 80-85% depending on the grade) exhibited difficulty in: a) Responding to informational text with relevant details and b) Understanding the meaning of a question and addressing its parts. As a result, the ELA performance tasks have been planned to address these specifics.
- It was determined that the baseline fall Math performance tasks should focus on Number Sense and Operations for several reasons. First of all, students have received instruction primarily in that area due to the flow of the curriculum. Secondly, students have exhibited specific needs in certain skill areas according to grade. The performance tasks were designed in order to address specific skill area needs according to grade. Last year's NYS testing item analysis was utilized to determine which skills from the Numbers Sense and Operations strand required the most attention, with an emphasis on meanings of operations, place value and use of money.

Instructional strategies/activities:

Instructional Strategy #1

- Professional Development: Professional Development will be provided to teachers on Depth of Knowledge, planning rigorous CCLS aligned Performance Tasks as well as familiarizing them with the contents and features of enVision supports and the ELA/Math task bundles/rubrics available in the Common Core Library.
- Targeted Population: All teachers
- Responsible Staff Members: Administrators, Literacy/Math Coaches, ELA/Math AIS Teachers, CCLS Team members, select classroom teachers, CFN 607 support staff, AUSSIE consultant
- Timeline for Implementation: September 2011 – June 2012

Instructional Strategy #2

- Analyzing Student Work/Performance Tasks: Student work/Performance Tasks (baseline/on-going) will be analyzed regularly through Inquiry/Teacher Team meetings. CCLS aligned rubrics will be used in order to Surface The Gap between the CCLS and students' performance. Instructional changes will be implemented based on findings as well as the sharing of best practices in order to address the needs of all learners.
- Targeted Population: Inquiry/Teacher Teams, Professional Development Team (PDT), Academic Intervention Team
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, Literacy/Math Coaches, Core Inquiry Team Members, AIS Team, select classroom teachers, AUSSIE Consultant
- Timeline for Implementation: August 2011 – June 2012

Instructional Strategy #3

- Developing CCLS aligned ELA Units of Study/Performance Tasks: Teacher teams will meet during common planning periods, Teacher Team meetings, Professional Development half days and after school to develop CCLS aligned unit plans and lessons incorporating rigorous performance tasks.
- Targeted Population: Teachers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, UFTTC Literacy Coach, Core Inquiry Team Members, AIS Team, classroom teachers and AUSSIE consultant
- Timeline for Implementation: August 2011 – June 2012

Instructional Strategy #4

- Implementation of Math Performance Tasks: Classroom teachers in grades K-5 will model, administer and monitor CCLS aligned mathematics performance tasks. Instructional changes will be implemented based on findings as well as the sharing of best practices in order to address the needs of all learners.
- Targeted Population: all classroom teachers, Mathematics AIS providers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, Math Coach, Core Inquiry Team Members, AIS Team, classroom teachers
- Timeline for Implementation: November, 2011 – June, 2012

Strategies to increase parental involvement

- Literacy/Math workshops focusing on grade level expectations, CCLS, Performance Tasks and testing.
- Parents will be trained on how to use the ARIS Parent Link.
- Parent Coordinator will host workshops and serve as a liaison between the parents and the school.
- A Parent Involvement Committee meets regularly.

- The school will host Family Literacy Workshops and Parent Teas (Meet the Teacher Night) evenings throughout the year.
- Math Carnival held to engage the community in using math in everyday life.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- School personnel work closely with the network HR team to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

Service and program coordination

- We have implemented the Positive Behavior Interventions and Supports (PBIS) program in order for our students to achieve success in all areas of their development. Students are provided with clear behavioral expectations and are active participants in their learning.

Budget and resources alignment

- Title I and Fair Student funding will be used to fund teachers after school curriculum planning, at trainee rate as well as purchase select materials for units of study.
- After school professional development/study groups Title I and Fair Student funding.

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

By June 2012, 100% of classroom teachers will improve teacher effectiveness through frequent cycles of observations and frequent feedback with peers and administrators as measured by the Danielson Framework Rubric.

Comprehensive needs assessment

- At the beginning of the year, all classroom teachers are responsible for completing a reflection /goal setting sheet. The principal meets with these teacher to discuss their reflections/goals and their preliminary next steps. Based on the needs of the staff it was determined that: The Danielson Framework Rubric will be used as a tool to help improve pedagogical practices, frequent cycles of observations with timely feedback, and peer coach/mentor meetings and feedback will be implemented.

Instructional strategies/activities

Strategy #1:

- Professional Development: Professional Development will be given on the following topics: 6 selected components of the Danielson Framework for Teaching; structure and expectations for peer mentoring/coaching; observation cycles including a pre-conference, observation, and post-conference; low-inference data collection; strategic questioning to improve self-reflection; and active listening to develop communication skills. Inter-visitations will be coordinated to observe coaching conversations. Responsible staff will monitor and coordinate Professional Development needs and plan further workshops as needed.
- Target Population(s): Administration, Coaches, and all classroom teachers
- Responsible Staff Members: Administration, all classroom teachers, and Literacy/Math Coaches, and Staff Developers (internal and external)
- Implementation Timeline: September 2011 through May 2012

Strategy #2:

- Peer Mentoring/Coaching Cycles: Partners will complete at least 5 cycles of observations throughout the year. Within a cycle, partners will pre-conference to discuss focus goals and components; observe a lesson and collect low-inference data; and post-conference to discuss data, student work, and next steps. Teachers will maintain a log of inter-visitations and self-reflection journals.
- Target Population(s): Administrative staff, Literacy/Math Coaches, and all classroom teachers
- Responsible Staff Members: Administration and coordinator
- Implementation Timeline: November 2011 through May 2012

Strategy #3:

- **Formative Observations:** The administration will conduct 9 formative observations for each teacher using the 6 selected components of the Danielson Framework for Teaching. Components will be focused on in 3 cycles: October-December, 1e and 2b; January-February, 2d and 3b; March-May, 3c and 3d. Effective feedback will be given in a timely manner through next-steps in writing and through coaching conversations.
- **Target Population(s):** All classroom teachers
- **Responsible Staff Members:** Administration
- **Implementation Timeline:** September 2011 through May 2012

Strategies to increase parental involvement

- Information disseminated to SLT and at various Parent Workshops
- Discussion at Parent Teas
- Information provided regarding Professional Development during scheduled five half days throughout the year

Strategies for attracting Highly Qualified Teachers (HQT)

Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- School personnel work closely with the network HR team to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

Service and program coordination

- We have implemented the Positive Behavior Interventions and Supports (PBIS) program in order for our students to achieve success in all areas of their development. Students are provided with clear behavioral expectations and are active participants in their learning.

Budget and resources alignment

Title 1 School-wide Program (SWP) will fund the Danielson Framework and observation initiative by providing:

- Professional instructional materials to support professional development
- Consumable materials for self-reflection journals and observation cycles
- Substitute teachers for classroom coverages during observations

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

By June 2012, 90% of the classroom teachers will utilize technology as an instructional tool in their classrooms. They will apply technology to at least one content area aligned with the Common Core Learning Standards while fostering hands-on learning into the 21st Century. This will be measured by a Technology Implementation Survey.

Comprehensive needs assessment

After observing Technology use in the classroom by students and teachers and referring to the Technology Standards, it was determined that most classroom teachers were not implementing interactive technology lessons to foster and enhance student learning. It was also determined that students were not being exposed to basic computer skills or 21st century technology.

Instructional strategies/activities

Strategy # 1

- Professional Development: Professional Development will be provided by internal/external facilitators on the following topics: SMART Board implementation, creation/development of interactive lessons, innovative ways to use technology in the classroom, and maintaining teacher webpage's.
- Target Population(s): Classroom Teachers, AIS
- Responsible Staff Members: Administration, Workshop Facilitators (internal and external), Technology Committee Members, Professional Development Team
- Implementation Timeline: September 2011 through June 2012

Strategy# 2

- Creation of P.S. 36 Audio Visual Club: An Audio Visual Club will be created with students in grades 4 and 5. Students will work with an advisor to create a Digital Brochure of the school using cameras and Microsoft Power Point. The final project will be to create a documentary titles "A Day in the Life of P.S. 36".
- Target Population(s): selected students in grades 4 and 5
- Responsible Staff Members: Administration and Club Advisor
- Implementation Timeline: January 2012 – June 2012

Strategy # 3

- Creation of Student Electronic Portfolios: The Student Council and other students in selected classrooms will create personal webpage's. These webpages will showcase their portfolio of Published Pieces and other work electronically.
- Target Population(s): Students in Student Council, students in selected classes
- Responsible Staff Members: Administration, Student Council Advisor, Technology Chairperson, Selected Teachers
- Implementation Timeline: December 2011 – June 2012

Strategy # 4

- Computer Based Programs: Uptown Education is an internet based program that will be implemented to increase sight words, spelling and reading comprehension as well as Math. Imagine Learning is a computer based program that will be implemented to increase literacy, vocabulary development, and speaking and listening skills.
- Target Population(s): Selected students with a focus on ELLs and Special Education
- Responsible Staff Members: Administration, Technology Supervisor, Literacy Supervisor, Technology Chairperson, Computer Teacher and selected staff members
- Implementation Timeline: September 2011 – June 2012

Strategy # 5

- iPads: iPads will be used in the Library/ Media Center as a way to engage students into the world of Literacy. Students will be able to search and read eBooks to read independently as well as in groups. Students will also be able to use these hand held devices as a way to enhance Social Studies lessons by taking virtual tours around the world with Google Earth.
- Target Population(s): Selected students in grades 3 – 5
- Responsible Staff Members: Library/Media Specialist
- Implementation Timeline: January 2012 – June 2012

Strategies to increase parental involvement

- Parents will be trained on how to use the ARIS Parent link.
- Parents will receive information on what the school website has to offer and how to access school calendar, announcements and weekly homework.
- Parents of students with Electronic Portfolios will be receiving information on how to view at home.
- Parents will receive information on how to us Uptown Education as an instructional tool at home.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- School personnel work closely with the network HR team to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.
- Inter-visitations and informal meetings are conducted to generate technology ideas for best practices in the classroom.

Service and program coordination

- We have implemented the Positive Behavior Interventions and Supports (PBIS) program in order for our students to achieve success in all areas of their development. Students are provided with clear behavioral expectations and are active participants in their learning.

Budget and resources alignment

We will be using Title I SWP to purchase the recording equipment for the A.V. Club and to fund Professional Development for teachers. NYSTL Software allocation was used to fund our website which we will use to illustrate the videos that will be taken by the Audio Visual Club as well as host teacher and students webpages.

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			N/A	N/A	12	0	0	21
1	72	42	N/A	N/A	15	3	0	25
2	78	38	N/A	N/A	14	2	3	19
3	72	45	N/A	N/A	17	5	3	27
4	66	56	40	36	19	5	3	20
5	75	52	19	34	24	7	4	14
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
<p>ELA</p>	<ul style="list-style-type: none"> • Kindergarten and Grade 1 classes are provided with the support of a paraprofessional to provide small group instruction during the second portion of the literacy block for guided reading/strategy groups. • In Grade 1, Double Dose Foundations is provided 4x per week during zero period (30 min.) to at-risk students as a push-in model. • In Grade 2, guided reading and targeted small-group instruction is delivered as a push-in model with the support of an AIS provider and paraprofessional 4x per week during the second portion of the ELA block. • In Grades 3-5, AIS providers in ELA push into the classroom 4x per week to provide small-group instruction (guided reading/Reciprocal Teaching) to at-risk students. • Wilson Reading System is provided to select Grade 3 students 5x per week as a pull out program. • For beginning ELL students in Grades 3-5, Foundations is provided 4x per week during zero period. • In Grade 4, the Quick Reads Fluency program is provided to targeted level 1 students in small groups during zero period. • Imagine Learning technology based reading program will be provided within the classroom for select ELL, Level 1 and SWD students. • AIS after school/Inquiry will be provided for at-risk students in grades 3-5. • Saturday Academy test prep for students in Grades 3-5 (pending funding).
<p>Mathematics</p>	<ul style="list-style-type: none"> • Kindergarten - Grade 2 teachers provide small group instruction (reinforcement/re-teaching) during the second portion of the math block. • In Grades 3-5, AIS providers in math push into the classroom 4x per week to provide small-group instruction (reinforcement/re-teaching) to at-risk students. • AIS after school/Inquiry will be provided for at-risk students in grades 3-5. • Saturday Academy test prep for students in Grades 3-5 (pending funding).
<p>Science</p>	<ul style="list-style-type: none"> • Grade 4 students will meet for 2 hour sessions on Wednesdays and Thursdays after school for science AIS. Each session will be split between the exploration and learning of a standards based topic and a related performance task. • Grades 3-5 will build on science background knowledge through the use of the Quick Read Fluency Program during zero period within their classrooms. • The use of the Robin Hood Multi Media Library Center affords teachers the tools to assist those children at-risk providing resources and materials for instruction in science.

Social Studies	<ul style="list-style-type: none"> • Grades 3-5 will build on social studies background knowledge through the use of the Quick Read Fluency Program. • The use of the Robin Hood Multi Media Library Center affords teachers the tools to assist those children at-risk providing resources and materials for instruction in geography, economics and history.
At-risk Services provided by the Guidance Counselor	<p>The guidance counselor provides individual and group counseling services to students in order to promote academic, emotional, and social growth. Self-esteem issues are addressed; as are problem-solving skills/strategies, alternative solution seeking strategies, conflict resolution, and exploring different ways to appropriately express feelings. The guidance counselor communicates with parents on an on-going basis as well as with teachers and is involved in behavior management monitoring/modification.</p>
At-risk Services provided by the School Psychologist	<p>The school psychologist provides at-risk counseling when the guidance counselor is not available. The psychologist's caseload does not allow for on-going at-risk counseling. The goal of counseling is to assist students in learning alternative ways to express feelings and respond to situations that cause anger/frustration as well as provide a nurturing environment in which students can communicate their concerns and needs.</p>
At-risk Services provided by the Social Worker	<p>The social worker is assigned to our school only one day a week. Her caseload consists of mandated students and does not allow time for counseling at-risk students. The SBST social worker (2 days per week) provides at-risk services primarily for students with emotional and behavioral difficulties/concerns.</p>
At-risk Health-related Services	<p>The school nurse provides all medical needs for our students. She contacts parents when necessary and also obtains medical documentation. The school nurse notifies the guidance counselor of any cases requiring follow-up, including but not limited to, possible physical abuse. The nurse also provides the counselor with the names of students that visit the nurse's office frequently since often these students do so for emotional needs rather than physical reasons.</p>

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)

Public School 36X is committed to implementing a parent involvement policy to encourage parents of students receiving Title I and AIS services to take an active role in their children's education.

P.S. 36 developed a policy with parents and school staff that reflects the philosophy of District 8. This policy engages parents in meaningful consultations to plan and implement programs designed to maximize student's achievement.

- Parents will be encouraged to become actively involved in establishing school-based policies by serving as members on the School-wide Project Committee. Parents will be encouraged to become members of the Parent Involvement sub-committee of School Leadership team.
- Parents will establish an Advisory Council composed of at least five (5) members that meet at least three (3) times a year. The council must elect one (1) member to represent the school on the Region/District Advisory Council.
- Parents will be notified of and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the Parent Advisory Council.
- Parents will be notified in a timely fashion of meetings, workshops and opportunities to assist their children at home in their academic studies. Members of the SLT Parent Involvement Committee will be responsible for the planning, devising and implementing various programs that include, but are not limited to Family Literacy, Math and Science. Workshops will be held to review and explain assessment procedures as needed.
- Parents can expect regular written communications from teachers and administrators in the form of progress reports cards and monthly newsletter from the principal.

- Parents will be provided with an approved Code of Conduct and review the code with their children. Parents and teachers will be expected to sign the document and encourage all to adhere to its principles.
- Parents will work with their children on homework assignments and ensure that they read or are read to 30 minutes each night. Parents will share in the responsibility for improving their child's performance.
- Parents are encouraged to participate in the school by volunteering through Learning Leaders program and to take the necessary training required. Volunteers are needed in the classrooms, library, cafeteria, hallways, play ground and at various functions throughout the year.
- Parents will be asked to attend and assist in various assemblies to celebrate our varied cultural heritage. Students will be recognized at assemblies throughout the year for academic achievement and parents will be invited in a timely manner to attend.
- Parents will assume the responsibility for communicating with their children's teachers regarding educational needs social concerns and students' progress.
- A Home/School Compact will be disseminated to all parents to ensure that a joint effort is being made to provide every child the highest quality instructional program available and to reaffirm our commitment to working together towards success.

**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/ Elmer Meyers	District 08	Borough Bronx	School Number 036
School Name Public School 36			

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

Principal Elvira Maresca	Assistant Principal Fran Boemio/Rachel Milby
Coach Christine Lally-Stolz	Coach Jasmine Chavez
ESL Teacher Margaret Pabon -Vega	Guidance Counselor Viviana Cedeno
Teacher/Subject Area Carol Stern- First Grade	Parent Ms. Ramirez Carraco
Teacher/Subject Area Migdalia Spratley-Fourth Grade	Parent Coordinator Norma Martinez
Related Service Provider Ms. E. Hogu- Speech Services	Other Barry Brooks - Math/Data Speci
Network Leader Elmer Meyers	Other Jason Holt-ESL/Art Teacher

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	4	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	729	Total Number of ELLs	107	ELLs as share of total student population (%)	14.68%
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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. 

1. At registration our incoming students and their parents are welcomed by trained personnel that provide translation and offer clarification on all program options available to English Language Learners. All students registering are given the Home Language Identification Survey (HLIS). Trained ESL staff (including the licensed ESL teachers: Ms. Pabon-Vega and Mr. Jason Holt) holds informal oral interviews in English and Spanish and assist parents in completing the HLIS. Students who according to the HLIS speak English only enter into the general education system. Students whose HLIS indicate a home language other than English begin a formal screening process. The assessment used is the Language Assessment Battery Revised (LAB-R). Ms. Pabon-Vega and Mr. Holt are the individuals responsible for conducting the initial screening, and administering and reviewing the HLIS and the LAB-R. The LAB - R is administered to eligible new admissions within the ten days of their registration. Students who are assessed as Limited English Proficient (LEP) as determined by the raw score on the LAB-R begin receiving ELL services. Spanish speaking students who are assessed as LEP are given the Spanish Language Assessment Battery (Spanish- LAB). The RLER (ATS) is accessed on a monthly basis to identify if there are any incoming ELLs in our school. These students are also administered the LAB R to determine eligibility for ESL services. All students that are English Language Learners (ELLs) as determined by the LAB-R are given the New York State English as a Second Language Achievement Text (NYSESLAT) in the spring (April-May). The ESL teachers administer the test in coordination with the school's testing coordinator and the administration. In April - June, 2011, the NYSESLAT was administered to all ELLs who are eligible for testing. To ensure that all our ELLs are administered the four modalities of the NYSESLAT, the ESL teachers begin the process as per the testing calendar disseminated by the Dept. of Education - ISC (Sharon Cahr). The ESL teachers create a NYSESLAT testing calendar specifically for the ESL students at P.S. 36. All administrators, teachers, service providers such as speech, guidance counselors, etc. are aware of the necessity to complete the testing of our ELLs using the NYSESLAT. ELLs students who are absent are given the make ups during the testing period. During early September, the ESL teachers access the RNMR (an ATS report) to analysis the data of the NYSESLAT to determine the eligibility of all ELLs for the current school year. This report allows the ESL teachers to determine the required numbers of units of ESL and ELA instruction as per CR Part 154. This report (RNMR) also allows the ESL and monolingual teachers to differentiate ESL instruction for the ELLs according to their needs in listening, speaking, reading, and writing. Our data indicates that most of our ELLs need additional support in reading and writing.

2. Our ESL teachers and parent coordinator (Ms. Norma Martinez) work alongside with our administration to guarantee that our parents are provided with the necessary information to make program selections (transitional bilingual classes, dual language classes, or free standing E.S.L. classes) by the end of the screening process. In September and October the ESL staff, along with the parent coordinator, held an ELL Parent Orientation Meeting. The Parent Orientation meetings were held in Spanish and Bengali to meet our parents language needs. All parents of ELL students new to the NYC public schools were invited to attend. At this meeting, all program choices (Transitional Bilingual, Dual Language and English as a Second Language) were discussed and presented in a variety of home languages. We utilized the multi-lingual DVD and staff translators to bridge language barriers. Parents were assisted in completing the Parent Selection Survey on site at the ELL Parent Orientation Meeting. The parent coordinator and the ESL staff followed up with parents who don't attend this meeting. Additional meetings will be scheduled as needed. Overwhelming the parents of the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes.

The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Margaret Pabon Vega, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Pabon-Vega has a list of bilingual schools. These parents are referred to the ISC (Integrated Support Placement) for placement in these bilingual schools. If the parent chooses a TBE/DL school (after going to the ISC), the ESL teacher contacts the ISC to determine if the ELL was accepted into a TBE/DL school.

3. In September, letters of discontinuation of ESL services, letters of continuation of ESL services, and entitlement letters are sent to the parents along with the September ELL Parent Orientation meeting invitations. The ESL staff is responsible for printing and distributing the letters. The letters are bilingually printed with an English-side and a home language on the reverse. The Department of Education translations are used. Each letter is addressed and completed by hand and delivered to the students to bring home. This school year (2011) students also received the NYSESLAT Spring 2011 Parent Report along with the performance level descriptors. Students who scored at the beginning, intermediate, and advanced levels on the NYSESLAT receive a letter of continued entitlement. Students who scored at or above proficiency level on NYSESLAT were given a Non Entitlement/Transition Letter. Once the ELL students are identified via HLIS and the RLER ats report (Student Eligible for Revised Lab report), the LAB-R is immediately administered to the students to determine eligibility. All potential ELLs are tested within 10 days of entering the school system. Parent Selections Surveys are also mailed via the postal service as needed to ensure the forms are received and returned. The ELPC on ATS is completed for each student who was tested with the LAB-R and Parent Survey completed. Parents who fail to return the Parent Selection Survey are contacted by the parent coordinator, Ms. Norma Martinez. During November's Parent-Teacher Conferences the ESL staff also meets with these parents. Parent Selection Surveys are stored in a file in the English Language Lab. The surveys are stored in folders by grade. The ESL staff maintain the files.

4. The ESL staff reviews the Parent Selection Surveys to determine instructional programs. The ELPC on ATS was completed for each student who was tested with the LAB R and parent options were indicated. Consultations are also provided in the native language.

5. Overwhelming the parents of the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Margaret Pabon Vega, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Pabon-Vega has a list of bilingual schools. These parents are referred to the ISC (Integrated Support Placement) for placement in these bilingual schools.

6. The program models offered at PS 36 are aligned with the parents' requests.

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% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	18	25	14	18	16	16								107
Total	18	25	14	18	16	16	0	0	0	0	0	0	0	107

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	24
SIFE	2	ELLs receiving service 4-6 years	20	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	87	2	24	20	0	0	0	0	0	107
Total	87	2	24	20	0	0	0	0	0	107

Number of ELLs in a TBE program who are in alternate placement:

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

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
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 L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	16	17	11	11	14	13								82
Chinese		1			1									2
Russian														0
Bengali	2	3	3	4	1	2								15
Urdu														0
Arabic		2		3		1								6
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	18	25	14	18	16	16	0	107						

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. a. Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ESL Program. Generally speaking, a pull-out model is used with beginning and intermediate students and a push-in model is used incrementally with advanced students. This is to ensure a smooth transition to proficiency without ESL services. The program model is flexible to address the needs of the students and to collaborate with the classroom teachers. Consistency and continuity are considered in all program model decisions.

b. ELL students are grouped according to grade level and the results of the NYSESLAT data. Beginners and intermediate students are grouped homogeneously with other beginners and intermediates in the same grade. Advanced students are also grouped

A. Programming and Scheduling Information

homogeneously by grade. At the kindergarten level students are grouped heterogeneously.

2. The English Language Learner student body is divided to assure ELLs are provided the mandated instruction time as dictated by CR-Part 154. Our beginning and intermediate students receive 360 minutes (weekly) of E.S.L instruction in addition to their 360 minutes of ELA instruction. Our advanced students received 180 minutes (weekly) of E.S.L. as well as their required 180 minutes in ELA instruction. Our ELLs are also receive ELA instruction through literacy units of study and during their content areas such as science, social studies, and math. Our newcomers receive their mandated 360 minutes of E.S.L. as well as native language support in math and science. Our math materials (Envisions) were ordered specifically to meet the needs of our Spanish speaking ELLs. Our Bengali students' receive native language support from Ms. Zihan, who is a substitute teacher. Mr. Holt provides instruction to the ELLs in kindergarten, first and second grades. Ms. Pabon-Vega provides instruction to the ELLs in third, fourth and fifth grades. Each year in the spring the ESL staff records raw scores from the NYSESLAT. These scores are used to group students in their next year's classes by proficiency level. This facilitates easier push-in programs and quicker transitions in pull-out situations. Generally the students' ESL periods correlate with the reading and/or writing workshops in the monolingual classroom. Advanced students are scheduled to receive ELA instruction in their monolingual classrooms and ESL instruction at other times.

3. English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teachers are required to deliver academically rigorous lessons, using the Point of Entry Model. Teachers maintain evidence in student folders of teacher conferences, informal assessments, and process of student work. Flexible grouping and cooperative learning engage students in communicative, cognitive, and meta-cognitive activities. All ELL instruction at P.S. 36 is conducted in English. The instructional approaches are language experience approach, Sheltered Instruction Observation Protocol (SIOP), Point of Entry Model, Quality Teaching for English Learners (QTEL), Total Physical Response (TPR) and the use of technology and the arts. The scaffolding methods used to make content comprehensible include modeling, bridging, accessing prior knowledge, collaborative work, text re-presentation, contextualizing, schema building, and meta-cognitive development. The schoolwide (K-5) math materials used are Envision math which incorporates an ELL component. For science content, the upper grades use Harcourt New York City Science (with the Glossary of terms and the included ESL approach). The lower grades follow the Foss Science curriculum which is hands-on. Social Studies content is delivered via New York Houghlin Mifflin Harcourt New York City textbook which includes an ELL component. In English language arts the lower grades use Foundations for phonics instruction. Making Meaning and QuickReads is used in the upper grades. Guided reading and balanced literacy is used school wide (K-5).

4. The Spanish LAB R is administered to our newcomers who speak Spanish. The data gathered from the LAB R together with the DRA in Spanish helps us in determining the Spanish proficiency of these students. In Bengali, our substitute teacher, Ms. Zihan informally assesses the students using translated materials.

5. We differentiate instruction by using scaffolding strategies, flexible grouping, and collaborative work. In addition we analyze the results of the NYSELAT and the ELL interim assessment to further differentiate instruction to meet their language needs.

a. Although currently we have no SIFE students, we follow the following instructional guidelines. SIFE students are included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted assistance. Parents of SIFE students are invited to take part in workshops.

b. For newcomers we provide extended individual instruction. For all newcomers in grades 3-5 we provide the content glossaries of terms in Math, Science and Social Studies. We utilize a technology based intervention CD entitled "Talk Now" to differentiate instruction for newcomers. For Spanish speaking newcomers, we provide instruction in their native language in Math, Science, and Social Studies in preparation for the New York State Exams. For Bengali speaking newcomers we provide instruction in native language with parent volunteers. There has been an increase of Bengali-speaking students at P.S. 36. The plan to prepare our Bengali students is with intense small group instruction in the content areas of math and science. These students will be administered the state math and science tests. Teachers we receive a series of phrases translated in Bengali, so that they may bridge communications with our Bengali parents. Bengali-speaking parent volunteers are active in the school and assist in language and cultural issues.

c. ELL students who are receiving 4 to 6 years of service have access to the full range of interventions available at the school. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the ESL classroom. These students will also attend after school tutoring sessions with Title III funds in math and ELA.

d. Long Term ELLs will be placed in after school tutoring sessions, and are considered for the full range of AIS interventions in

A. Programming and Scheduling Information

the content areas. These students will also attend after school tutoring sessions with Title III funds in math and ELA.

6. ELL students who in Special Education are served with the full range of interventions available at the school. They undergo the mandated five interventions. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the resource room. These students will also attend after school tutoring sessions with Title III funds in math and ELA. Students receive ELA

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%	<p>7. To meet the diverse needs of ELLs-SWDs within the least restrictive environment ESL teachers collaborate with the Special Education teachers and support service staff. ESL teachers group their ELLs-SWDs with our general education ELL students. The X-coded students also receive the mandated hours of ESL services a</p>		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
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

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- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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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)?

Paste response to questions 1-5 here N/A

Not Applicable.

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. The ESL staff at P.S. 36 are active participants in ESL professional development. One of the ESL teachers is Phase Four of Quality Teaching for English Learners (QTEL). In addition our teachers, paraprofessionals, psychologist, occupational/physical therapist, speech therapist, parent coordinator, and administrators regularly attend professional development as offered by the LSO, NYU, and DOE. Our secretaries have received training on ELL program options and second language sensitivity. This year's plan includes workshops on writing for ELLs as well as purchasing current literature on ESL strategies. Since writing is challenging for many of our ELLs, this workshop will focus on helping our students find personal voice in their writing and developing their writing into longer pieces. Teachers will be instructed on using storyboards and graphic organizers to achieve this. An ESL teachers' library was established in the school's UFT ESL Teacher Center as a resource for monolingual teachers. Our monolingual teachers and ESL teachers who attend professional development outside of our school discuss the session during grade conferences and during our monthly professional development extended hours. In addition, our ESL teachers present and disseminate different techniques and resources on how to provide support for our ELLs. The extended professional development scheduled is: October 3, 2011, December 5, 2011, January 9, 2012, February 6, 2012, March 5, 2012, April 2, 2012, and May 7, 2012.

2. The ESL staff works closely with the Fifth-grade teachers and school administration in assisting transitioning ELLs to middle school. Each student's situation is considered as well as available options for that student. Our guidance counselor meets with our ELLs and their parents to translate and provide information needed for this transition. Our guidance counselor, ESL teachers, and administrators meet with the monolingual teachers to discuss the options for our ELLs in the transition into a middle school. Our guidance counselor also attends workshops and meetings in the Network, the ISC, and DOE. Our guidance counselor disseminates this information during our faculty conferences, grade conference, and monthly meeting. The school leadership committee also supports our teachers and staff by disseminating information they receive during our monthly meetings and grade conferences. When possible, ESL staff notifies the middle school of the incoming ELLs and their circumstances. Our guidance counselor along with the Child Study Team which include administrators, teachers, psychologist, social worker, and support staff meet every Tuesday to discuss any concerns or issues with our ELLs.

3. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. ESL logs must be completed by those monolingual teachers and sign off by our ESL teachers and Principal. These ESL logs are kept in the teacher's personal files. A certified trainer in QTEL (Quality Teaching for English Learners) provided workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. They are forwarded articles such as "32 Tips for ELLs" by Jeri Ciproano published in the Scholastic Instructor, "Six Key Strategies of Teachers of English Learners" published by New Teacher Center @ UC Santa Cruz (2005), "Language Transfer Issues for ELLs, and NYSESLAT Performance Descriptors", these materials which contains a wealth of ESL information are available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school and at the City level. Recently our monolingual teachers attended an ESL workshop at Teachers College: "Implementing Teaching Strategies for ELLs". Our ESL teachers also conducted ESL training during faculty and grade conferences. Our assistant principals and administrative staff are involved in these faculty and grade conferences. Our pupil account secretary works closely with our E.S.L. teachers. She notifies the ESL staff of new arrivals and administers the HLIS in the appropriate language. The Translation and Interpretation Units is contacted for needed Arabic translations. Spanish and Bengali translation are conducted in house by staff. Web resources such as Colorin' Colorado are also publicized to the monolingual teachers.

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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)	Dual Language
1. How do you evaluate the needs of the parents?	100%	100%
3. How do you evaluate the needs of the parents?	75%	75%
4. How do your parental involvement activities?	50%	50%
Paste response to questions 1-4 here	25%	25%
1. Unfortunately at P.S. 36 there is a tradition of involving parents in experiments, where is not the case. I think it might provide an opportunity, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, when parents participate. Including ESL staff. 25% ELL parents attend the		

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?

Paste response to questions 1-4 here

1. Fortunately at P.S. 36 there is a tradition of involved parents. In September, there is Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, when parents participate with their children in literacy activities. These nights are guided by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable explorations into childhood literacy. Annually in the spring, there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year.

2. Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory of community based organizations to meet their individualized needs (ALBETAC's Directory of Asian Community Based Organization). Concerns and questions can also be addressed by our Parent Coordinator.

3. Parents' needs are evaluated through ongoing communication. The ESL staff meets with them during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. Concerns and questions can also be addressed by our Parent Coordinator.

4. Parents have expressed concerns about being able to assist their students in English with limited English fluency. These concerns are addressed through Family Literacy nights, where families are shown ways to interact with text in many ways. Also the ESL department maintains a library of bilingual books that are lent out to parents to share with their students. Parents have also expressed concerns about navigating the bureaucracy of the Department of Education. This concern is addressed primarily through one-on-one assistance by our parent coordinator. Also parents are made aware of the parent workshops and events sponsored by the Dept. of Ed. that address this issue. P.S. 36 provides ESL classes and Citizenship courses for parents interested in improving their skills.

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12. Our ESL students are very active participants in all school activities which include: Chorus, Inquiry Team, AIS, ESS after school, student council, Boy Scouts, and Recycling Committee. They also participate in after-school programs, such as Academic Intervention and a eight-teen-weeks Title III Academic After School program. The Title III Academic After School Program begins on November 1, 2011 and the Title III NYSESLAT program begins in February 2012. Our Title III funds are also used to address the needs of our newcomers. Starting January, 2012 the newcomers will be involved in a math after school program and will also be invited to attend the Saturday Academy. The ESL staff invite and encourage the English Language Learners to participate in all school activities. They also instruct and clarify about the different activities and programs to the students themselves and their parents. The goal of our afterschool activities is provide students with many learning experiences and provide unique educational opportunities.

13. At P.S. 36 there are a variety of materials to support our English Language Learners. Teachers integrate technology and audiovisual materials into the lessons. Teachers use Talk Now; an interactive CD-ROM to help build vocabulary with native language support. They also use One Language.com, an online interactive resource. The English as Second Language labs have leveled libraries, including books in Spanish, Bengali, Arabic, Punjabi, French, Albanian and Urdu. Spanish language content material in math, social studies and science is also available when needed. Bilingual Glossaries of content area terminology are given to each beginner student for use in the monolingual classroom. There are listening centers with books on tape and compact disc. Laptops are used regularly throughout the school year. Envision Math materials are in the classroom in Spanish for native language ELL speakers.

14. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginners may have already acquired. Bilingual Glossary of Terms is provided in all the content areas to assist the native language speakers. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher as well as the ESL teacher, who also speaks Spanish. The parents of newcomers are also invited to ESL workshops.

Additional Information

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

Paste additional information here

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 N/A

Not Applicable.

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. The ESL staff at P.S. 36 are active participants in ESL professional development. One of the ESL teachers is Phase Four of Quality Teaching for English Learners (QTEL). In addition our teachers, paraprofessionals, psychologist, occupational/physical therapist, speech therapist, parent coordinator, and administrators regularly attend professional development as offered by the LSO, NYU, and DOE. Our secretaries have received training on ELL program options and second language sensitivity. This year's plan includes workshops on writing for ELLs as well as purchasing current literature on ESL strategies. Since writing is challenging for many of our ELLs, this workshop will focus on helping our students find personal voice in their writing and developing their writing into longer pieces. Teachers will be instructed on using storyboards and graphic organizers to achieve this. An ESL teachers' library was established in the school's UFT ESL Teacher Center as a resource for monolingual teachers. Our monolingual teachers and ESL teachers who attend professional development outside of our school discuss the session during grade conferences and during our monthly professional development extended hours. In addition, our ESL teachers present and disseminate different techniques and resources on how to provide support for our ELLs. The extended professional development scheduled is: October 3, 2011, December 5, 2011, January 9, 2012, February 6, 2012, March 5, 2012, April 2, 2012, and May 7, 2012.

2. The ESL staff works closely with the Fifth-grade teachers and school administration in assisting transitioning ELLs to middle school. Each student's situation is considered as well as available options for that student. Our guidance counselor meets with our ELLs and their parents to translate and provide information needed for this transition. Our guidance counselor, ESL teachers, and administrators meet with the monolingual teachers to discuss the options for our ELLs in the transition into a middle school. Our guidance counselor also attends workshops and meetings in the Network, the ISC, and DOE. Our guidance counselor disseminates this information during our faculty conferences, grade conference, and monthly meeting. The school leadership committee also supports our teachers and staff by disseminating information they receive during our monthly meetings and grade conferences. When possible, ESL staff notifies the middle school of the incoming ELLs and their circumstances. Our guidance counselor along with the Child Study Team which include administrators, teachers, psychologist, social worker, and support staff meet every Tuesday to discuss any concerns or issues with our ELLs.

3. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. ESL logs must be completed by those monolingual teachers and sign off by our ESL teachers and Principal. These ESL logs are kept in the teacher's personal files. A certified trainer in QTEL (Quality Teaching for English Learners) provided workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. They are forwarded articles such as "32 Tips for ELLs" by Jeri Ciproano published in the Scholastic

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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?

Paste response to questions 1-4 here

1. Fortunately at P.S. 36 there is a tradition of involved parents. In September, there is Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, when parents participate with their children in literacy activities. These nights are guided by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable explorations into childhood literacy. Annually in the spring, there is

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2. Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory of community based organizations to meet their individualized needs (ALBETAC's Directory of Asian Community Based Organization). Concerns and questions can also be addressed by our Parent Coordinator.

3. Parents' needs are evaluated through ongoing communication. The ESL staff meets with them during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. Concerns and questions can also be addressed by our Parent Coordinator.

4. Parents have expressed concerns about being able to assist their students in English with limited English fluency. These concerns are addressed through Family Literacy nights, where families are shown ways to interact with text in many ways. Also the ESL department maintains a library of bilingual books that are lent out to parents to share with their students. Parents have also expressed concerns about navigating the bureaucracy of the Department of Education. This concern is addressed primarily through one-on-one assistance by our parent coordinator. Also parents are made aware of the parent workshops and events sponsored by the Dept. of Ed. that address this issue. P.S. 36 provides ESL classes and Citizenship courses for parents interested in improving their skills.

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)	12	2	3	1	3	2								23
Intermediate(I)	8	4	9	3	3	1								28
Advanced (A)	2	4	6	12	9	2								35
Total	22	10	18	16	15	5	0	0	0	0	0	0	0	86

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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	1	0	0							
	I	9	2	1	0	3	2							
	A	11	5	3	3	2	1							
	P	1	14	2	4	7	4							
READING/ WRITING	B	12	2	3	1	3	2							
	I	7	4	9	3	3	1							
	A	2	4	6	12	9	2							
	P	2	14	2	4	7	4							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	11	6	0	19
4	4	9	7	0	20
5	1	6	0	0	7
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	1	2	8	1	9	0	0	0	21
4	1	1	8	2	10	0	0	0	22
5	1	0	5	2	0	0	1	0	9
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	2	1	6	0	9	2	3	0	23
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.

1. The Early Childhood Literacy Assessment System (ECLAS-2) is the primary tool to assess the early literacy skills of the ELLs at P.S. 36. The Foundations Phonics system has also been added to the early literacy curriculum in grades kindergarten, first and second. The

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Public School 36

School DBN: 8BX36

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvira Maresca	Principal		11/28/11
Fran Boemio/Rachel Milby	Assistant Principal		11/28/11
Norma Martinez	Parent Coordinator		11/28/11
Margaret Pabon-Vega	ESL Teacher		11/28/11
Ms. Ramirez Carraco	Parent		11/28/11
Carol Stern	Teacher/Subject Area		11/28/11
Migdalia Spratley	Teacher/Subject Area		11/28/11
Jasmine Chavez	Coach		11/28/11
Christine Lally-Stolz	Coach		11/28/11
Viviana Cedeño	Guidance Counselor		11/28/11
Elmer Meyers	Network Leader		11/28/11
Barry Brooks	Other <u>Data Specialist</u>		11/28/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X036** School Name: **Raising Star School - P.S. 36X**

Cluster: _____ Network: **607**

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.

At P.S. 36 we send home the Home Language Survey translated into many languages to assess which languages are spoken in the home. There is question on the survey asking parents in which language they would like to receive communication from the school. From that data we can assess the extent of English knowledge. The teachers also communicate their observations regarding home language to the ESL teachers and administration. Since Spanish is a dominant language at the school, all school circulars and parent letters are translated into Spanish. For parents that speak the lesser spoken languages we utilize a variety of techniques to ensure communication. Some of these methods include using Department of Education translated materials, using the call-in interpretation service provided by the NYC dept of Education, and using relatives and friends of other students who are able to interpret and translate information.

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.

Using the Home Language Surveys we have noticed that the languages of PS 36 are diverse and dynamic. More children from different linguistic backgrounds are entering the school. Historically, Spanish speaking children were the only English Language Learners. There are now children who speak Spanish, Bengali, Arabic, Punjabi, Urdu, Chinese, Tamil, and Vietnamese. The ESL faculty works closely with the school testing coordinator to ensure testing accommodations are appropriate for students eligible for the New York State tests. Information about our language and translation needs is disseminated through our School Leadership Committee Meetings, through Parent Association Meetings, and at school faculty meetings.

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.

School personnel and volunteer parents perform translations in-house when needed. We strive to have translation contacts in all the languages of the school. We aim on having our translations completed in a timely fashion, to allow the proper amount of time needed to make parents aware of meetings and other activities being held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

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.

Translators are provided for any meeting that might be held, whether the audience is parents, teachers, or students. Translators are provided for children during testing to support those second language learners. The ESL faculty works closely with the school testing coordinator to ensure testing accommodations are appropriate for students eligible for the New York State tests. In-house school staff, volunteer parents, and outside vendors when needed, provide these services. We also utilize the call-in interpretation service provided by the NYC Department of Education for parent teacher conferences and other needs. This number is readily available in the main office, guidance office and ESL labs.

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>.

In accordance with the Chancellor's recommendations our program provides parents with the knowledge that translation and interpretation services are available through the Parent Newsletters, Helping Involve Parents school internet accessibility, School Handbook, and Parent Handbook. We also have signs at the entrances of the school informing parents that translation and interpretation is available.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 36 X	DBN:
Cluster Leader:	Network Leader: Elmer Meyers
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Starting November 1, 2011 we will begin an after school Literacy, Literature, and Writing ESL Program for English Language Learners in grades fourth and fifth. The focus will be on improving reading and writing skills using a novel studies approach. We estimate that 40 students will participate in this program. The program will be held Tuesday through Thursday from 3:11 to 5:11 after school for fifty - three sessions (finishing on April 5, 2012 - Forty - three sessions will be funded with the Title III budget and 10 sessions will be funded by P.S. 36 budget). The language of instruction will be English and the instruction will be provided by certified ESL/bilingual teachers. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading and writing. These students will be targeted with this after school program.

Our newcomers and S.I.F.E. will be included in the after school program to support our beginning ELLs and students with interrupted formal education. These students are mandated to take content area exams in their native language in math and science. In addition to receiving their mandated 360 minutes of ESL, these fourth and fifth grade students will receive support in the areas of math and science. This additional support will align the language of math through an E.S.L. instruction with the language of math and science. The bilingual teacher will support our Spanish native speakers in the areas of math and science.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

One of our ELL teachers is Phase Four of Quality Teaching for English Learners (QTEL). In addition our teachers regularly attend professional development as offered by Network , the Office of English

Part C: Professional Development

Language Learners - Board of Education, and NYU.

Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. A certified trainer in QTEL (Quality Teaching for English Learners from our Network 607) will provide workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. A newsletter which contains a wealth of E.S. L. information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school and outside of the school. Our ESL teachers also conducted ESL training during faculty and grade conferences. We have a ELL professional library that teachers may borrow books/literature on the learning issues of English Language Learners. The titles include: "Authentic Assessment for ELLs", "The CALLS Handbook", "Mirror of Languages", "How to Teach ELLs", "Principles of Language Learning and Teaching", "Teaching the World's Children", "Making Content Comprehensible for ELLs", "The Teaching of Language Arts to ELLs: Learning Standards for English as a Second Language".....

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Parent Coordinator, Norma Martinez, will conduct the following workshops for our ELL Parent Institute:

1. ESL classes will be conducted for ELL parents two days a week. The parents will use a computerized program "Talk Now, Talk More, and World Talk which utilizes the parent's native language to learn English language skills through a individualized computer approach.

10 programs @ 100.00 = \$1000.00

2. American Citizenship classes will also be conducted 1 day a

week. Book: Preparation for Citizenship: EDITION: 1st

Edition ISBN: 0739834584 ISBN-13: 9780739834589 PUB.

DATE: July 2001 PUBLISHER: Houghton Mifflin Harcourt

Part D: Parental Engagement Activities

\$16.11 per book x 20 = \$322.20

3. Literacy Night: Our ESL teacher will conduct a literacy night for our ELL Parents. During our ELL Literacy Night our E.S.L. teachers will provide activities that our ELL parents can develop using art and craft materials.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14216

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$8529.60	43 Title III Afterschool school sessions \$49.89 (per session with fringe benefits) X 2hours X 2 staff members X 43 weeks = \$8579.36 (\$49.76 will be funded by P.S. 36 funds to complete the 43 sessions.) Please note: P.S. 36 will fund the other 10 afterschool sessions to support their English Language Learners. A total of 53 sessions for Title III Afterschool ELL program
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	4264.80	Educational materials are purchased using these funds such materials are Math Strategies a Problem Solver's Journal: Level D &E 20 of each grade= 40 @ 7.78 each New York State Workout - Grade 4 & 5: 20 of each grade= 40 @ 7.68 Reading /ELA materials such as novels, Benchmark educational materials supporting the ELLs in science, math, and ELA. A common core state resource book in reading literature, reading

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14216

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>informational text, and a writing and language handbook by Coach is ordered to support our ELLs in the areas of ELA.</p> <p>Supplies such as notebooks, pencils, crayons, magic markers, arts and crafts etc. were ordered to support the hands on experience.</p>
Educational Software (Object Code 199)		
Travel		
Other	1421.60	<p>Parental Engagement:</p> <p>"Talk Now, Talk More, and World Talk "</p> <p>10 programs @ 100.00 = \$1000.00</p> <p>"Preparation for Citizenship": EDITION: 1st</p> <p>Edition ISBN: 0739834584 ISBN-13: 9780739834589 PUB.</p> <p>DATE: July 2001 PUBLISHER: Houghton Mifflin Harcourt</p> <p>\$16.11 per book x 20 = \$322.20</p> <p>Literacy Night: Our ESL teacher will conduct a literacy night for our ELL Parents.</p> <p>Arts and craft materials \$99.40</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14216

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$14,216.00	